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Guidelines for Meetings and Sessions
Guidelines for Meetings and Sessions

To develop an understanding of the different social issues which arise at the village level, group discussions were started with existing youth groups and adult groups. Discussion topics include gender discrimination portrayed by the media, violence against women in the news, masculinity, etc. and on different programmes and schemes at the Panchayat and other Governmental Department levels. A public place is selected for the meeting so that other people of the village can also join in this initiative and put forth their experiences and information. The topic for discussion is decided after consulted with the youth. Also related educational/reading materials have been made available.

Objective
To help people, particularly youth, develop an understanding of different social and political topics.
To have a group discussion and find solutions on those problems and challenges which arise when change is taking place at the personal or family level.

Process
Fortnightly/monthly sessions and meetings are organized on different issues with the existing youth groups of the village. These details of the meetings are documented in the registers.

Issues for Discussion
- Single women
- Gender discriminatory system
- Equal opportunities for women
- Violence against women and role of men
- Positive masculinity and being a role model
- Laws for protection of women from domestic violence
- Right To Information Act
- Partnership of women in processes of the panchayat
- Various incidents of violence and discrimination against women published by media
- Contacting and building connections with other organizations and individuals
- Various government programmes and schemes
- Any other

Follow-up
In every meeting, the youth group members will decide that in the next meeting they will follow up on the discussions done on that day’s meeting. They will also plan to discuss problems and challenges that arise while putting the ideas into practice. Various options will be explored for solving problems that arise at the meetings and decisions will be made for taking some initiatives. It is also expected that from these meet-
ings, the youth get an opportunity to share the efforts they made in the process of personal change and change in family. They also get to learn from the experiences of their friends. The youth will take responsibility and ownership in the campaign at the village level.
Single Women

In Indian society, single women often have a very miserable position. Women may be single due to death of a husband, divorce, desertion, not married, natural calamity or other reasons. In every village in India there is a substantial number of single women, but due to the ongoing social and religious evils and norms, these women are treated with second class status. They are victims of different kinds of discrimination and violence, and when in need they are not able to get help from the panchayat, society or government. They are often prevented from receiving benefits from the government schemes. Considering these situations, this UNTF project includes educational sessions to build a correct understanding and give the village level youth the right information about single women.

Objective of session

The participants will understand the situation of single women, the discrimination against them and the impact it has on them.

Method

Ask the group members to say what image comes to their mind when they talk about ‘single women’? Write the answers on the chart-

The following could be the possible answers:
- A woman whose husband has died - widow
- Someone who lives alone
- Someone who does not have a mother and father or anybody else
- Someone who has been thrown out of the house or deserted
- Unmarried woman

Next, divide the youth into two groups and ask each group to discuss one of the following questions and make a presentation-

- What are the norms, beliefs and customs in our society regarding single women?
- What are the restrictions for single women? How are single women treated?

After the presentations, extract through discussion – what is the impact of social restrictions on single women?

Write responses on the chart. Fill in any missing points using the table on the next page.
Next, lead discussion with participants on the following questions -

- Are the beliefs/sayings/customs which have been made for single women the same for men? If not, why?
- Are the constraints on women the same for men? If no, why?
- Are these beliefs/phrases/customs and constraints for any human being right which give them the secondary status?

**Summary** – Women are considered highest in our society, but in practice, the position of women and especially single women is very bad. Single women are not seen in a good light and they become victims of discrimination and violence in their home, family, society, working place, etc. Their opportunities for advancement are lessened, benefits of government schemes are denied, and their human rights are violated.

**Planning** – To bring about positive changes in the position of single women, a follow up plan should be made with the active youth-

For example-
<table>
<thead>
<tr>
<th>No.</th>
<th>What will be done to bring about changes</th>
<th>At our own level</th>
<th>At the community level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I will not do any kind of discrimination against single women</td>
<td>Will tell the people about the state of single women</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Will protest against any restriction on work for single women</td>
<td>Will raise voice against the social evils through the group</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Will protest against violence on women</td>
<td>Will raise voice for rights of single women</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Will try to make one woman participate in the panchayat</td>
<td>Will make some initiatives to ensure that single women get the schemes which are issued through the Panchayat</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Will amplify voice for single women’s rights</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Gender Discrimination

In our society the process of discrimination starts with birth of a boy or girl. Special care is given to the boy in terms of food, education, sports and desires, while there is no such care for the girl. Different social beliefs raise the status of boys, such as breadwinner, a good house manager, protector, etc and on the other hand girls are discriminated against at every level. Girls do not get the facilities and opportunities which boys get. Girls are brought up to be good housewives, a good caretaker of children and a home. They are even discouraged from making independent decisions and or going out of their homes, making them dependent on men. Girls are not able to completely develop because of this discriminatory behaviour, which is wrong. Hence it was decided to conduct a session with the youth to increase their knowledge and understanding of this subject.

Objective
To increase the understanding of the youth on gender based discrimination
To start to create a mindset of gender equality among the youth

Method
To have a discussion on the following questions based on the situational pictures from Umang Practice Book –

Kamal and Kamla - who is able to reach the school easily and what are the causes behind it?

Before going to the school the girl has to do a lot of house work such as cleaning of the home, serving the dishes, washing the dishes, etc where as the boy after eating goes to school easily.

What do Kamal and Kamla get as food, is the condition of the food served to both of them the same? If not, why?

Complete care is given when it comes to boys’ food. Boys get the food first and they get more nutritious food than girls. The girls are asked to eat later and no care is given regarding their food.

What type of toys has been given to Kamal and Kamla to play? Who plays where and what is the impact (physically and mentally) of it?

Usually boys are given toys be played outside or in groups through which they learn to make decisions, like with whom to be play, where to play, who will be his friends etc. They gain social skills and public confidence. All this helps in their mental development. Also because of playing/running around on the grounds the boys tend to feel hungry, their muscles get stretched making their body strong built. Whereas the girls are given toys which are to be played inside the house, causing girls start to get distant from the external environ-
ment, which further impedes their physical and mental development.

**Why are the girls stopped from going outside? Due to this which opportunity are girls denied? Is this right?**

Girls are not allowed to go outside of the house out of the fear of being eve teased. Because of this they also get denied education, health and learning opportunities, etc.

**What kind of work are women not capable of doing?**

If the girls are given equal chances as boys they can do all the same kinds of work and are also doing it.

**What kinds of housework do men do outside for pay but not in the home? What is the impact of this on women?**

All kinds of work done at home by the women are done by the men outside the house. They do it outside the house because they get money and respect for that work but do not get any payment when done at home. Due to this the workload on women increases, and if they become ill they are not even given proper treatment because of which they become mentally and physical weak.

**If men help women in doing household work then what opportunities may women start getting?**

If men start helping in the house then women will get the opportunity to go out, to learn, to study, to work outside, etc. When these opportunities are given to women there is coordination in the family. The woman also develops physically and mentally and gets opportunity to move ahead in life.

**Summary**-

Starting from childhood girls are discriminated against in terms of food, playing, going outside, etc. and boys are given many opportunities. This means that girls lose out on and are denied their opportunities and rights to grow. Outside the house men do many kinds of work but at home they refuse to help women with the same work. Those women who get equal opportunities are able to do all kinds of work which a man can do. Hence for making a discrimination free society it is necessary to give equal opportunity to all. There should never be any discrimination on the basis of sex.
Planning with participants

The youth will start some initiatives to stop gender based discrimination. For this the trainer should work with the participants individually to make some action plan according to the following framework -

<table>
<thead>
<tr>
<th>Initiative to be taken at the individual level</th>
<th>Initiative to be taken at the family level</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will help my sister in her work</td>
<td>I will inspire brothers to wash their own clothes</td>
</tr>
<tr>
<td>I will wash my clothes myself</td>
<td>I will try to convince my father to send my sister to the school</td>
</tr>
<tr>
<td>I will not stop my sister or any girl from playing</td>
<td>I will convince other male members of the family to do household work.</td>
</tr>
<tr>
<td>I will eat food with my sister/mother/brother’s wife</td>
<td></td>
</tr>
</tbody>
</table>
The Role of Men in Stopping Violence Against Women

Violence committed against women at home and out of home in public places is a violation of their human rights. Often other men don’t speak up on issues of violence against women. They believe that this issue is someone else’s private matter, so why should they ask for trouble. The person who is committing the violence says that it is a private matter and others have no right to intervene in a family matter. In this way violence against women continuously increases and we remain silent unless the incident happens in our own family. Therefore, we have developed this session on the role of the men in stopping violence against women.

Objective

- Will understand gender based discrimination, violence and power relations
- To understand our own roles in stopping violence against women

Method – Divide participants into two groups. Ask group one to discuss the violence that happens at home and ask group two to discuss the violence that happens outside the home. This discussion should be done based on the below framework and then presented –

<table>
<thead>
<tr>
<th>Place</th>
<th>What are the reasons for men to use violence against women?</th>
<th>What is the type of violence?</th>
<th>Where does the one inflicting violence get the power to do so?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inside the home</td>
<td>Not making lunch on time</td>
<td>Verbal abuse</td>
<td>Owner of the home</td>
</tr>
<tr>
<td></td>
<td>Not getting clean clothes</td>
<td>Threatening</td>
<td>Is bigger</td>
</tr>
<tr>
<td></td>
<td>Going outside the house without permission</td>
<td>Beating</td>
<td>Runs the house</td>
</tr>
<tr>
<td></td>
<td>Arguing back</td>
<td>Punching</td>
<td>Is backed by his in-laws—</td>
</tr>
<tr>
<td></td>
<td>Not working</td>
<td>Hitting with a stick or rod</td>
<td>her family lives away</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Is older</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>He thinks he has an understanding of what is right and what is wrong</td>
</tr>
<tr>
<td>Outside the home</td>
<td>Taking advantage that women are weak</td>
<td>Molestation</td>
<td>Other people do not protest</td>
</tr>
<tr>
<td></td>
<td>The woman is alone, defenceless</td>
<td>Obscene activity</td>
<td>Is powerful</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Woman is not fearful of others</td>
<td>Make obscene comments</td>
<td>Full of resources</td>
</tr>
<tr>
<td></td>
<td>Short clothes</td>
<td>Forcefully abduct</td>
<td>Has political access</td>
</tr>
<tr>
<td></td>
<td>Goes out of the house alone at night</td>
<td></td>
<td>Bold</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Has access to high level people</td>
</tr>
</tbody>
</table>
Following the presentation of both the groups the facilitator should discuss the relationship between gender based discrimination, violence and power based on the following circle.

![Diagram showing the relationship between Discrimination, Violence, and Power]

**Summary** – The excuses for committing violence against women are minute. Men find any small excuse to commit violence against women in order to maintain this system where men have all the power, like controlling over information, resources; through sources of money, strength, ownership, political access, etc.

**Planning with the participants** – To stop violence against women, planning with the youth has to be done at two levels. Firstly, what will they do to stop violence in their own homes? Secondly, what will be they do to stop violence outside the home? Planning can be done according to the framework -

<table>
<thead>
<tr>
<th>Initiatives to be taken at the individual and home level</th>
<th>Initiatives to be taken at the community level</th>
</tr>
</thead>
<tbody>
<tr>
<td>I myself will never use violence. I will explain to the person who is committing violence (brother / father) why it is wrong.</td>
<td>Will do a collective protest against violence- write in newspaper, conduct meetings</td>
</tr>
<tr>
<td>Give a helping hand to women in doing the household work.</td>
<td>Will conduct meetings in the village and explain it to others Will give information about the laws to stop violence against women. Punish the person who has committed violence by a legal process</td>
</tr>
</tbody>
</table>
Positive Masculinity

Society gives men a special identity and are expected to take on some important roles including protector, hard worker, decision maker, the one who carries forward the family, provider for the family, etc. If men do not accomplish these predefined masculinity roles, then they are taunted and often not considered good men. The pressure makes men fearful of not being able to fulfill these expectations. They become very irritated and sometimes develop addictions and commit very harsh actions like violence or suicide. Finally they and their families suffer the consequences of these actions. So this session for youth was planned in order to develop an understanding on a positive thought and image about masculinity.

Objective

- Participants will understand what masculinity is and the factors that strengthen it.
- The participants will take initiative in developing some alternative masculine behavior.

Method

Question 1 - Ask the participants what comes in their mind when you hear the word masculinity? Do a group discussion and make a list – (robust, powerful, diligent, controller, sperm, breadwinner, violent, owner, fearless, bold, etc).

Facts that will come up

- The relationship between masculinity and some characteristics which are traditionally associated with men.
- Society defines masculinity as power, control, and violence.
- Society decides the acceptable behavior, characteristics and attitude for men.
- Masculinity is also a social structure which changes with time and location. That is why we see different forms of masculinity.
- In this identity of masculinity men also possess sensitivity, love and other soft feelings.
- The synonym of man is not masculinity.

Question 2- What are the factors that strengthen the concept of masculinity? Divide the participants into groups, ask them to have a discussion on how the following institutions strengthen masculinity- family, religion, medium of communication, other social institutions. Use the framework on the next page to guide the discussion.
<table>
<thead>
<tr>
<th>Institutions that strengthen masculinity</th>
<th>Behaviour, norms</th>
</tr>
</thead>
</table>
| 1  Family                               | Expect men to become a provider, ruler controller, etc.  
                                        | It is the responsibility of men to protect women  
                                        | Men are not allowed to express a sense of insecurity.  
                                        | Boys are not permitted to cry  
                                        | Men are the ones who make the right decision and women’s brains are on their knees.  
                                        | Men are considered to be superior |
| 2  Religion                             | Men are considered superior than women in all religions  
                                        | Men rule over religious institutions and also over ideologies and interpretations of religious texts and rites  
                                        | All the religions’ main operator/priest is a man  
                                        | Religion decides the ideal behavior and role for men and women  
                                        | In religion the rules and laws of marriage, divorce, responsibilities, etc are in favour of men.  
                                        | In some religions if a wife goes astray from the right path the husband has the right to punish his wife. |
| 3  Media                                | Display of aggressive and violent images of masculinity in advertisements, serials, films, street plays.  
                                        | Showing that weak people don’t have respect in society  
                                        | Showing respect to violent men. |
| 4  Other social institutions- police, military, organized sports | Encourage aggressive masculinity  
                                        | In sports, respect the winner  
                                        | Training for an aggressive masculinity in the army.  
                                        | The use of gendered abuses in the different trainings conducted by the police, army– comparing men to women to show their weakness. |
Planning for the participants
What could be our role in creating an alternative masculinity.

There is direct relationship between masculinity and violence against women. So unless we work on positive aspects of masculinity, violence against women will continue. That is why masculinity needs to be challenged and some alternate masculinity needs to be developed which will be based on gender equality. For this we can start by trying out following methods (Discuss with the participants and add more points)-

- share domestic work
- Invite women to participate in the decision making process
- work under women’s leadership
- give respect and status to women’s work
- provide for equal chances and opportunities for women
- give time in taking care of children
- Don’t abuse
- break the silence and protest to stop violence
- Reach many more men with the cause
The Role of Men in Increasing Women’s Participation in the Panchayat

Through the 73rd amendment in the constitution, the central government has made provision for a three tier Panchayat system with reservation for representation of women and those from the weaker sections of the society. In accordance with this amendment, the Uttar Pradesh government has taken important initiatives by making bold decisions to bring forward the process of decentralization of power and give more constitutional rights to the Panchayat to make them more active, answerable, transparent and democratic. Despite the seats reserved for women, in practice women’s participation in the Panchayat is negligible. Although there is 40% representation by women in Panchayats, their participation in meetings and the decision making process is nil and because of this they are not able to benefit from government schemes and programmes or access the planning schemes for village development.

Keeping the above concerns in mind, this training session was planned so that the youth can encourage the women to actively participate in the Gram Panchayat

Objective – To increase the participation of women in processes of the Gram Panchayat

Method

- Divide the participants into two groups. One group’s role will be that of an inspector who will keep an eye on the process being carried out by the second group. After the activities the inspecting group will share their thoughts.

- The second group will do a role play in which they pretend to be typical Panchayat representatives holding a meeting. Through this role play they have to present the information regarding the meeting, such as issues for discussion, priority of resources, process to reach to any decision, etc.

- After the role play the facilitator should ask the second group to put forth their views on the Panchayat meeting procedures, participation of women, decisions of women.

- Lead a discussion on the following questions.

  Is the information regarding the Panchayat meeting given to all members, especially women members? (Often written information regarding the Panchayat’s meeting is not given to all members and women. If information is given, then instead of giving it directly to the women representatives, it is given to their husband or some other man)

  Who signs on the Panchayat meeting’s information and agenda register? (Usually the husband of the female representative or some other man signs on the women’s name)

  Do all the women get to go to the Panchayat meeting? If not, why? (Women representatives are not allowed to go to the Panchayat meetings. The women are told that it
is none of their business to go and that she would have nothing to contribute. Usually their husband/brother/father in-law or some other man goes to the meeting. Only if there is some pressure are women able to go to the Panchayat meeting.

**What location is selected for the Panchayat meeting? How does the location of meeting impact women’s participation?** (Often it is seen that the Panchayat meeting instead of taking place in the Panchayat bhavan it takes place at the pradhan’s home, which society often prevents women from entering)

**Where do the women sit during a Panchayat meeting?** (Even if some women are able to come to the Panchayat meeting, they are required to sit in the back or in a separate place.

**Who was making the decisions in the Panchayat meeting?** (During the meetings all kinds of decision are made by men only. The women representative’s opinion is never asked. Instead they compel the women to approve their decisions.)

**Is any initiative taken to know the views/ideas of the women members? If not, why?** (The women members are never encouraged to share their views or problems, so they just sit quietly.

**Does any woman member make an effort to put forth her views? If yes, is she able to do it successfully? If not, why?** (During the meetings if any women wants to put forth her views, the men do not listen to her. They interrupt her and tell her they understand already. This demoralizes her.

**What is the role of the women members in the Panchayat meeting?** (Often in the Panchayat meetings women are helpless and sit quietly in the meeting. Her family members make decisions and put forth their views. She only signs the register.)

**Summary**- Usually it is not considered good if a woman goes to the Panchayat meeting. Panchayat meetings are considered men’s work, so mostly men only participate in the meetings. From the houses where there are women Panchayat members, the male members of her family go on her behalf to attend the meeting. If any woman member wants to participate in the Panchayat meeting, nobody thinks about her convenience and she is never encouraged to speak in the meeting. All the decisions regarding village development and even women related issues are made by men without any views/opinion of the women member. As a result, after one or two meetings the participation of women reduces and become nil.

**Planning with the participants** – The facilitator should encourage the youth to make a work plan of the initiatives that are going to be taken to start active participation of women in the Panchayat. This plan can be as follows-
<table>
<thead>
<tr>
<th>Initiatives to be taken at the panchayat representative level</th>
<th>Initiatives to be taken at the community level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell the Panchayat representatives, especially women</td>
<td>Explain to community people about the Panchayat</td>
</tr>
<tr>
<td>representatives and their family members, about the</td>
<td>meetings and its processes.</td>
</tr>
<tr>
<td>process of the Panchayat and their responsibilities.</td>
<td>Make demands to the Panchayat members to find</td>
</tr>
<tr>
<td>Encourage the women representatives to come together and</td>
<td>solutions to the problems in the community.</td>
</tr>
<tr>
<td>participate in the Panchayat meetings and in the decision</td>
<td>Demand that there be an assurance that the</td>
</tr>
<tr>
<td>making processes.</td>
<td>women representatives get to participate in the</td>
</tr>
<tr>
<td>Talk to the male representatives and demand that the</td>
<td>Panchayat meetings.</td>
</tr>
<tr>
<td>Panchayat meetings take place at a time and location with</td>
<td>Demand that the village development plan be</td>
</tr>
<tr>
<td>consideration of the convenience of the women members.</td>
<td>made in an open meeting.</td>
</tr>
<tr>
<td></td>
<td>Respect the efforts made by the women</td>
</tr>
<tr>
<td></td>
<td>representatives and to make it public.</td>
</tr>
</tbody>
</table>
Understanding various incidents of violence against women that are published by the media

The media plays a very important role in the issues of violence against women. Often news regarding violence against women is presented in a very alluring and enticing way to boost newspaper sales. Usually the woman’s identity, who is the victim of violence, is exposed whereas the perpetrator’s identity is kept hidden. Quite often the media makes the woman appear responsible for the incident, which increases the chances of violence against them. The news which is published by the media is usually based on the information gathered from the police station or unreliable sources whereas the reality is very different.

Keeping the above in mind, it was decided that this session will aim to begin to work with youth to help the media change to a rights-based approach to reporting. We want the media to show news about good things women do and when reporting on violence against women, to do so in such a way that the female victims are able to get some help for getting justice.

Objectives

- To make the participants understand about the media’s perspective on the incidents of violence against women
- To sensitize the local media representatives about the incidents of violence against women.

Method

- The facilitator should collect some newspaper clippings of local incidents of violence against women which have recently come in the media.
- Divide the participants into two groups and ask each group to read the clippings very carefully.

Take the opinion of both the groups after having a discussion on the following questions.

- In there a contradiction in the title of incident and the description of the incident? If yes, what is it?
- In the incident whose identity is being revealed – female victim or the perpetrator of violence?
- What are those causes which are being highlighted for violence against women?
- Is there any response given in these incidents, if yes what is it and who made those responses?
- Does anyone seem guilty in these incidents?
Have you read any other articles about an incident of violence against women? If so, are you satisfied with the truth in the reporting?

Is there any follow up done by the media on these incidents of violence against women?

**Summary** - We can see that there is little synergy between the headline of the article and the content of the article published by media. This is done to increase the sale of the newspapers by attracting people to it by making the news sound very spicy. In the news only the name of the victim is imaginary but all other identification is exposed, whereas much less of the perpetrator’s identification is revealed. This is dangerous for the victim and is wrong. It is also seen that in cases in violence against women, the women is only considered to be at fault. No other responses or opinions of society are given any space and later no any follow-up is done by the media.

There is hope for the media, however. In some places, local media persons already write about incidents of violence against women using a right-based approach. In areas where people raise voices in support of women, the media in that area writes about the incident very carefully way and with a positive light. With the continuous follow up of the incident and efforts made by the media, the female victim is able to get justice and the people who commit the violence become fearful. This helps in reducing the incidence of violence.

**Planning with the participants** – Media plays a very big role in stopping the incidents of violence against women and in starting the process of justice. Hence the can make an important contribution by building networks with the local media representatives and creating a rights-based perspective among them.

Considering the important role of media to stop violence against women, the facilitator can work with and help the participants in developing a work plan for working with the media using the following framework -

<table>
<thead>
<tr>
<th>At the individual level</th>
<th>Initiative with local media representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a list of names of local newspaper and media representatives</td>
<td>Get study material regarding women’s rights and make it available and keep the information up to date</td>
</tr>
<tr>
<td>Document incidents of violence</td>
<td>Invite then to group discussions and take their opinion</td>
</tr>
<tr>
<td>Give own views on incidents of violence against women</td>
<td>Invite them to our programmes</td>
</tr>
<tr>
<td>Discuss with other people about incidents of violence against women</td>
<td>Continue to follow up on the incident of violence regarding women’s rights and justice</td>
</tr>
<tr>
<td>Continuously be in contact with media representatives and update them with new information</td>
<td></td>
</tr>
</tbody>
</table>

22
Linkage programme with MASVAW

Men’s participation in supporting gender equality and addressing violence against women is necessary for women to have their rights. It is necessary for self change and for building networks with organizations at the district, state and national levels for stopping violence against women. In the process of making these changes, it is helpful for men to share the problems and challenges which they face. With this idea it was decided that under the UNTF project, a joint programme will be conducted in Uttar Pradesh working with existing youth groups of Pratapgarh and Jaunpur, linked with MASVAW (Men’s Action for Stopping Violence Against Women).

A linkage programme was organized at the district and state levels involving representatives, women organizations, voluntary groups and organizations. People were encouraged to share their efforts and experiences in the campaign against violence against women and for gender equality. Relevant reading material was distributed to the groups. To learn about initiatives taken by other men, some youth groups were given the opportunity to participate in various trainings, visit organizations and go for exposure visits etc. with the help of MASVAW.

Panchayat representatives, youth leaders and other youth of the villages joined in the MASVAW linkage programme to make the campaign even stronger.

The objective of the MASVAW linkage programme

- To connect existing youth groups with MASVAW
- To make the men answerable for stopping violence against women
- To introduce and join the men in the intervention efforts taken by MASVAW

Role of youth in MASVAW in the linkage programme

- To give the information about the programme to the people at the village level.
- To take responsibility in organizing the programme.
- To invite the village Pradhans and Block Panchayat members to the programme.
- To make arrangements for a poster exhibition
- To distribute reference material

Reasons to join with MASVAW

- MASVAW provides a common platform to work with men on the issues of gender equality and violence against women.
- MASVAW provides a positive atmosphere to learn with other men and share our experiences while working towards self change.
- MASVAW increases the potential of the youth and helps them get exposure.
- With MASVAW’s presence at the state and district levels, youth will get help in spreading awareness about the issues and in lobbying.
**Expected result of developing linkage with MASVAW**

- Youth groups will be able to understand MASVAW and they will become part of a strong network.
- Youth will quickly take up initiatives at the local level on gender equality and violence against women.
- Other men of the village will also be connected to MASVAW.
- People will react towards violence against women.
- The youth will be connected with different organizations at district and state levels.
- Help improve the youth’s identity.
- The youth will get help in the process of individual change working at the local level.
- A strong group of sensitive youth will form

**Participation**

- MASVAW Secretariat, Lucknow
- MASVAW members from other districts of the state.
- Representatives of District MASVAW forum.
- Mahila Samakhya
- Representatives of local organizations/groups
- Panchayat representatives of the intervened villages
- Members of youth groups.
A guide for making interventions and conducting sessions in the schools

During the campaign in the intervened villages under the UNTF project, local schools and colleges are selected for intervention. Usually in schools and houses different criteria is set for teaching girls and boys and hence they are treated differently. The girls are usually victims of discrimination and violence in schools, colleges, roads and public places. No initiative is taken at the level of the school and college for addressing these events. Considering this situation, it was decided that during the campaign an intervention with students.

Objective of conducting the sessions

- To develop an understanding of the discrimination and violence against girls and boys and the reasons behind it.
- To make the school management accountable for creating a violence free atmosphere for girls in schools and colleges.

Activities to be organised

- Regular meetings with school management and teachers.
- Sessions with students on different topics.
- Different competitions at the school and block levels.
- Regular follow-up with teachers.

Topics for the sessions

- Discrimination against girls
- Carelessness in providing health treatment to girls
- Marriage at a young age
- Domestic violence
- Molestation
- Harassment for dowry
- Extra work load
- Considering a widow as unlucky
- Violence against women at workplace

Materials that can be used – Flash cards, posters, Umang Practice Book

Strategy for conducting sessions - To conduct sessions on various issues with the students in schools and colleges, the role of the trained youth group members and institutional facilitators will be important. Facilitators and members should act as resource persons and call lawyers, teachers, and representatives from local organizations.
A Guide for Community Level Meetings

Often people keep quite on the discrimination and violence against women inside the home. People say that it is a private matter and is not their problem. In the same way, people don’t react against incidents of violence against women in public places. As a result, the confidence of the perpetrators of violence increases and slowly a terrible atmosphere of violence is created. The perpetrators of violence reply with sophistry sentences such as, “What does this have to do with you?”, “This is my personal matter”, “This is between husband and wife”, “First go and handle your own home”, etc. People then don’t take action, which leads to further violence. In this kind of situation, it is necessary to make the Panchayat accountable so that it takes necessary steps in reducing such incidents. It is necessary to increase active participation of women in the Panchayat. To disseminate correct and necessary information regarding all these issues, it is an important step to carry out a campaign with the youth at the village level and organize community meetings.

Objectives for community level meetings
- Give information regarding the Protection of Women from Domestic Violence Act 2005
- Sensitize the Panchayat representatives about the issues of violence against women
- Develop an atmosphere of zero tolerance for violence and discrimination.

Issues to be discussed in the meetings
- Social discrimination and violence that takes place against women
- Protection of Women from Domestic Violence Act
- Women’s active participation in the Panchayat
- Initiatives to be taken by youth and men to stop social discrimination and violence against women

Strategies of the meetings – At the community level initially get to know the Panchayat representatives, teachers, retired workers and officers, executives, youth, representatives of the local groups etc. Have discussions with them and invite them to organizing meetings and discussions. The meetings should be organized in some public place where even women are able to come without any difficulty and put forth their views.

Things that need to be considered
- During the meeting give enough opportunities to the people of the village to put forth their views.
- Women should be encouraged to speak and participate more.
- Allegations and counter allegations should be avoided in the meeting.
- Documentation should be compulsorily done on the things said and issues raised by the people.
- The resource persons should talk about the possible legal aspects of local incidents that have taken place.
Guidelines for the Campaign
Guide for the Candle March

**Objective of the Candle March** – The objective of this programme is to inspire the people of the village to raise voices against violence and personally not commit violence against women.

**How will it be done** - During the campaign in the evenings the youth of the village will light candles, shout slogans and sing songs while walking around the village. Also to ensure the participation of community people in stopping violence against women, give them candles and invite them to join the walk. During the candle march some youth group members will distribute study material, pamphlets, posters, stickers etc to the people so that they get correct information about the law against violence.

**Oath to be taken during the candle march**

For girls:
I .................(Name).......... pledge that from today onwards I will go against and not tolerate any discrimination, beating, abusing, teasing, etc. which happens in my house or at other places.

For boys:
I .................(Name).......... pledge that from today onwards I will not commit any discrimination, beating, abusing, teasing, etc. against girls/women and will raise my voice against it.
Guide for the Cycle Rally

Objective of the cycle rally – The cycle rally will be conducted to make the people aware of the discrimination and violence done to girls and women; to create an environment that is against violence against women; to give information on Protection of Women from Domestic Violence Act 2005. The cycle rally will be conducted in those villages which have been intervened under the UNTF project and the nearby villages to create a positive environment that stops violence against women.

Strategy for the cycle rally - The cycle rally will start from one place and go to all the intervened villages. The leader will be chosen by the leaders of the already formed youth groups. The cycle rally will ensure the participation of all the youth of the villages and also of organizations in that area, women groups, Panchayat representatives, etc.

Activities during the cycle rally – During the cycle rally, some participants should display signs and posters. While going around the villages, participants should chant slogans of stopping violence against women. During the cycle rally pamphlets will be distributed giving information regarding Protection of Women from Domestic Violence Act 2005. The main activities will be as follows –

- Go to all the intervened villages
- Shout slogans
- Distribute pamphlets

Slogans and messages to be used during cycle rally

- *Har vyakti ka hain adhikar.* (Every person has a right)
  *Hinsa mukt ho ghar paripar* (To have a family that is violence free)
- *Raham nahi adhikaar chahiye.* (We need rights and not pity)
  *Mahila ko sammaan chahiye.* (Women need respect)
- *Mahila ke sahayog bina.* (Without the support of women)
  *Har badlav adhura hain.* (Every change is incomplete)
- *MASVAW ne thana hain.* (MASAVAW is determined)
  *Mahila hinsa ho mitana hain.* (To stop violence against women)
- *Chuppi todo. Hinsa roko.* (Break the silence! Stop the violence)
- *Har mahila ko sammaanpurna jeevan jeene ka adhikaar hai.* (Every woman has right to live a respectful life)
Gender Fair

The youth groups from the intervention villages under the UNTF project have made efforts for individual change and now these efforts have to be shared with the public. So we decided to organize a Gender Fair in which men would share their personal stories of change and try to create a violence free environment for the women. The fair included four kinds of competitions based on different role reversal games for youth group members and their sisters, along with students of the schools and colleges. During this programme the youth’s family members, Panchayat representatives, local organizations, etc are to be included in the discussion of women’s rights.

For organizing the Gender Fair, it was decided that planning meetings will be organised with the youth groups and leaders of all the groups. There is to be intensive publicity of the event at the village level and, at the school/college level, perspective building with the students and teachers.

Boys and girls who will be a part of the different gender competitions will be honoured and we will try to draw lessons from them about stopping violence against women and reducing inequality. Also for building the right perspective there will be a dialogue with the resource persons.

Objective of the Gender Fair

- To motivate the youth to bring change in the gender roles
- To publicize the youth’s efforts at self-change
- For the youth group to actively take initiatives for women’s rights.

Activities

- Gender competition
  - For boys – Competition of making *chapattis* and sewing buttons on clothes
  - For girls – Competition on riding the cycle slowly and flying kites
- Snake and ladders game based on gender roles
- Discussion on women rights
- Poster exhibition on violence and masculinity
- Distribution of awards and certificates

The role of the youth in organizing the Gender Fair

- Give information about the programme to the people at the village level
- Contact teachers and students of the schools and colleges and have discussions with them
- Wall writings
- Take responsibility of organizing the programme
- Invite the Pradhans and Block Panchayat members to be a part of this programme
- Call the local school teachers
- Distribute resource material

**Participation**

- Youth and adult group members and their friends of 10 villages
- Pradhans, panchayat members, BDC members of selected villages
- Representatives of local women’s groups and other civil society organizations
- Students and teachers of local schools and colleges
- Media representatives
- Representative member of the district MASVAW group

**Expected results**

- There will be regular meetings and discussions among the youth
- After the programme many people in the village, especially the youth, will be more interconnected.
- Public activities will be conducted for stopping gender discrimination and violence against women
- The youth will get support from their family members in the process of self-change
- The youth will take the responsibility of organizing the campaign to stop violence against women
Guidelines for using Posters and Games
Objective of using posters – There are many sexist phenomena which have been increasing in our society like desire for a boy child, dowry, established masculine behavior and expectations of men and abortion of female fetus after sex determination. These incidents are creating negative results in society. Due to the continued decrease in the number of girls, incidents of molestation, rape, kidnapping, and forced for sex work are increasing. That is the violation of girls’ human rights. 6 posters were designed to disseminate correct information and understanding among the youth regarding the declining sex ratio and the various social reasons behind it.

One of the main objectives of these posters is to spread the belief in equal status and opportunities for women in place of patriarchal masculinity.

Where should the poster be used - These posters can be used with men during group meetings, community meetings, trainings, training sessions in schools or colleges, camps, competitions, exhibitions, etc.

With whom to be used – These posters can be used with youth, students, Panchayat representatives, organization and voluntary workers, women, men, etc. to have different kinds of group discussions. With the help of these posters, discussions can be easily done with those who have studied up to their intermediate, studied very little or even with illiterate people.

Content and issues in the posters- Equal status and equal number of the men and women in society.

The main message - The posters convey the following messages with pictures and words-
- Boy child or girl child, happiness is equal
- Equal opportunity in health and education
- Before marriage right of one home, after marriage right of two homes.
- A daughter of somebody's home is safe in my house.
- My daughter-in-law looks after us and I look after her.

Methods for using

- It is necessary for the facilitator to first read the posters very carefully and understand them.
- Put the posters high on a wall or a board so that everyone can see them easily.
- Do not display all the posters at once; discuss one poster at a time. To start the discussion ask them what they see in the picture. Who is in this picture? What are they doing? Should this happen? Why?
- Give enough opportunities for the participants to share their positive experiences based on the poster.
- At the end of the discussion of all the posters, make some plans with the participants based on the steps taken at the local level regarding the mentioned issues and the resolutions and positive practices.
Guide for the use of flash cards

Objective for the use of flash cards – Develop a common understanding and spread information regarding discrimination and violence against girls and women.

Where to use them - The flash cards can be used in groups meetings, trainings, educational sessions in schools or colleges, camps, etc.

With whom to be used – The flash cards can be used with the youth, students, Panchayat representatives, organization and voluntary workers, women, men, etc. to have different kinds of group discussions. With the help of the flash cards, discussions can be easily done with those who have studied up to their intermediate, studied very little or even are illiterate.

Content and issues in the flash cards – The flash cards show the different kinds of discrimination and violence done throughout the entire life cycle of girls and women. Along with this it would be good to include discussions about the people’s experiences in the local environment.

Methods for using
- It is necessary for the facilitator to first read the flash cards very carefully and understand them.
- To start the discussion, ask the participants to share their experiences that relate to the flash cards.
- The pictures on the flash cards should be clearly shown to all participants.
- When all the participants have seen the flash cards properly, then the discussion can be started based on the following questions-

Questions to be asked to the participants
- What can you see in the picture? Which people are there in the picture and what are they doing?
- Why is this happening?
- Should this happen?
- What is the harm in this? (Make a summary and read out the sentences that are written behind)
- What can we do to find solutions to these problems? (A plan should be made keeping in mind the resolution letter and the steps that the youth need to take)
Guide for the use of games

The games which are used during the workshops, trainings and at different educational sessions have their own importance. Through the medium of games, participants' hesitation, tension, mental tiredness, wariness, etc. can be removed. Games can also be used to create the educational atmosphere, break silence and pass on energy. Through games some issues like social values and rules of discrimination can be challenged.

Objective

- Making a friendly atmosphere among the participants during the different educational sessions
- Removing the mental and physical tiredness of the participants and creating energy during the sessions.
- Challenging gender discrimination and violence and debating them.

The games which will be used

- Games to breaking the silence (ice breakers)
- Sheep and wolf
- Human chain
- Flying the birds
- Games to divide the participants in groups
- Games to remove mental tiredness
- Smile please
- To give shape
- Snakes and Ladders game

Rules for the games

Sheep and wolf – Tell the participants to stand in circle, holding each others hands tightly. Choose one of them to be a sheep and another as a wolf. The sheep will be inside the circle and the wolf will be outside trying to come in and attack the sheep. The participants making the circle have to try and stop the wolf from coming inside the circle and help the sheep. In this way this game can take place with different participant in many circles.

Human chain – All participants stand in one line by holding each other’s lower back. They will stand as if the one standing first is the train engine and the rest of the participants are the bogies. Where ever the train engine goes others will follow the trail. One participant who is not part of this train has to try and catch up with the train as the last boggy (tail). The participant who is the engine has to try to not let him to join the tail. During this make sure that none of the participants leave each other’s back.
**Flying the bird** – All the participants stand in one circle. The trainer should tell the participants that he will say the name of some animals and when he says the name of an animal that can fly, the participants should raise their hands to make the bird fly. If a participant makes a mistake, he or she must go outside the circle. The participants who will make mistakes in game will sit outside the circle. This game can be played until one is the winner and second the runner-up. This game can be modified as per the interest and need.

**Tell me brother how much** – To create some energy and interest, tell the participants to make one big circle and ask them to walk slowly and gradually walk faster. The trainer will say, ‘Tell me brother how much’ and the participants will reply ‘How much you say’. This process should be repeated two to three times. During this process as the trainers voice gets louder the participants would get faster. After this the trainer will call one number and the participants have to make a group of that number. This activity can be repeated many times before many any groups. The trainer can make a few changes in the game and make it more interesting.

**Smile please** – In different sessions to mentally energize the participants, make them sit in one circle. One participant who will lead the game has to go to any participant sitting in the group, without touching make noise of some animal and make that participant laugh (get a smile on the face). If another participant smiles first, he or she will carry on the game with the same process and then the third person and it will carry on. In this way this process can be done many times.

**To give shape** – Have the participants stand in pairs. Instruct the participants that out of the pairs one will be the clay and the other is the sculptor. The sculptor will make use of the clay in any way to make a new statue; the person who is the clay cannot refuse the sculptor. The trainer should go to each pair and get to know about the sculptors thoughts behind the statue. After this again repeat the process but this time the sculptor will be the clay and the one who was clay will be the sculptor. Later the trainer should go to each pair and ask them about the experience.

**Snakes and ladders game** – This is an age old game. To raise issues regarding gender inequality and violence can be boring, so a game is very useful in raising this serious issue in an interesting way. This game has been used for many years in trainings and meetings to compel people to challenge and self reflect on issues of gender and violence. By the time the game reaches the end the trainer will have led discussions on issues of gender equality and violence.

**(Note:** Throw the dice to start the game. You can start moving in the game only when you get the number 6 on the dice. Once you have started moving, you can continue in the game by moving the number that comes in the dice. While moving you can come across a snake or a ladder. Before climbing up or down, the participant should read the sentence written there so that other participants can also hear. Discuss the reasons that make you climb up or go down. The one who reaches 100 first is the winner.)
Guide for the use of game on male migration

Many youth from different areas in U.P. leave their homes and go to other districts and states in search of work or for other reasons. In this situation they are not able to be in contact with their family and friends. In this situation they often feel lonely. Many times they also become victims of abuse and exploitation by local miscreants, police, employers, middlemen, etc. If at some point they have any financial problems or are ill then their sadness, loneliness and problems multiply. In these conditions, the youth tend to divert from their usual behavior and get into activities like taking drugs, to have unsafe sexual relationships and doing violent or dangerous activities.

This game was designed to address the various social, financial and cultural causes of male migration and male behavior before, during, and after migration. Facilitators are advised to lead a group discussion on social discrimination, violence, masculine behavior, sexual relations in the context of the 3 stages of migration (before, during, and after). In this game all three situations have various stages and every stage has two options—one which takes us back and the other which takes us ahead. There could be many examples of these options in our lives, so these discussions may be helpful.

Who should play this game - This game is useful for all men and women but it is most important for those men and their families who go to other places in search of work. This game is useful for youth who stay away from home for their education or work.

Where to play this game - The game can be played at the community level meeting, workshops, camps, educational sessions, etc.

How to play - Throw the dice to start the game. You can start moving in the game only when you get the number 6 on the dice. Once you have started moving, you can continue in the game by moving the number that comes in the dice. Players will reach various stages, where the facilitator will discuss 2 options of the stage with the participants. The participant who reaches 108 first is the winner.
Materials to be used during the campaign for active implementation of Protection of Women from Domestic Violence Act 2005

The following campaign materials were used in the intervention villages to promote correct information about the Protection of Women from Domestic Violence Act 2005 and its implementation -

**Pamphlet** – Two types of pamphlets were used during the campaign to provide correct information about the domestic violence law -

- **What does the Protection of Women from Domestic Violence Act 2005 say?** – Information given through this pamphlet- What is domestic violence? Who can be affected? What kinds of help are available? From where can the women get help? Role of people who are associated with the Act, etc.
- **No, this law is not against men** – After this law was passed, there were many misconceptions about it. For example, people said that this law is against men, this law splits homes, this law will be misused, etc. So to provide correct information to men this pamphlet was prepared.

**Stickers** – Four types of stickers were used to spread the message that women have the right to a violence free life –

- Every woman has a right to live a life with respect
- Every woman wants to live in a violence free family
- It is every woman’s right to a violence free home and family
- This law will not break homes, but build happy relationships

**Poster** – ‘Prabhavi kriyanvayan ho abki baari, sarkar sunishchit kare zimmedari’ (‘This time effective implementation should be done; Government’s responsibility is to ensure’). This poster contains information on the main important rights of women and where they can get help for ensuring this rights- in big letters. This poster can be displayed in the Panchayat bhavan, schools, offices and public places, etc so that women, men and even children can read them.
Materials to be used during the campaign

It was decided to run a 10-day campaign ‘Wada Karo Abhiyan’ (Make a Promise) to increase women’s active participation in the Panchayat election, 2010 of U.P. The campaign also aimed to give information and raise awareness among the women to increase women’s participation in the meetings regarding education, health, employment, clean water.

‘Declaration form’ for candidates contesting for the Panchayat elections – In this campaign, we asked the candidates contesting the Panchayat elections to sign on a declaration form which promising to work towards increasing women’s participation and to work on women’s issues. This will be later followed up with the candidate.
## Follow-up format of the campaign (To be filled out by facilitator)

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<td></td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td>Connections with other institutions and groups</td>
<td>Name of institutions and groups</td>
<td>Nature of the collaboration-</td>
<td>Nature of connection</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>Local:</td>
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<td>District:</td>
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<td></td>
<td></td>
<td></td>
<td>State:</td>
</tr>
<tr>
<td></td>
<td>Relationship with media</td>
<td>Media person / name of organization</td>
<td>Nature of the collaboration-</td>
<td>Nature of connection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Local:</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>District:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>State:</td>
</tr>
<tr>
<td></td>
<td>People’s participation at the local level</td>
<td>Youth’s participation-</td>
<td>Panchayat representatives’ participation</td>
<td>Other-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women’s participation-</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Men’s participation-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix: 1 - Banner

‘On occasion of International Labour Day’

Discussion on initiatives taken by youth on gender equality and to stop violence against women

Date - 1st May, 2011
Place – Village Patahna, Block Kharanja Kala, Janpad Jaunpur (U.P.)

Organizer: Azad Shikhsa Kendra, Sipah - Jaunpur
MASVAW (Men’s Action For Stopping Violence Against Women) Lucknow
Appendix: 2 Baseline Survey

Table: Gender perception of men who participated in the training

<table>
<thead>
<tr>
<th>Sr</th>
<th>MASVAW Group</th>
<th>Jaunpur N=90</th>
<th>Pratapgarh N=120</th>
<th>Gazipur N=106</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% Agreed</td>
<td>% Agreed</td>
<td>% Agreed</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Only a man should decide when to have sex and with whom.</td>
<td>28.9</td>
<td>25.0</td>
<td>42.5</td>
</tr>
<tr>
<td>2</td>
<td>A woman’s most important role is to look after her home and cook for her family</td>
<td>57.8</td>
<td>45.8</td>
<td>66.0</td>
</tr>
<tr>
<td>3</td>
<td>Men need more sex than women</td>
<td>40.0</td>
<td>34.2</td>
<td>51.9</td>
</tr>
<tr>
<td>4</td>
<td>You only do sex, you should not talk about sex</td>
<td>45.6</td>
<td>32.5</td>
<td>46.2</td>
</tr>
<tr>
<td>5</td>
<td>It is easy for women to keep condom with themselves</td>
<td>41.1</td>
<td>38.3</td>
<td>60.4</td>
</tr>
<tr>
<td>6</td>
<td>A man can need another woman even though he has a wife, even though he thinks his wife is good</td>
<td>14.4</td>
<td>17.5</td>
<td>10.4</td>
</tr>
<tr>
<td>7</td>
<td>We have the right to slap a women</td>
<td>34.4</td>
<td>28.3</td>
<td>48.1</td>
</tr>
<tr>
<td>8</td>
<td>It is a woman’s responsibility to feed milk and give bath to the children.</td>
<td>37.8</td>
<td>40.8</td>
<td>51.9</td>
</tr>
<tr>
<td>9</td>
<td>To avoid getting pregnant is the responsibility of women.</td>
<td>41.1</td>
<td>31.7</td>
<td>40.6</td>
</tr>
<tr>
<td>10</td>
<td>Men should make the final decision at home</td>
<td>40.0</td>
<td>41.7</td>
<td>56.6</td>
</tr>
<tr>
<td>11</td>
<td>Men are always ready for sex</td>
<td>27.8</td>
<td>29.2</td>
<td>42.5</td>
</tr>
<tr>
<td>12</td>
<td>A woman should tolerate violence in order to keep the family together</td>
<td>38.9</td>
<td>20.8</td>
<td>33.0</td>
</tr>
<tr>
<td>13</td>
<td>If my wife asks me to use a condom then I get excited.</td>
<td>26.7</td>
<td>16.7</td>
<td>20.8</td>
</tr>
<tr>
<td>14</td>
<td>A woman and man should decide together which kind of contraception should be used.</td>
<td>86.7</td>
<td>93.3</td>
<td>87.7</td>
</tr>
<tr>
<td>15</td>
<td>I do not have any gay friend</td>
<td>75.6</td>
<td>79.2</td>
<td>82.1</td>
</tr>
<tr>
<td>16</td>
<td>If any person insults me, if I have to use my strength to save my reputation, I will.</td>
<td>55.6</td>
<td>64.2</td>
<td>68.9</td>
</tr>
<tr>
<td>17</td>
<td>It is ok for a man to beat his wife when she does not want to have sex with him</td>
<td>11.1</td>
<td>5.8</td>
<td>14.2</td>
</tr>
<tr>
<td></td>
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<td></td>
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</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>18</td>
<td>When I see a man acting like a woman then I feel very disgusted.</td>
<td>40.0</td>
<td>40.0</td>
<td>58.5</td>
</tr>
<tr>
<td>19</td>
<td>If you do not have a son, you are not a man</td>
<td>30.0</td>
<td>30.0</td>
<td>50.0</td>
</tr>
<tr>
<td>20</td>
<td>A man is happy only when his wife brings a lot of dowry</td>
<td>6.7</td>
<td>3.3</td>
<td>9.4</td>
</tr>
<tr>
<td>21</td>
<td>A married women should not have to take permission of her husband to go and meet her own parents</td>
<td>10.0</td>
<td>6.7</td>
<td>9.4</td>
</tr>
<tr>
<td>22</td>
<td>A woman who spends money on herself does not need to tell her husband about it</td>
<td>7.8</td>
<td>13.3</td>
<td>5.7</td>
</tr>
<tr>
<td>23</td>
<td>I feel very bad when I see my wife talking to other men</td>
<td>25.6</td>
<td>22.5</td>
<td>30.2</td>
</tr>
<tr>
<td>24</td>
<td>A couple should decide together if they want a child</td>
<td>95.6</td>
<td>38.3</td>
<td>94.3</td>
</tr>
<tr>
<td>25</td>
<td>A woman can suggest using a condom</td>
<td>60.0</td>
<td>79.2</td>
<td>59.4</td>
</tr>
<tr>
<td>26</td>
<td>If a homosexual women gets pregnant then the responsibility of the child is of both of them</td>
<td>88.9</td>
<td>87.5</td>
<td>82.1</td>
</tr>
<tr>
<td>27</td>
<td>A man should ask his partner what she likes during sex.</td>
<td>62.2</td>
<td>67.5</td>
<td>67.9</td>
</tr>
<tr>
<td>28</td>
<td>It is important that a father is present in the life of the children irrespective of him not being married to their mother</td>
<td>50.0</td>
<td>66.7</td>
<td>51.9</td>
</tr>
<tr>
<td>29</td>
<td>A man and women should decide together which kind of contraceptives they should use</td>
<td>83.3</td>
<td>90.8</td>
<td>79.2</td>
</tr>
<tr>
<td>30</td>
<td>It is necessary to have a male friend with whom you can talk about your problems</td>
<td>71.1</td>
<td>79.2</td>
<td>70.8</td>
</tr>
<tr>
<td>31</td>
<td>A man should have more knowledge and experience regarding sex</td>
<td>54.4</td>
<td>60.0</td>
<td>62.3</td>
</tr>
<tr>
<td>32</td>
<td>I would feel ashamed if I had a homosexual son</td>
<td>64.4</td>
<td>72.5</td>
<td>80.2</td>
</tr>
<tr>
<td>33</td>
<td>A man has a lower status than other men if he earns less than his wife</td>
<td>36.7</td>
<td>23.3</td>
<td>29.2</td>
</tr>
</tbody>
</table>
Appendix: 3- Pamphlet

An appeal from the youth on violence against women

1st May is celebrated as 'Labour Day ' in India and in many countries in the world because of the achievements from the Labour Movement. On this day there was a demand made in 1886 by the labourers for an eight-hour working day and an end to the economic exploitation by the capitalists. After the success of the movement, many important changes have been made in favour of labourers. But these successes have not been extended to many female labourers in India. 80% of contribution in agriculture is done by women yet they are not considered farmers. Despite economic, social and political development, women have been deprived of a violence free life.

Girls and women are considered the safest in their own homes, but even there they feel very insecure. From birth to death they are victims of different forms of violence. You must have seen or heard about incidents of violence against women in schools, colleges, roads, markets, religious areas and events, place of work, government offices, hospitals, busses, trains, airplanes, etc. It is because of these incidents that parents and guardians do not allow girls to go to school and go out and work. At home, domestic violence is done to women due to trivial matters- like food not cooked on time, women going outside the house without the husband’s permission, food cooked was not of his choice, husband is suspicious of his wife because she is jovial and jokes around, not giving birth to a boy, etc.- and the violence is not considered as an issue, but a normal family affair. We feel that you are also worried and hurt to know about these incidents.

In all these environments in your village we see some ray of hope from the youth who are ready to make individual and social changes based on what they have been learning about gender discrimination and violence against women for the last two years. The youth associated with this campaign are trying to build positive masculinity. They agree that discrimination and violence against women are wrong and violation of their rights. They know women also have the right to live a violence free life.

With this thought the youth have reawakened their resolution and have organized a cycle rally and meetings on this occasion of Labour Day in 14 villages of Kharanja Kala Block of Jaunpur District. With the help of the meetings they will give information and make the people aware. We request that all youth associated with this campaign and Panchayat representatives, teachers, farmers, business men, intellectuals and village people are invited to become a part of this campaign.

Do you know that -
- Every 3 minutes one women is a victim of violence
- Every 29 minutes a woman is raped
- Every 9 minutes one woman is a victim of cruelty done by her husband or in-laws
- Every 77 minutes one woman is killed because of dowry

It is accepted that all men are not perpetrators of violence. If they are not, then why are they not with us?
What you can do-

- Do not commit any violence or encourage others to commit violence
- If anywhere any woman is being the victim of violence, then protest against it
- Motivate the Panchayat to take strong actions on cases of violence against women
- Have discussions with other people regarding these issues
- To take help of women’s organizations/groups in violence related cases
- To inform about domestic violence incidents to women’s institutions, media, high level officers, district probation officer and police.

Incidents of violence against women will continue to take place as long as you do not raise your voices. Being a responsible citizen means protesting against violence against women. We are certain that your support will make the campaign stronger.

*Kaun kehta hain aasmaan main chhed nahi hota
Ek patthar to tabiyat se ucchalo yaaro.*

(Who says there can be no hole in the sky
Let’s try to throw a stone with all our might)

महिलाओं पर होने वाली हिंसा के खिलाफ युवाओं की अपील

मई को 'भ्रम दिवस' भारत के साथ साथ दुनिया के कई देशों में भ्रम आंदोलन की उपलब्धियों के रूप में मनाया जाता है। आज ही के दिन भ्रमिकों ने पूजीपतियों के आर्थिक शोषण व आठ घंटे के मानक कार्यदिवस की मांग सबसे पहले वर्ष 1886 में उठाई थी। जिसके बाद से अभी तक भ्रमिकों के हित में कई महत्वपूर्ण बदलाव हुए हैं। कृपि कार्यों में महिलाओं का लगभग अस्तित्व प्रतिष्ठित योगदान होने के बावजूद उन्हें किसान नहीं माना जाता। आर्थिक, सामाजिक व राजनीतिक विकास के बावजूद महिलाएं हिंसामुक्त जीवन जीने के अधिकार से बची रही हैं।

जैसा कि आप जानते हैं कि लड़कियों और महिलाओं के लिए सबसे सुरक्षित माने जाने वाले अपने ही घर में भी आज वे अपने आप को असुरक्षित महसूस करती हैं। जब हमें किसी उपरि या निचली में जीवन बरतने वाली हिंसा का अंदाजा होता है। स्कूल-कॉलेज, रास्ते, बाजार, धार्मिक स्थलों व आयोजनों, काम के स्थान, सरकारी कार्यालयों, अस्पतालों, बस, ट्रेन, हवाई बालक आदि सभी जगहों पर उनके साथ छिड़खानी व हिंसा की घटनाएं होती हैं आप चुनते व देखते हैं। इन्हीं कारणों से लड़कियां व महिलाओं के लिए सही व अभिभावक अपनी बेटियों को स्कूल भेजने व बाहर जाकर काम करने की इजाजत नहीं देते। वर्षों के अन्तर महत्वपूर्ण कारणों यथासमय पर खाना न बनाने, पति को बताए बगैर पत्नी के बाहर जाने, पैसे का खाना न बनाने पति के एक करने, पत्नी के हंसी मजाक करने, लड़की पैदा न होने, आदि अनेक कारणों से महिलाओं के साथ घरेलू हिंसा की जाती है, तथा उसे घरेलू मामला बताकर ठाकर दिया जाता है। हमारा विश्वास है कि सभी बातों से आप भी आहत व चिंतित होगी।

इन्हीं महान के बीच आपके गांव में हम सभी की युवाओं से एक उम्मीद की चिंता दिख रही है जो पिछले दो महीनों से लैंडिक भेदभाव व महिलाओं पर हिंसा के खिलाफ सामूहिक समर्थन निर्माण के साथ सरकार के साथ तपस्वी हुए हैं। इस अभियान से जुड़े युवा महानमों के सकारात्मक प्रयोग हेतु प्रयास किए हैं। युवाओं का आनन्द है कि महिलाओं के साथ होने वाला भेदभाव व हिंसा गालत व उनके मानवाधिकारों का उन्नयन है। उन्हें भी हिंसा मुक्त माहौल में जीने का पूरा अधिकार है।

इसी सीमा के लिए युवाओं ने जनपद जून-जूलाई के कर्जा का जनसंग्राम 14 गांवों में आयोजित किया। पिछले दो महीने में साहित्य रैली एवं बैठकों के माध्यम से जानकारी व जागरूकता लाने का आपने संकल्प दोहराया। इस अभियान से जुड़े सभी युवा आप सभी पंथ व धर्म वितरितिकी, आध्यात्मिक, किसानों, व्यापारियों, बंदूकबाजों व गांव वासियों आदि से अपील करते हैं कि आप भी इस महिमा की हिंसा बन चुके सबसे और भाग मानदर्शन करें।
क्या आप जानते हैं कि
1. प्रत्येक 3 मिनट में एक महिला हिंसा का शिकार होती है।
2. प्रत्येक 29 मिनट में एक महिला के बलाकार की घटना होती है।
3. प्रत्येक 9 मिनट में एक महिला परिवार समूह से हमला करता है।
4. प्रत्येक 77 मिनट में एक महिला की दंडन कारणों से हत्या होती है।

माना सभी पुरुष हिंसक नहीं, पर जो हिंसक नहीं,
वे हमारे साथ क्यों नहीं?

आप क्या कर सकते हैं?
1. स्वयं हिंसा न करते हुए, दुसरों को हिंसा न करने के लिए प्रोत्साहित करना।
2. अगर कहीं भी किसी महिला के साथ हिंसा होती है तो उसका सामुहिक विरोध करना।
3. महिलाओं पर हिंसा के खिलाफ पंचायतों को कानूनी कार्य करने हेतु आदेश करना।
4. निवेदन देखकर डूर पर बयानों का उपयोग करना।
5. हिंसा के केस में महिला संगठनों/ संस्थाओं की मदद लेना।
6. घरेलू हिंसा घटनाओं के जानकारी महिला संगठनों, महिला, उद्योगकर्ताओं, जिला प्रबंधन/ संरक्षण अधिकारीया या पुलिस तक देना।

महिलाओं के साथ आप दिन हो रही हिंसा की घटनाएं तब तक चलती रहेगीं,
जब तक आप इसके खिलाफ आवाज नहीं उठायेंगे। आइये, एक जिम्मेदार
नामित हों ने के नाते लड़कियों और महिलाओं के साथ होने वाले हिंसा का
विरोध करें। हमें उम्मीद है कि आपका साथ इस अभियान को मजबूती देगा।

कौन कहता है आसमान में छेद नहीं होता?
एक पत्रक तो तबियत से उलझी यारी.....

आजाद शिक्षा केन्द्र एवं सहयोगी संगठन- महिला मूलत निर्ध, सर्वोत्तम सेवा
संस्था- पटना, चाइल्ड डेवलपमेंट सोसाइटी, प्रार्थना विकास जन सहभागिता
दुर्गा- लोहागढ़, उज्जैन, वेलफेयर सोसाइटी- समोदीपुर, नवयुवक संगठन
दल- तिरूपति, दुर्घाटा युवा मण्डल- दुर्घाटा, राक्ष कायस युथ क्लब- ओरियो, नेहरू
युवा मण्डल- जमुनपुर, मॉ. काली देवी यूथ क्लब- समोदीपुर, लक्ष्य युवा
मण्डल- काफीपुर, सर्वोत्तम युथ क्लब- पपहार, जौनपुर  

संपर्क नंबर- अकरम अली (9721717716), बीलिया यादव (9580874463)
अनिल चौहान (8874143565), निसार अहमद खान (9415315484)
Today's Men Think Anew
Raising Voices for Women's Equal Rights

GIRL OR BOY
EQUAL JOY & CELEBRATION

EQUAL STATUS & EQUAL NUMBER OF WOMEN AND MEN IN SOCIETY

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Today's Men Think Anew
Raising Voices for Women's Equal Rights

BEFORE MARRAGE: RIGHT TO NATAL HOUSE

AFTER MARRAGE: RIGHT TO NATAL & MARITAL HOUSES

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YOUR DAUGHTER AS MY DAUGHTER-IN-LAW
IS SAFE IN MY FAMILY TOO

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EQUAL RIGHTS TO PROPERTY

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EQUAL RIGHTS AND OPPORTUNITIES
FOR HEALTH & EDUCATION

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OUR DAUGHTER-IN-LAW TAKES CARE OF US
WE TAKE CARE OF HER

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Men's Awareness Programme on Violence Against Women