



HELPING PEOPLE HELP THEMSELVES Section 1



INS-India
INTERNATIONAL SERVICES ASSOCIATION

Annual Report - April 2018 to March 2019

Name of the Organization : International Services Association

Project title : SURAKSHA-III Health & Hygiene

Project supported by : Concern India Foundation

Concern India Foundation Support since (1st financial support date): 2016

Reporting Period: April 2018 to March 2019

Location of the Project: Bangalore.

Branch: Bangalore

Beneficiaries : Girls and Boys age group 6 to 16 and Teachers and Parents of Government Middle, Higher Primary and High schools students

Target planned v/s Reached in a year: 2018-2019

#	Beneficiary group	Planned Number	Actual	Girls	Boys
1	Age group 6 to 11	500	981	506	475
2	Age group 12 to 16	1000	786	375	411

Programmatic Reporting

Goal of the Project : Health and Hygien

Objectives of the project:

For boys and girls in the age group of 6-11 years

- To provide awareness on cleanliness and hygiene for boys and girls in the age group of 6-11 years
- To sensitize and train children in the age group of 6-11 on how to protect themselves from abuse through life skills
- To provide additional information and support through follow up session

For boys and girls in the age group of 12-16 years

- To create awareness among girls in the age group of 12- 16 years on Menstrual Hygiene including promoting good hygiene practices and information on infections;
- To provide additional support on promoting good hygiene practices and to assess the improvement in hygiene practices through follow-up sessions;
- Formation of KishoriSangha to provide peer support on the subject of menstruation.
- To sensitize and orient boys in the age group of 12-16 years on reproductive health and gender sensitivity
- To assess the change in knowledge of children

3. Background:

Menstruation is very much surrounded by traditional associations with shame and embarrassment. Most striking is the restrictions which many adolescent girls have over their movement and behaviour due to their 'impurity' during menstruation, including the myths, misconceptions, superstitions concerning menstrual blood and menstrual hygiene. Children have a right to basic facilities such as school toilets, safe drinking water, clean surroundings and basic information on hygiene. Water, sanitation and hygiene in schools creates an enabling environment which secures children's dignity, safety, health and attendance in classes. SURAKSHA-3 –Health and Hygiene Program is a step towards social and economic empowerment and growth to achieving a number of the Sustainable Development Goals like good health-well being, clean water –sanitation and reduced inequalities.

The ground work for SURAKSHA-3 began with identifying 20 Government schools which are geographically located in Bangalore North Zone and then short listed to 10 schools and 8 were selected finally. The training materials and handout were adapted based on the learning from the previous experiences.

4. Activities Conducted during the project period:

STRATEGY 1:CONSULTATION WITH HEAD OF THE SCHOOL

Activity 1 : Identification of schools and roll out plan

Activity Description:

Identification of schools

Selection of schools

Circular from DDPI-Very challenging task

Consent and data collection from school

SURAKSHA program ground work started with identification of schools by randomly listing 20 school and selected 10 Government schools out of which 7 schools were finalised. All these schools are Government schools, geographically located in Bangalore North Zone in N-2 & N-3 Blocks.

Government schools were selected because most vulnerable children come to these schools from surrounding less fortunate communities referred to as slums. The procedure of communication with the Education Department was followed with a initial visit to the BEO –Ms. Prbha Alexander who directed us to the Deputy Director of North Zone. Deputy Director of Public Instruction of Education Department gave the circular after several visits and efforts. This circular was produced to the school along with the introductory letter.

Consultation with the Head Master/Mistress was held in all the 8 schools with the orientation about the content of the program, data of the school and program time-line was discussed and fixed. From the finalized schools two of them declined to have the program because they felt self-sufficient.

Output :

20 schools identified
8 schools selected in North Zone
8 schools finalized in North Zone Block 2 & 3
Consent from 8 schools received

STRATEGY: 2 FACILITATION OF INITIAL SESSION WITH STUDENTS

Activity 2:Conduct awareness sessions

Activity description:

This session was facilitated for 6-11 year age group of beneficiaries

Girls and boys in the age group of 6-11 years - WASH -Water, Sanitation, and Hygiene

- i) This session was facilitated to cover basic health, hygiene.Started the session with introduction of the facilitator, Concern India Foundation and INSA-India. Baseline assessment of knowledge, attitude and practices was done with the 4th-6th. Color code given was green-agree, Pink-disagree and orange -don't know. When the facilitator reads out the statement the child was asked to pick up appropriate bead and drop into the big cover. After collecting all the beads it was sorted out and then summarized the answers.

Dirty Hands demonstrated

Facilitator then asked all the children who have clean hands to raise both hands and shake it up.

As expected all the children raised their hands and asked how all of their hands are clean they said they just washed hands had lunch and came to the class hence, they are clean. When asked didn't you touch walls, desks, books, water bottle, pencil box, school bags? They all said "OH" yes we did. Following this asked one of the boy and girl who think their hands are clean to come forward and wash their hand with the soap into a bowl which was then poured into a transparent containerso children saw the dirt. All said they have not washed their hand properly.

Germers are everywhere

With the brainstorming with more reasons concluded that germs live everywhere not only in waste material and dirty water. Explained to children that disease causing germs are present everywhere more in dirty water and waste material.

Cycle of Germ spreading

This content was facilitated through **Role play or Dum charad** – Some of the behavior cards was shown to the student volunteer who had to role play the behavior without talking and rest of them had to guess what was shown and then discussed about the behaviour. Some of the behavior given were:

- Open defecation
- Not washing hands with the soap after going to toilet
- Washing hand with water
- Putting the hand inside the drinking water
- Spitting verywhere
- Throwing waste in the open places
- Eating food that is not covered-roadside food

Matching the behavior with the diseases

The children worked in small groups to match the behaviors with the consequence diseases and discussed what happens to the body and mind. Sanitation and hygiene practices were discussed so that there health and wellbeing of self. Emphasis of hand wash was highlighted with the help of a video:

Hand Wash

All of them watched Video on hand wash and then brainstormed with the children on learning from the video followed by practical demonstration of the hand wash technique with the help of flash cards. Children sat in groups and expressed their learning key messages to share with the family and friends. The session was facilitated through participatory methods through brainstorming,role Play, use of flash cards, hand wash demonstration,return demonstration, Video show & Group work.

ii) Girls in the age group of 12-16 years - Adolescent Changes and Menstrual Hygiene

The session was initiated with introduction about both the partner organisations INSA-India and Concern India Foundation and Description of Suraksha program.To assess the knowledge, attitude and practices baseline questionnaire was administred with exolanation on the purpose on th activity and collected the filled in questionnaires and it was summamrised.

The sessions were elaborate and informative discussions on menstrual cycle, the hygiene to be practiced during these days, the myths and taboos surrounding it. During the discussions it was emphasized that menstruation is normal and natural; hence do not have to miss schools.

Five dimensional adolescent changes in girls was brainstormed and understood that it is a transition from childhood to adult hood. Session also focused on positive response to physiological changes and difficulties.

Girls learnt about menstruation hygiene and motivated to care for oneself and protect from future health hazards due to unhygienic practices. Video emphasized on the importance of menstrual hygiene.

Girls also shared tips for maintaining hygiene when they have monthly periods.

Students viewed Video on Menstrual hygiene and they all understood very clearly about adolescent changes, attraction of opposite sex is normal.

They also shared that 30 to 40% of girls will remain absent on first day when they have monthly periods due to stomach, back & leg pain etc.

iii) Boys in the age group of 12-16 years - Adolescent changes and Gender Sensitivity

5 Dimensional adolescent changes

The session was facilitated only for boys and the session was started with introduction, Suraksha program and ground rules for active participation. The students took part in baseline exercise, in small groups the students listed changes that boys and girls undergo during the puberty phase. After the group work a detailed discussion was held on the 5 dimensional changes related to physical, Mental, Social, Emotional and spiritual and the related peer pressures and skills to manage them for the wellbeing of self and others.

During the sessions, boys were also encouraged to understand that menstruation which is a natural process of growing up. Hence, it is necessary to stop unhealthy and humiliating practices during menstruation. Boys were motivated to initiate changes and extend support that is required in our schools, homes and communities. It was emphasized that boys and girls are different but not unequal.

Gender Biases

Then the students were involved in gender role exercise drawing the farming scene and sorting gender related statements. Session was concluded with discussion on the only difference is the biological and rest is society constructed roles, responsibilities, customs and practices. Aspects of gender sensitivity and problems of stereotyping of roles were discussed.

Gender and Sex

Then the boys were given gender cards to sort out under men, women and for both. They were quite clear that there is only biological difference in boys and girls and all the others are socially constructed through roles, responsibilities, practices and customs. As it was evident in some of their drawings of farming scene very few women were depicted in their drawings so change in the attitude about men and women needs to be changed. They were motivated to start sharing responsibilities in the house hold work and at school without specifying fixed roles for boys and girls. Boys watched a video by UNICEF 'MANGO' and reflected upon lessons learnt.

Handout on adolescence and gender sensitivity was distributed to all children.

Output:

Initial sessions held in 8 schools

6 - 11 years boys- 475, Girls-506 Total= 981

12 - 16 years boys- 411, Girls- 375 Total=786

STRATEGY 3 : FOLLOW UP SESSIONS

Activity 3: Facilitation of sessions on Life skills

Activity Description:

- i) Girls and boys in the age group of 7-11 years- I, Me, & My Body Safe and Unsafe Touch-

After the introduction asked the class whether they remember anything from the previous class. In response to this they all started singing the hand wash song.

My Body

In some of the schools Children were given body outline to color and make a beautiful body and in some other schools the children had to name the body parts and for bigger children body exercise was done. In this activity it was evident that they were not naming the private parts, feeling ashamed and embarrassed about private parts. Most of the children had very low self esteem. Followed by the discussion that this body is amazing and it is a gift and private parts are special parts. After a brief introduction to preciousness of the body the class viewed 'Komal' a short video and then had brainstorming on the observations and learning. Children made good observations and shared.

Safe and unsafe Touch

Through story telling children were asked to identify the touches and the feeling related to them. With the help of flash cards children learnt to distinguish comfortable and uncomfortable touches. Children role played the safe and unsafe touches and the feeling that arise when it happens. Komal video was watched.

My Protectors

Facilitator asked the whole class how many can remember parents telephone number and shockingly around 50% of children lifted their hands and when asked to say the number some could say and few others could not recall. Children were made to outline their left hand and write inside each finger outline one protector whom they trust with whom they can share everything especially when they need help in difficult situations.

All the children were given Koala and bunny story books and crayons to color and recall the safe and unsafe touch. The teacher was requested to facilitate children to color the books each page on different days.

A handout containing Self-protection tips was distributed to all children.

Facilitator requested the teachers to reinforce these messages many more times so that children remember and practice. Children in the class were made to sit in small groups and they have done some drawings on the learning from the follow up session and also given the chart papers along with safe touch, unsafe touch and skills for self-protection to display the tips in the common place where children could see the tips on day-today basis.

ii) Girls in the age group of 12-16 years

Review of the first Session was recapped and based on the request of girls, the MYTHRI video was viewed again and some of their confusions were clarified.

Reinforced the adolescent changes, the sexual attraction, setting boundaries and importance of assertive communication skills to risky and unsafe behaviours.

I Me& My body the body image to be positive and have the power over the body. Treat each of our body to be precious and unique and never to compare with anyone. Students also viewed 'Komal' discussed and understood safe and unsafe touch and self-protection simple tips. All children got the child helpline information. Then the students were divided into groups to prepare for Art Event and explained the same. Distributed the handouts in Kannada and English.

iii) Boys in the age group of 12-16 years – Boundary setting & Assertive skills

Started the session with the summary of the baseline and clarified some of the statements with discussion. Some more explanation was given on menstruation being normal, menstrual blood being clean blood and the importance of hygiene. Around 50% of them had agreed that during menstrual days girls should not attend school so therefore, that was discussed that it is not a sickness it is normal and natural and it will be a big loss for girls to miss out 50 days of school in the academic year.

They do have a strong gender biases like girls should not do the works of boys which was discussed and very dangerous opinion that if any sexual abuse happens to any boy or girl that should be kept as secret and tell no one because it is shameful to disclose.

This issue was discussed and needs additional input to dialogue more on it. Boys viewed video named 'Johnny Lingo'. The video was about Johnny Lingo who bargains for a bride, paying an exorbitant amount and causing a sensation on the island. The session highlighted on safe relationships, physical and emotional boundary among boys and girls. The boys analyzed the movie and shared their learning. Following the role model Johnny Lingo video, discussed about how each one of us have the responsibility to uphold the dignity of the girls in our family, school and neighbourhood. All the boys were motivated to take promise on valuing self and others, not abusing anyone in any form and have a boundary for themselves and also develop assertive skills when peer pressure comes to do risky behaviours. Each student was urged to be sensitive to the needs of girls and uphold the Rights of each other in a nonthreatening manner.

Output:

5 schools - follow up sessions

STRATEGY 4: TEACHERS/PARENTS CONSULTATION**Activity 4: Orientation for Teachers and Parents****Activity description**

Out of the five schools only one school positively responded and fixed the consultation with the teachers. During the consultation the importance of promoting attitudinal and behavioural changes for health, hygiene, gender sensitivity and menstrual practices were discussed. With the help of 10 statements all the teachers reflected upon abusive behaviour and the need for changing their attitude and behavior was discussed. They were oriented on importance and advantages of health and hygiene practices carried out by children. Due to this the teachers were very supportive to the program implementation process in the school.

All other schools the dialogue with the teachers are happening one-to-one and they are part of the session. The administrative staff are supporting and getting the classes organized as per the plan.

We have requested teachers to continue to reinforce the important messages as and when situation arises during the class.

Output:

1 School organized and facilitated -10 teachers

STRATEGY 5; FORMATION OF KISHORI SANGHA/ JEEVAN AMULYA CHAMPIONS**Activity 5: Selection of students and orientation****Activity description:**

The formation of peer educator /champions is a part of the programme.

Since 10th standard students are very busy and focused on board exams, the members for peer education are selected from 8th and 9th. 8 boys and 6 girls are selected based on interest, willingness and skills to communicate with friends. The purpose is that the peer educators are expected to carry forward the messages of reproductive health and information related to menstruation in school and community. These KishoriSangha children need follow up mentoring only then will it positively work in schools and communities

Output:

Schools identified KishoriSangha members

Good children 21/11/2018 Sri Ayyappa School Harappa garden

1. Gomnath
2. Nithe
3. Nagesh
4. Rakesh
5. Pavan

21/11/2018 Sri Ayyappa School Harappa garden

1. Vignay Kumar - M
2. Harish - M
3. Divya
4. Ganesh
5. Sakar Vignay Kumar

ಸೆಕೆಂಡ್ ಕೆಟ್ಟೆ ಮೊದಲ ಪ್ರಶಸ್ತಿ ಕಾಲೆ ಎನ್ ಎನ್ ಆನ್ ಮೂವನೆಯ ಪಂದಿಯೊಂದು - 32. -> ಬಾಕಿಯವರು

- 1) ನಿಶಿತ B.K - 6ನೇ ತರಗತಿ
- 2) ಶಿಶು - 6ನೇ ತರಗತಿ
- 3) ಶಿಶು - 7ನೇ ತರಗತಿ
- 4) ನಿಶಿತ - 8ನೇ ತರಗತಿ
- 5) ಶಿಶು - 8ನೇ ತರಗತಿ
- 6) ಶಿಶು - 8ನೇ ತರಗತಿ

21/11/2018 Government Primary and Middle School J.C. Nagar vi 1, vii sth Raje

Champions/Kid's English

1. Adarsh (10th grade)
2. Arun (10th grade)
3. Arun (10th grade)
4. Arun (10th grade)
5. Arun (10th grade)
6. Arun (10th grade)
7. Arun (10th grade)
8. Arun (10th grade)

Champions Sri Ayyappa School 21/11/2018

1. Nagesh P.	1. Vignay Kumar
2. Yella Lige	2. Pavan S.
3. Santhosh	3. Arun S.
4. Pavan	4. Rakesh S.
5. Bharth	5. Arun S.
6. Tarun	6. Arun S.
7. Arun	7.

Sri Ayyappa English Medium School

Champions Class

1. Jaswita - 3A
2. Bhavya - 3A
3. Arun - 3A
4. Arun - 3A
5. Arun - 3A
6. Arun - 3A
7. Arun - 3A
8. Arun - 3A

Sri Ayyappa English High School

Champions

1. Bhagyashree H
2. Chaitanya S
3. Shwari S
4. Nandini B
5. Rani T

Challenges faced/Challenges overcome

Permission

Getting permission circular from Education Department was difficult inspite of several visits and communications hence, contacted the Karnataka State Commission for Protection of Child Rights through their intermediation and pressure the circular was materialized.

Though circular from education department had listed the 7 schools to support and implement the program only 5 of them consented to incorporate the program therefore, two more aided schools catering to the children from economically backward communities are getting identified.

Discipline

The discipline of the students during the session in these Government schools is a big distraction so requested the school to make sure atleast one teacher is present during the whole session.

Teacher's support

In some of the schools teachers are supporting and few others are not.

In some of the schools in between the session, teachers freely interfere for many reasons like sports activity, deworming, immunization, medical camp, distribution of uniforms and for other purposes so the other children become distracted and the facilitator also finds it difficult to continue the session.

Technology

Lack of technical support. No smart classrooms in Government Schools.

Physical space

Most of the schools do not have a hall with audio-visual facilities to have video show was done in the class room with the laptop, during which only the front children can see and the rest loose interest and distract others.

Time constraint

Comprehension of the government children seemed very limited and their reading and writing skill is also not up-to the expectation. They take long time to write and are very slow in writing. It is very new for them to write on their own and find difficult to express their opinion through writing.

7. Staff supported in this project:

Florence Jasmine David	Program Director
Agatha Shekar	Program Officer
Charlet.M.M	Program Officer
Padmavathy.T	Accounts Officer
Venkatalakshmi	Secretary
Selvi	Office Help



Display of WASH technique Ganganagar School



Students are writing 5 protectors in Safe & Unsafe Session –Ganganagar School



Teacher is explain to student on Germs spreading in Ganganagar School



WASH demonstration in Ganganagar school



Children are made and displaying WASH poster in Palace Guttahalli



ART event gifts distributing in JC Nagar School



Children are playing role play on Safe & Unsafe touch in Hr. Primary School, JC Nagar



Gender session in Sri. Ayyappan School



**ART EVENT WALL PAINTING
IN GOVERNMENT HR.PRIMARY
SCHOOL, GANGANAGAR**



**PLEDGE TAKING IN SRI.
AYYAPPAN SCHOOL**



**PLEDGE TAKING IN
KAVALBYRASANDRA**



**ART EVENT-SKETCH
PEN & PEN
DISTRIBUTED IN
GOVERNMENT SCHOOL,
JC NAGAR**

ART EVENT

ART Event was held after one or two months from the time we had initiated SURAKSHA program, this being reality many of the children had forgotten content of the previous sessions. Facilitator once again reinforced the key points with the help of the children giving important learning from each of those sessions. The children then were put into two groups and had solved a puzzle and then discussed the experiences and also about important child Rights components – Right to Survival, Protection, Development and Participation. After this children participated in the end-line evaluation. They were divided into small groups to give feedback about the program with the help of a format and some of them drew their learning.

A simple handout was distributed to all the children on Child Rights. Though in government school children may not get the guidance from teachers to do any activity by the KishoriSanghabut still some of the children who are interested were selected as champions to be peer educators to share with new friends when they chit-chat with them or play with them.

In consultation with the Head Master/Mistress ART EVENT was announced and explained to all the children from 5th-9th standard either to do drawing, slogan writing and essay writing. All the teachers were asked to display the announcement in the classroom and distributed the papers to all. Children shared some of the slogans and drawings done by them. With the help of teacher incharge and KishoriSangha Champions went to each class distributed the gifts to each child in standard V-Xth STD a packet of sketch pen, a writing pen, pledge book marker and a scale with self- esteem message. To the children in I-IV standard the pledge book marker along with a scale with self esteem message was distributed.

PLEDGE TAKING

1767 Children in some schools took class wise pledge to practice health and hygiene habits.

In two of the schools the whole school from standard I-X along with teachers and Principal assembled in the School ground and took a pledge with the help of the book marker that is designed and developed. The pledge consisted of important aspects of Health, Hygiene, Life Skills and Gender.

WALL PAINTING - 1098 – Child Helpline

Contacted three of the schools and only one of the school agreed in spite of objections from the neighbouring school. KishoriSangha champions two of the girls and boys were given assignment to practice the art and writing on a paper and all of them showed interest in preparing the wall. Children with the help of school support staff and INSA-India facilitator swept and washed the area. Children then painted the wall with the primer.

They also wrote with a chalk piece the outline of the art and letters. Since there were other professional painters doing their other work initially planned to get their help and waited for two days but they declined to help. Hence in discussion with the Head Mistress planned to do the painting by the children themselves.

KishoriSangha Champion girls very actively painted the letters and the art work the Champion boys painted and completed the picture in the Wall Painting. The Head Mistress and the teachers were supportive and the Physical Education teacher also mentored the children. Though we thought the wall painting was simple and easy it was very challenging for children to do the job as perfectly as an artist.

Baseline was administered to 343 in the 12-16 years age group of boys and with 15 statements.

Very important points to be noted is that still considerable percentage of adolescent boys have less information about the menstruation details and expressed discomfort in answering statements related to menstruation.

The strong attitude that is shown in the baseline that girls should not do the works of boys is changed in the endline analysis. Most of them were of the opinion that if any sexual abuse happens it should not be told to any one which is significant in the protection of adolescent girls and boys.

The baseline statements are retained same for boys and girls. The limitations in the baseline and endline conducted in the government school settings is that some of the students were absent for baseline who joined the class later and many children were absent for endline due to absent to school, late coming, extra-curricular activity and writing tests and preparation for board exams. Girls especially were taken out after the session for preparation of cultural programs for annual day event.

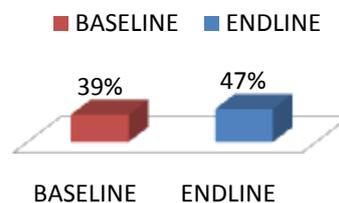
AGE GROUP 12 TO 16 YEARS– BOYS

Baseline-343

Endline- 305

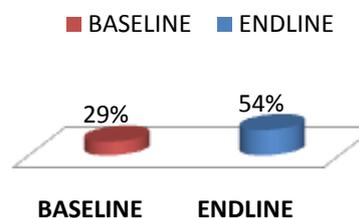
In reaction to this statement before the session 39% of the boys disapproved of the statement indicating that most of them were aware that they can attend school during their menstruation. Subsequently after the session was conducted a small percentage of 47% boys have rejected the statement pointing out that a lot more of the boys realised that they can attend school during their menstruation.

It is not possible for girls to come to school during menstrual days



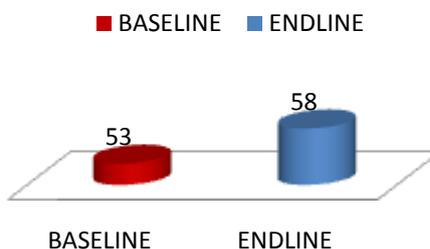
The graph indicates that before the session 29% of the boys disagreed with the statement showing that the rest showed that they have no knowledge about it. After the session the percentage greatly increased to 54% of the girls changing their mental attitude and disagreeing with the given statement. The plots indicate the huge change in opinion that the boys had about the menstruation which was similarly noticed with the girls

It is shameful to talk about menstruation



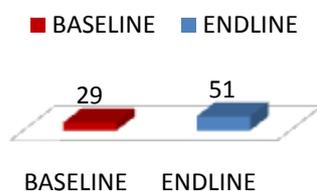
This graph indicates that before the session 52% of the boys agreed with the statement that if sexual abuse happens to the child it's not the fault of the child. After the session was conducted, very less percentage is increased to 58% agreeing with the same statement. This shows that there was not much change in the opinion that the boys have sexual abuse is not the fault of the child.

If sexual abuse happens to the child, It is not the fault of the child



This part of the graph shows that only 29% of the boys disagreed with the statement that the dressing and behaviour of a girl attracts sexual abuse. Surprisingly even after the session this mental attitude of the boys did not change much. This is seen through the plot showing that even post the session only 51% of the boys objected to the statement

Sexual abuse is due to girls way of dressing and behaviour

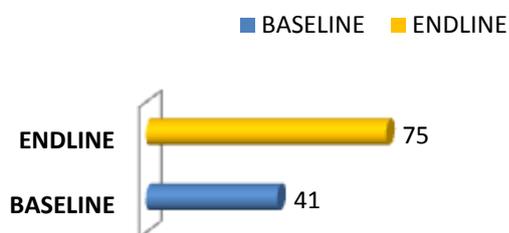


GIRLS BASELINE 329 & ENDLINE 192 & FOR THE AGE GROUP 12 TO 16 YEARS

329 girls were administered with baseline with 15 statements before the session. Many of the girls were absent Very important points to be noted is that still considerable percentage of adolescent girls have less information about the menstruation details and expressed shamefulness related to menstruation. Most of them were of the opinion that if any sexual abuse happens it should not be told to any one which is significant in the protection of adolescent girls and boys.

In reaction to this statement before the session 41% of the girls disapproved of the statement indicating that most of them were aware that they can attend school during their menstruation. Subsequently after the session was conducted a total of 75% of the girls rejected the statement pointing out that a lot more of the girls realised that they can attend school during their menstruation.

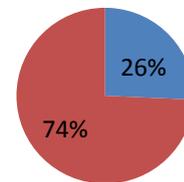
It is not possible for girls to come to school during menstrual days



The graph indicates that before the session many thought it is shameful to talk about menstruation a less percentage as 26% of the girls disagreed with the statement showing that the rest thought. After the session the percentage greatly increased to 74% of the girls changing their mental attitude and disagreeing with the given statement. The plots indicate the huge change in opinion that the girls had about their own menstruation which was similarly noticed with the boys

It is shameful to talk about menstruation

■ BASELINE ■ ENDLINE



This graph indicates that before the session 40% of the girls agreed with the statement that if sexual abuse happens on the child it is not the fault of the child. After the session, the percentage increased to 60% agreeing with the same statement. This shows that there was a huge change in the opinion about sexual abuse not being the fault of the child.

If sexual abuse happens to the child, It is not the fault of the child

■ BASELINE ■ ENDLINE



This part of the graph shows that though 32% of the boys disagreed with the statement that the dressing and behaviour of a girl attracts sexual abuse. Surprisingly even after the session this mental attitude of the boys did not change much. This is seen through the plot showing that even post the session only 36% of the boys objected to the statement.

Sexual abuse is due to girls way of dressing and...

■ BASLINE ■ ENDLINE



Challenges faced/Challenges overcome

Getting permission circular from Education Department was difficult inspite of several visits and communications hence, contacted the Karnataka State Commission for Protection of Child Rights through their intermediation and pressure the circular was materialized.

Though circular from education department had listed the 7 schools to support and implement the program only 5 of them consented to incorporate the program therefore, two more aided schools catering to the children from economically backward communities are getting identified.

The discipline of the students during the session in these Government schools is a big area of difficulty during the session so requested the school to make sure atleast one teacher is present during the whole session.

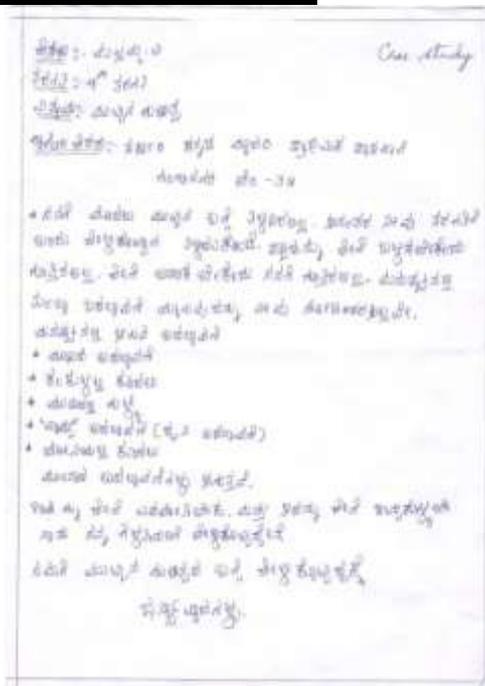
In some of the schools though most teachers supported the program there were few others who are still in the old school of thoughts about the Menstruation. This can also be due to head mistress being newly transferred to this school and she could not assert herself with the teachers who were posing objection to talking to girls about the menstruation details and to boys about the menstrual blood being a clean blood so in the follow up session spoke to the boys with an angle of respecting girls body with the changes that occur as they are growing up, no eve teasing or bullying girls with body aspects was emphasized.

In some of the schools in between the session, teachers freely interfered for many reasons like sports activity, deworming, immunization, medical camp, distribution of uniforms and for other purposes so the children become distracted and the facilitator also found it difficult to continue the session.

Most of the schools do not have a hall with audio-visual facilities to have video show was done in the class room with the laptop, during which only the front children can see and the rest loose interest and distract others.

Concentration and Comprehension of the children in Government Schools just newly joined to High School in VIII standard are distracted very much and their reading and writing skill is also not up-to the expectation. They took long time to answer the baseline, group work, endline and feedback about the program.

CASE STUDY -1

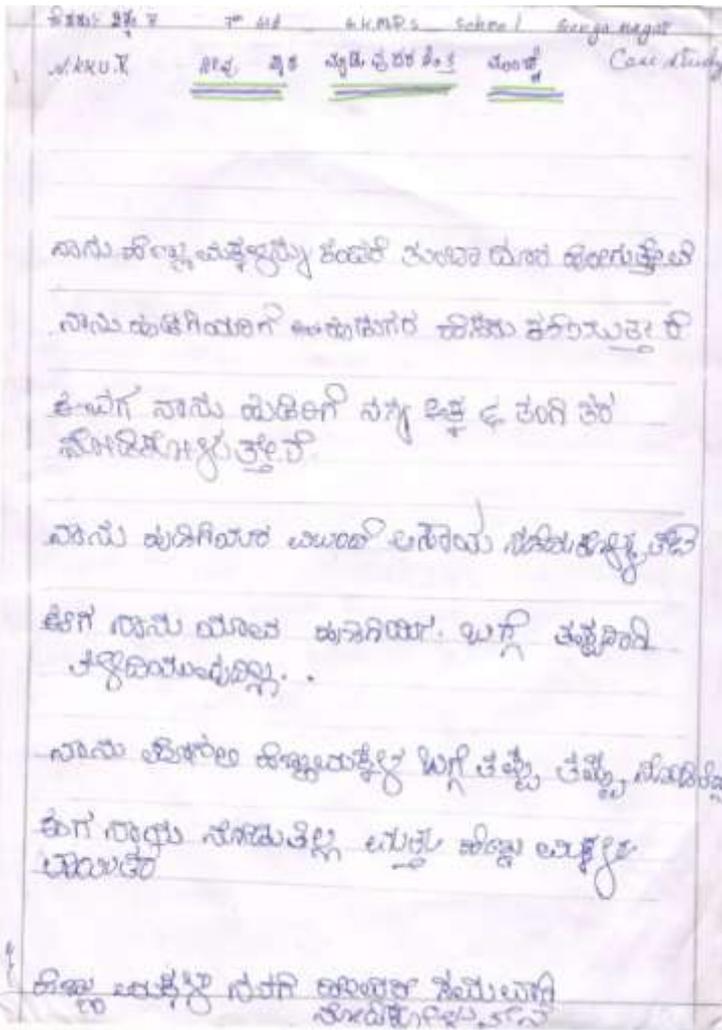


Name of the Student : Mangala (name changed)
Class : VII Standard
Name of the School : Government Higher Primary and Middle school

I did not have complete knowledge about menstrual Hygiene, particularly about using Sanitary Napkins and disposal of the used pads. I also learnt about adolescent changes in this session.

After attending SURAKSHA Sessions, I learnt and understood menstrual hygiene, usage of sanitary pads and disposal of Sanitary Napkins. I am teaching my friends the same and I am very grateful for conducting this kind of training. Thank you very much.

CASE STUDY -2



Name of the Student : Ponamma (name changed)
Class : VII Standard
Name of the School : Government Hr.Pr.School, Ganganagar.

No one taught me about menstruation and Hygiene before. I have received more useful information after attending the SURAKSHA Sessions.

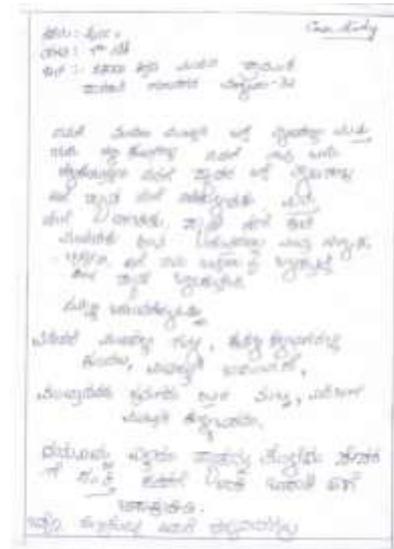
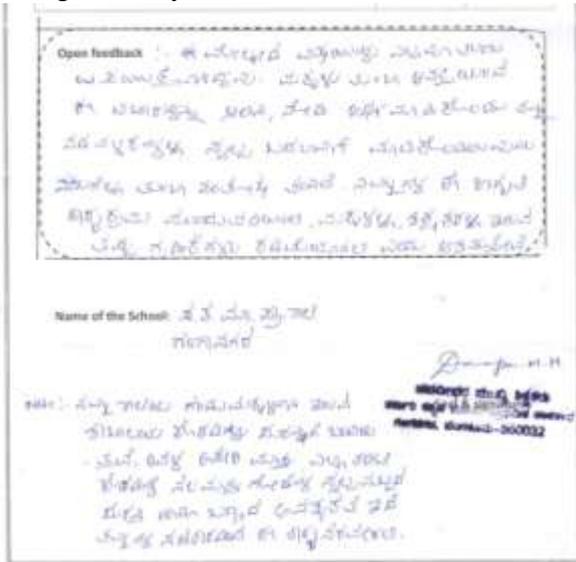
The followings are learnt and I am sharing with my friends to learn and follow.

1. I was using old cloths but now I learnt how to use Sanitary Napkins,
2. Started using Sanitary Napkin and disposal method.

3. Adolescent Changes

4. How to identify unsafe touch and learnt self protection by unsafe touch.

Along with my friend I would like to thank the SURAKSHA team for teaching us such useful topics.

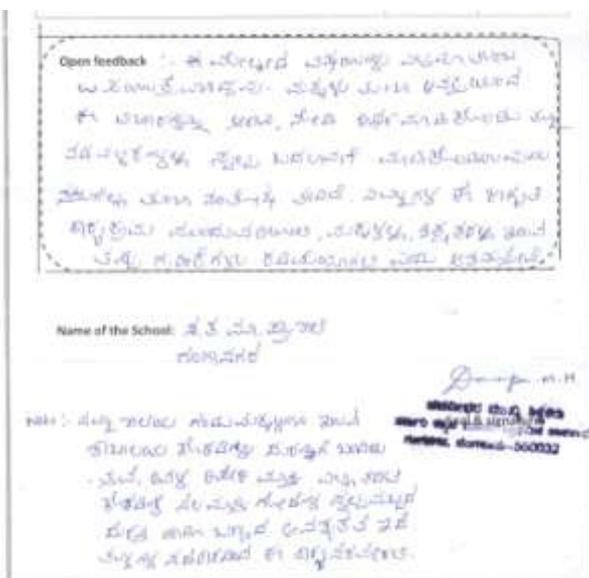


CASE STUDY -3

Name of the Student : Nirav(name changed)
Class : VII Standard
Name of the School : Government Hr.Primary School

I use to neglect Girls, to irritate girls use to call them by boy name, use to see vulgar pictures in the phone. After participating in the SURAKSHA Training, I changed my attitude and behaviour about girls:

- I respect girls as my Sisters
- I never talk wrong things about girls
- I stopped watching vulgar picture over the phone because I respect them and they are like my mother and Sisters.
-





The Head Mistress

The sessions on Health and Hygiene, WASH, safe and unsafe touch, menstrual hygiene and gender sensitivity was useful and initiated little changes in the children. **“I wish this program continues and let all the myths in teachers and students be reduced”**.

The Principal

Government Higher Primary School, Ganganagar.

Feedback from students/Children

**Government High School, JC Nagar
IX & X Standard Girls**

Ideas have changes

- ♣ Earlier I was thinking that, menstrual is dirty now I understood it clean blood.
- ♣ Can talk about periods in public place
- ♣ Not feel shy to talk about periods

Behaviors/practices changed

- ♣ I don't have shame to discuss about periods
- ♣ Elders should not touch anywhere
- ♣ Daily taking bath
- ♣ Sexual reproduction has to tell the parents
- ♣ Talking in front of all friends

Promises

- ♣ Taking bath every day
- ♣ Must eat good healthy food during periods
- ♣ Changing 4 pads in a one day.

Like program because

- ♣ Many words shared about menstruation
- ♣ More information on...
- ♣ Thank you for giving this much of information

How to control the attraction?
How to take right decision in this age?
Brain or mind

I'm going in very wrong way
but your message changed my mind.
Thank you very much mam.

Feedback Government High School, JC Nagar

Government High School, Kavalbyrasandra	
Beliefs/thinking changed <ul style="list-style-type: none"> ♣ Girls can't do thing like boys ♣ About menstruation is bad blood ♣ To thinking bad about girls 	Behaviours/Practices <ul style="list-style-type: none"> ♣ To teasing girls ♣ More talking with girls ♣ Telling bad words anyone ♣ If any girl in danger situation calling 1098
Promises to upholding dignity of Girls/Home/Schools/Neighbourhood <ul style="list-style-type: none"> ♣ Not to make girls uncomfortable in classroom ♣ Stopping bad words ♣ Not seeing bad pictures ♣ Will not smoke, drink alcohol 	Like program because <ul style="list-style-type: none"> ♣ Like the teacher, talks like friend ♣ Motivation to respect girls not to tease anyone and control our feelings about girls ♣ Should not see sexy video in age group 12 & 13 years ♣ Should not bite
Don't like this program <ul style="list-style-type: none"> ♣ A Girl wearing short dress will control my mind 	More information <ul style="list-style-type: none"> ♣ Human rights ♣ Child Rights ♣ Boys should marry in 28 years ♣ Woman Rights
Government High School, Kavalbyrasandra	
Beliefs/thinking changed <ul style="list-style-type: none"> • Menstrual blood is not dirty blood • Every girl and boy are equal • 1098 number is useful • We should protect our self 	Behaviours/Practices <ul style="list-style-type: none"> ♣ Exercise is good during periods ♣ Drinking more water ♣ Taking bath every day ♣ not to take any tablet for Body pain
Promises for Health & Hygiene <ul style="list-style-type: none"> ♣ Eating every day 	Like this program because <ul style="list-style-type: none"> ♣ Video on Good touch bad touch

Sri. Ayyappan School		
3 beliefs/thinking changed <ul style="list-style-type: none"> ♣ My body is beautiful ♣ Believe that I am heroin ♣ Girls should not go alone 	3 behaviours/practices changes <ul style="list-style-type: none"> ♣ Menstrual blood is clean blood ♣ Changing pad twice in a day ♣ A girl have right to born, right to education and freedom to play 	3 promises for Health & Hygiene <ul style="list-style-type: none"> ♣ Taking bath everyday ♣ Not eating junk food ♣ We should like our body parts

Like Program because <ul style="list-style-type: none"> ♣ Safe & Unsafe touch learnt ♣ 5 dimensional changes learnt 		
VII & VIII standard Boys at Sri. Ayyappan School		
3 beliefs/thinking changed <ul style="list-style-type: none"> ♣ Not seeing bad pictures & videos ♣ Should not touch others private parts ♣ Not talking bad words ♣ Not pinching any one ♣ Girls & Boys are equal ♣ Attraction between Girls & Boys 	3 behaviours/practices changes <ul style="list-style-type: none"> ♣ Not giving my work to my sister ♣ Not teasing & beating girls 	Promises to upholding dignity of Girls/Home/Schools/Neighbourhood <ul style="list-style-type: none"> ♣ Not teasing girls ♣ Protecting girls if anyone teasing girls ♣ Not touching others body parts
Like Program because <ul style="list-style-type: none"> ♣ Teaching which is Good & Bad thinking. ♣ Learnt about girls and Boys private parts ♣ Got to know child helpline 1098 	Don't like program because <ul style="list-style-type: none"> ♣ Teaching about girls personal things ♣ Komal video, because bad touching with one girl 	Need more information <ul style="list-style-type: none"> ♣ Good manners ♣ To build future ♣ To look after families ♣ 1098

Budget FY - Suraksha - III, Adolescent Reproductive Health Education in School in Bangalore.

Sl. No.	Planned budget		Total expenses	Balance	Remarks
	Program cost	Budget			
A					
1.	Resource person fee for sessions with children	3,64,000=00	3,82,200=00	(-) 18,200=00	7 additional sessions done
2.	Resource person fee for sessions with parents	36,400=00	36,400=00	Nil	
3.	Resource person fee for sessions with teachers	36,400=00	36,400=00	Nil	
4.	Travel	37,500=00	29,796=00	7,704=00	
5.	Resource Material	88,200=00	68,989=00	19,211=00	50,000=00 taken as additional resource materials from travel budget
	TOTAL	5,62,500=00	5,53,785=00	8,715=00	

Summary of Expenses-Period: 1st April 2018 to 10th March 2019

Summary from April 2018 to March 2019

First installment received on 26-06-2018	Rs. 2,81,250=00
Second installment received on 15-11-2018	Rs. 2,81,250=00

Total Program cost	Rs. 5,62,500=00
Expenses incurred from 1 st April'18 to 10 th Mar 19	Rs. 5,53,785=00

Balance amount available	Rs. 8,715=00
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11. Monitoring Visit by concern Team in the reporting April-March 2019:

10th Jan 2019-Ms. Thangam and Ms.Clementa from Concern India Foundation, Hyderabad visited Government Middle & Primary School, Gangnagar

16th Jan 2019-Anupama visited INSA-India office

There were 5 visits done by Concern India Foundation Team during the initial and mid-term period of the program implementation.

12. List the inputs provided by the Concern Team which were helpful to the organization and action taken if any

The team from Concern India Foundation mentored during the program planning stage Mentorship offered in developing the program work-plan and in selection of schools. Faculty visited the school where the program implementation is in progress.

CONCLUSION

INSA-India team acknowledged and is encouraged with the responses of children and their active participation in the discussions and activities. The Financial support provided by the Concern India Foundation team has supported to effectively facilitate the sessions. We acknowledge the Head of the educational institutes for permitting active involvement of teachers and parents and making the required arrangements.

Reported by,
Mrs. Agatha Shekar & Mrs. Charlet.M.M
Program Officers

Ms. Florence Jasmine David
Program Director