



KBC 4.0

Annual Report (2019-20)

ABOUT THE PROGRAMME

Kadam Badhate Chalo is a flagship programme of Martha Farrell Foundation (MFF), which builds and initiates youth leadership to end gender-based violence. It is a platform through which youth of all genders come together to take collective action on ending violence against women and girls in their own communities. Its unique design aims at capturing the needs of the youth. Through this programme, youth leadership among boys and girls is developed and supported, while also providing them with the skills and tools to lead this change.

This project thrives on a partnership model, where the youth work in close proximity with the members of their communities and those individuals directly linked to the everyday lives of these youth. This includes parents, teaching and non-teaching staff of educational institutes, service delivery persons (public transportation officials, shopkeepers, etc.), local elected leaders and citizen leaders, among others.

The programme is guided by the belief that the root of ending violence against women and girls lies in changing the gender relations and equations between men and women, and boys and girls. This goal cannot be achieved without the active participation of the youth in the community, especially young men, who must take a stand and tangible action against violence against women and girls.

OBJECTIVES

- Build capacities of young girls & boys to be able to work together & recognize gender-based discrimination.
- Nurture youth leadership to address gender-based challenges & violence against women & girls (VAW/G) in their families, schools & communities.
- Empower youth to ensure accountability of institutions to make them responsive to in preventing VAW/G. It develops and supports youth leadership among both boys and girls, providing them with tools of change to make their voices heard in influencing change.

KBC 4.0

APPROACH AND STRATEGY

APPROACH:

Based on the learnings of the previous phases, the approach of KBC 4.0 was changed to:

- Focus on impact rather than outreach
- Selected number of youth leaders in limited locations. Intensive 12 month program.
- Going beyond gender & VAW/G – also focus on health, soft skills and livelihood.
- Direct implementation by MFF or by trusted on-ground partners.
- Robust training, monitoring & evaluation procedures.

STRATEGY:

- 1 **STARTED IN 4 LOCATIONS**
- 2 **IMPLEMENTED THROUGH SCHOOLS (4 SCHOOLS/LOCATION)**
- 3 **12-MONTH INTENSIVE PROGRAM (47 SESSIONS)**
- 4 **MOBILISED YOUNG BOYS AND GIRLS**
- 5 **CAPACITY BUILDING ON GENDER-BASED DISCRIMINATION & VIOLENCE, SOFT-SKILLS, HEALTH & LIVELIHOOD**
- 6 **ADDRESSED ATTITUDINAL CHANGE AND ENCOURAGED PERSONAL RESPONSIBILITY**
- 7 **YOUTH LEADERS ARE BUILT**

PROJECT AREA

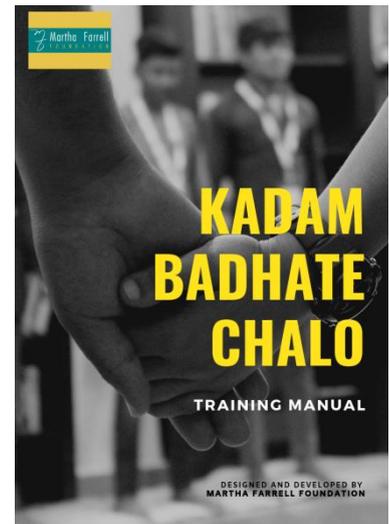
The project is being piloted in 4 locations. MFF has partnered with ProSport Development (Bhubaneswar), Fontal Development Foundation (Deogarh) and Participatory Research In Asia (Panipat and Delhi). The project will be implemented in 4 schools in each location with a focus on 30 youth in each school.



RESIDENTIAL TOT

In the month of June (11th-14th), a residential ToT was organized by MFF for the partner organisations to basically discuss the new strategy of the KBC program 2019-20 and launch the KBC curriculum. A total of 10 participants, 2 from Pro Sport Development (Bhubaneswar), 3 from Fontal Developmeny Foundation (Deoghar) and 4 from Panipat (PRIA) attended the training.

The 3 day training included discussions on the new strategy and new topics such as health, law and soft skills. The participants were divided into small groups and they were assigned sessions on gender and sports as practicals. This gave them an opportunity to practice them and understand their own strengths and weaknesses. Different methods were used to understand the topics such as group discussions, indoor activities, games, Audio-visuals, etc. at the end of the workshop, they were handed a sports kit and IEC for health related sessions and one copy of the newly made curriculum.



CONCEPTS / THEMES DISCUSSED

- 1 Self-Awareness
- 2 Communication
- 3 Psychological Changes during Adolescence
- 4 Perception of Self and Others

SELF

- 5 Body Changes during Adolescence
- 6 Menstruation (Myths and Facts)
- 7 Masturbation and Wet Dreams
- 8 Identities and Sexual Desires
- 9 Unprotected Sex, Pregnancy and Contraception
- 10 Sexually Transmitted Infections (STI)
- 11 Consent

PROCESS OF GROWING UP

- 12 Leadership
- 13 Teamwork

LEADERSHIP & TEAMWORK

- 14 Gender Stereotypes
- 15 Patriarchy and Socialisation
- 16 Being a Boy/Being a Girl
- 17 Understanding VAWG
- 18 Gender Based Violence (GBD)
- 19 Good Touch, Bad Touch
- 20 Problem Tree and Solution Tree

GENDE AND VAWG

- 21 Judiciary System- Overview
- 22 Crimes Against Adolescent
- 23 Crime Committed By Adolescent

UNDERSTANDING LAW

- 24 Participatory Safety Assessment (PSA)
- 25 Advocacy Tools for PSA Sharing – Theatre, Art and Music
- 26 Community Engagement- Interface with the Stakeholder on KBC Programme

PSA

OUTREACH

YOUTH ENGAGEMENT



552 Youths



227 Girls



208 Boys

SOCIAL MEDIA



8 fb posts



**9 MFF tweets
5 PSD tweets**

BLOGS

- “Why Sexual Health Education is Important in Creating Safer Public Spaces for Women and Girls” (<https://t.co/fNeS07pddS?amp=1>)
- “Keep Calm, Periods Are Good! A Letter To My Younger Self” (<https://t.co/UdCCoMOA1U?amp=1>)
- “reclaiming sexuality and sexual health in Deogarh, Jharkhand”(http://www.marthafarrellfoundation.org/blog/reclaiming-sexuality-and-sexual-health-in-deoghar-jharkhand/)
- “understanding sex and gender” (http://www.marthafarrellfoundation.org/blog/understanding-sex-and-gender/)

ACHIEVEMENTS

- As per the new strategy of the KBC 4.0 project, the project started with light sports sessions so as to introduce the objective of the project among the youth and the school management. These light sports sessions have provided the platform for the youth to become comfortable to even start next to each other.
- As the sessions progressed from sports to health & hygiene sessions to more sensitive topic of identities, it was observed that boys and girls are now comfortable in having open discussions. They have less hesitation in sitting with the opposite sex and teaming up with them for outdoor/indoor activities. Some of the youth also knew about the landmark judgment of section 377 of IPC but had less clarity on the issue. Facilitators provided more information to clarify their confusion.
- Girls are observed to be more active in the sessions. They are confidently sharing their opinions openly in mix group and separate group. The fear of being the centre of everyone's attention is becoming more positive than negative before.
- The facilitators found female students to openly share their observations about taboos they have heard related to menstruation and how they are asked to remain quiet when they ask their mothers about it. This shows they have starting conversing with their family members regarding the tabooed topic of menstruation. The youth are still fearful of their elder's reaction, but they are willing to ask 'why' for the restrictive practices across all locations.
- Session on psychological changes; maintaining positive relations; body changes and menstruation-myth, facts has supported the youth in understanding how the human body of both male and female changes after it reaches puberty and how they function differently. The information provided in these 5 sessions has provided enough evidence to the youth that these changes are internal and inevitable. Both sexes have no control over the function, reproduction system and this helped them in comparing the facts (science behind bodily function) with the superstitious practices in their communities.
- School management were skeptical of the program but as time passed and when they saw what the project's intention is, they are now very supportive and willing to give extra time to conduct sessions. The 3 partners have engaged with these same schools/villages through different programs and with different objectives. Perhaps this was the reason for their fear of receiving backlash from students and their parents. The project has been able to positively collaborate with the schools

and it is receiving plentiful support from them in terms of time for the session, separate classroom, mic, playground, exam-holiday schedule, school's contact person and chalk/markers. The principals are also encouraging their teachers to attend these sessions (especially in Bhubaneswar and Deoghar) and themselves attend the sessions to ensure the youth are listening carefully.

- This is a 3-way learning experience-youth, school and facilitators. The team of facilitators in all the locations has varying levels of knowledge on the issue, but it is astounding to see them work hard to prepare for the sessions. There are many concepts which they did not know such as menstruation process, bodily changes (internal, external, mental), STI, contraception, sexuality, sex, pregnancy, identity, etc. For them even uttering these words in the ToT was challenging as they came from different backgrounds but they are putting their best effort to first learn and deliver the information to students.
- In Deoghar, due to the initial delay in the delivery of sessions, they were lagging behind. But they picked up their pace. The youth had developed better understanding on the physical changes that they were going through and also after the session they admitted that everyone's growing up story is different. It was observed that both boys and girls respected each other more for their capabilities. Session on peer pressure, self-esteem and leadership helped them in overcoming their own fears such as pressure of study, competition in grades, etc.
- In Panipat, Positive feedback was received. When the session on contraception was facilitated in schools, it was brought to light that the youth already knew about contraception and the products that were available in the market. They knew this from watching ads on television. But they were confused why women require contraception and didn't know how it can be properly used. The session helped in clarifying the doubts and also taught them the benefits and side-effects of the pills and other things that are available. It was feared that such knowledge could also possibly give chance to boys to tease them more, instead it was surprising to note that boys stopped teasing girls. Girls felt more comfortable in talking openly and a positive environment was created among the youth.
- In Bhubaneswar Session was conducted with the help of art based methods like theatre, music and other creative form of writings. By engaging students through art-based methods during the sessions has enhanced the creativity of the students. They invited a resource person for the same who conducted session with the help of music and theatre on Gender relay and Gender stereotype. He also engaged students and taught them how to use music and theatre in community engagement for advocacy.

- In Delhi, sessions enabled the process of reflection for participants. They processed and analysed the information given to them. They were relating the learning of the session with the real life situations. This has helped them to come forward, express, discuss and agree/disagree with each other on different issues. The sessions were considered as an hour of safe space where they can put up their thoughts and clear their doubts without the fear of being judged.
- In all the locations, feedbacks were taken from students, teachers and parents on contents of the session, its effectiveness and timing of the sessions. Trainers of all locations are reading online about the topics which they are going to talk with students in the session. They are doing it for effective delivery of the sessions and also to make it more interesting.

LEARNINGS

- All the facilitators understand the concepts in the same language as the project intends to deliver. This helps in ensuring that there is no room for miscommunication among the youth, parents and the school (e.g. when the process of menstruation is explained, some youth interpret it as if they are taught how to have sex and make babies). The facilitators learn to choose words wisely for a better and focused understanding of a concept.
- Facilitators learn to plan and coordinate sessions among their own teams. Best practices are shared and learned. They also learn on the spot decision making; efficient utilization of available funds/resources and how to converse with school management and other stakeholders (BEO, resource persons, other organisations) for future collaborations.
- Aligning KBC project timeline with school's schedule for smooth implementation and planning.
- Facilitators have learned when they should facilitate sessions in mix or separate groups, when to stop a session (keeping in mind the comfort level of the girls and boys) and picking it up in the next session. They have learnt to diplomatically convince the school to allow them to do sessions on health and hygiene by winning their trust. They have been able to convey that these youth might not utilize information immediately because they are young and they have experienced a lot of things, but it is important for them to know what is happening to them and they should not be afraid of it. The information is NOT going to give them negative thoughts but these information will prepare them for the changes they are about to observe as they grow up, in themselves and the opposite sex.
- It is not always necessary that session will only follow the module, sometimes the sequence of session can change on the basis of current need and priority. Sometimes student asks questions, whose answer is not in immediate next session so for that matter, facilitator have to adapt themselves and be prepared to take session on the basis of need assessment and priority.
- During this whole period, facilitators learnt how to conduct themselves in front of students especially while teaching them about sensitive (and not often talked) about topics like masturbation, contraceptive measures and STDs. It was not a learning session for the students but also for the facilitators. They looked for different ways to convey their information in the most effective manner. They found that if more interactive and engaging activities are conducted regularly, then they can sustain the interests of students and also it helps them to participate more.

- We learnt that, to really make KBC successful, we need to win trust and confidence of teachers and community members also. For this we need to also provide the right information to them especially on reproductive and sexual health topics, existing laws on sexual offences and child abuse. Parents become concerned that what their children's are learning and sometimes they stop their children to sending sessions after listening name of the topics. So, it becomes very important that parents should also be in the loop and should be aware about what are the topics on which facilitators are talking with students.

CHALLENGES

- The youth were very shy to participate in the initial sessions. They were not very comfortable to team up with the opposite sex. They were giggling but feared they were asked to change partners in the game, they were thinking after the session other students will make fun of them.
- Since this is a new topic for most of our facilitators, they found it difficult to conduct the sessions initially. They have to understand each concept thoroughly before they take the sessions and sometimes they receive queries from the youth which confuses them a bit. Also the curriculum is only in 1 language (English) which is not preferable for everyone and they have to put more effort in understanding the concepts. However, the case studies are in Hindi, Oriya and English Languages.
- The schools were not very confident because they did not want the students to get too much exposure on sex, reproduction process, STI, contraception, etc. They fear they will use this information to tease girls more and this would also put a bad impression on the school. The school management did not want to take a risk with losing parents trust with the school.
- Aligning the KBC curriculum with the school schedule is very challenging. The schools in all locations run with different schedules and syllabus. They have monthly unit tests and quarterly exams along with festive/exam holidays. This leaves the facilitators with a small window of time to complete the targeted sessions for that month. The schedules have been shared by the school, but some holidays/tests/exams/visit by the government officials forces the facilitators to make sudden changes and even sometimes cancel sessions in the plan for that particular month.
- Climate has been a big factor in smooth facilitation of the sessions. In Deogarh, due to the holy month of Sawan and heavy rainfall 7 flooding near 2 of our school, 2 entire schools were shifted to another location which was far for many students. The strength of the entire school became weak (80 students in the school from grade 1 to 12) from July-August. In Bhubaneswar, due to heavy rainfall schools remained shut for Ganesh Chaturthi, Durga puja and exams. In Panipat, the schools opened on 15th July and the team could only conduct sessions at the end of the month. 1 week of every month is dedicated for unit tests and in September, they also had 10 day long 1st semester/term exam. The team now conducts 2 sessions together as they only get 3 working weeks in a month (including holidays/festivals). This also resulted in delayed collection of the baseline survey data.

- The major challenge that was faced by the team in Delhi was the absence of formal permission from the Education Department. The schools were initially reluctant to allow the team to take sessions, some of the schools agreed but repeatedly asked for the letter. In the absence of letter, the sessions got delayed and some schools even refused to conduct further sessions. The letter is still with the authorities and the team is trying hard to get the formal permission from the Education Department.
- Identifying a resource person for the session on music and theatre was a challenge for the trainers. They did not have network with artist groups because previously they have never engaged students with any artist. So, identifying a resource person was challenge but at the same time they also learnt that it is very important to build network with other groups because different methodology (music, art and theatre) plays an important role in advocacy.
- In some places, age groups of the participants are less (below 14) and there are some content which are heavy for these kids. Topics like patriarchy and socialisation needs some lighter content so that children can also understand it. It was challenging to make small kids understand about such topics but also importance of such topics is also very high for development of concept of society.
- Due to rainy weather, festivities and cyclone warnings a few of the session got post-pond in Bhubaneshwar. Apart from climate, political reason was also a challenge like there election in Deoghar and school were turned into voting booths and as a result it was hindrance in conducting sessions regularly.
- In Panipat, there were some parents who had objections on the topics of sessions (like: unwanted pregnancy, sexually transmitted disease etc.). They were saying that this kind of session can mislead girls and also they stopped sending their girls to sessions. For overcoming this challenge, a meeting was organised in the schools where parents were called along with teachers of school and they were debriefed about topics and its importance during adolescence. Parents were convinced by the school principal and their children. Children talked about positive change in them after attending sessions.
- CAA protest has also caused the delay in the project. The schools were closed for one month between December to January, so no activity happened during that month.
- Corona Outbreak is another big challenge that is causing the delay of project completion. Due to major lockdown in the whole country, the project deliverables are standstill for now.