

REBOOTING FOR
**GENDER-
EQUITABLE**
SCHOOLS AND CLASSROOMS

Breakthrough 

RIISING AGAINST GENDER-BASED VIOLENCE

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01 About Breakthrough



Breakthrough makes gender-based violence unacceptable by transforming the culture that permits violence, particularly violence and discrimination against women and girls. We work with nearly 1.5 million adolescents in schools and communities to mould gender norms and beliefs before they solidify into behaviour. As we build their capacity by fostering aspiration, leadership, agency and negotiation skills, we enable a generational shift towards a gender-equal culture. When gender norms change, everything for the girl changes. Our work in communities is contributing to the steady rise in the age of marriage and the number of girls who stay in school.

Our mission is led by young people aged 11 to 25. As they rise against gender-based violence, we also support them with media tools that shape public narratives and inspire people to build a world of equality, dignity and justice. Our major work areas are:

- Systems change work in schools
- Deep transformation work in communities around adolescents
- Media products and content
- System strengthening
- Evidence and data

02 Executive summary

In a world where gender equality can take a couple of hundred years to become a reality, the role of influencers and educators can emerge as powerful agents of change, especially in shaping young minds towards a more gender-equitable future. The National Education Policy (NEP) of 2020, a landmark document in India, underscores the significance of gender equality in education. Its successful implementation

hinges on the collective efforts of influencers, educators, policymakers, and society at large. It requires a holistic approach that addresses not only systemic barriers but also cultural attitudes and beliefs.

Gender equality isn't just about ensuring equal opportunities; it's about fostering a mindset that values and respects individuals regardless of their gender. This fundamental shift in attitude is crucial in dismantling age-old stereotypes and biases that perpetuate gender inequality. It's here that influencers and educators as well as educational institutes play a pivotal role.

Schools are ideal nurturing grounds for young minds – children learn socialisation skills in schools as well as learn to exercise their curiosity and can be nudged to form attitudinal shifts towards gender equity. They are not merely institutions of academic learning but also hubs of diverse social groups, cultures, and knowledge. It's within these spaces that future generations are shaped, making it imperative to instill values of equality from an early age.

Influencers, like teachers and school leaders, with their reach and impact on





young minds, wield significant power in shaping perceptions and attitudes towards gender roles. By promoting inclusive and egalitarian values through their content and platforms, helping to raise curiosity around hard to shift norms and helping students develop gender-equitable mindsets, they can help challenge stereotypes and inspire positive change. By integrating gender-sensitive curriculum and fostering inclusive classroom environments, and through discussions, activities, and modelling behaviours, they can challenge traditional gender norms and empower students to question societal expectations.

Promoting gender equality isn't just a matter of fairness; it's also crucial for social and economic development. Studies have consistently shown that societies with greater gender equality tend to be more prosperous and peaceful. By investing in the empowerment of all genders, we not only create a more just society but also unlock the full potential of our human capital.

Breakthrough's Gender Transformative Education System (GTES) change program is an effort to promote equal opportunities, foster inclusivity and

diversity, break gender stereotypes, enhance learning outcomes, prepare students for the real world, and address systemic inequality. By 2028, Breakthrough aims to impact 66,000 teachers and 4 million adolescents through this gender-transformative education system in two states of India, namely, Punjab and Odisha.

Under the GTES program, Breakthrough has developed this collateral on Gender Equitable Schools and Classrooms that outlines the roles educators and other stakeholders can play in fostering gender-equitable learning environments, where all students feel valued, respected, and empowered, and all educators can help build a more equitable and inclusive society. The collateral supports the enhancement of school spaces, the reconsideration of classroom teaching and extracurricular activities, involving parents and frontline workers.

Sohini Bhattacharya,
CEO, Breakthrough Trust

03

The context

India is a diverse country with 28 states and eight union territories, each with their own unique languages, traditions, and religions. Further, different social groups, like the tribal communities, come with their distinct language and dialects, practices and cultures. Each community comes with their own perspective of women's role in society. The existing social divides creates gender discrimination, the cultural practices reinstate it, the geographical barriers acknowledge it, and the economic crisis acts as a barrier when

we try to overcome this discrimination through education.

Across the diversity, there are different shades of gender and caste discrimination and opportunities for equity reforms and gender empowerment. Simply talking about equal opportunities for all genders is not enough without creating an enabling environment. This goes hand-in-hand with the process of mind-set change. A school is a melting pot of diverse social groups, cultures and knowledge, meant for future generations. It offers the best learning ground for this mind-set change and attitudinal shifts in gender equity.

If a school makes children aware about their rights, it is the first step to empowerment. If the school identifies the contribution of women and shares gender-equal understanding, it is the second step to empowerment and end discrimination and violence; if the books are made from the viewpoint of children's aspirations, prioritising women as well as the Socio-Economically Disadvantaged Groups (SEDGs), this would be the third step to empowerment.

Breakthrough's Adolescent Empowerment Program in schools is built on a socio-ecological approach, through which it engages with students and their influencers, such as the teachers, the school system, the parents and community, and the government. It has been validated and scaled up in partnership with the Abdul Latif Jameel Poverty Action Lab (J-PAL) who evaluated its school program in Haryana across 150 schools and 15,000 adolescents over five years, and found that the interventions brought about significant positive shifts in gender attitudes and behaviours of both and girls. The fact that the behaviour change was greater for boys than girls, gives





hope for bringing about large-scale change in gender norms.

The school program has been scaled up through State Council of Education Research and Training (SCERT) for students across 6250 schools in Punjab. In Odisha a similar intervention has been done in partnership with Odisha School Education Programme Authority (OSEPA) across middle and senior classes from 6th-10th in 23,000 state-run schools.

The program brings a gender lens into school curricula by integrating gender across subjects for secondary schools to bring about large scale attitudinal shifts and gender equitable environments in schools. To facilitate attitudinal shift, the program also sensitises district and block education officials, cluster coordinators and school administrators on gender and builds teachers' expertise by conducting hands-on training on gender and curriculum delivery. Resources are created and shared over whatsapp. Trained mentors from the education department

and Breakthrough regularly support teachers. The training involves capacity building of the schools' staff on meeting non-negotiable safety indicators for a safe and discrimination-free school.

Engaging parents in conversation on gender is also an important part of the program. Designing, planning and executing targeted messaging to influence parents during school management committee meetings and parent-teacher meetings, for effectively engaging with the school and also becoming aware of their role to enable gender equity.

Additionally, the program invests extensively in data collection, monitoring and evaluation at the student, teacher and school head level. This data is being used to make informed decisions to optimise program outcomes, efficient resource allocation and ensuring scale and long-term sustainability of the program.



04

How is this guideline intended to help the educators?

The guidelines identify the thought and roles that educators can play in creating gender-equitable learning spaces. Ensuring gender equity in education is a collective enterprise in which all actors – not just government – must work together to meet their responsibilities. Governments, schools, teachers, students and parents, all have a part to play in ensuring that schools are free of violence and discrimination and provide a gender-equitable, quality education.

The guidelines can help educators redefine themselves as gender-equitable team players at school and as guardians who are equipped to address school-related gender-based violence. It can help them redefine or upgrade their school spaces and rethink classroom teaching and co-curricular activities that also involves parents and other frontline workers.





05 What are the key elements¹ of these guidelines?

1Main References:

For issue analysis in gender equity and socio-demographic profiling-

Progressive Education as a Stepping Stone to a Gender-Equitable Society, Formative Research commissioned by Breakthrough India, conducted by Dialectics 2021-22

For core subject inputs in nurturing gender equitable teaching and learning-

Education: Virtual Knowledge Centre to End Violence against Women and Girls, by UN Women 2019

Good School Toolkit, by Raising Voices 2011

For self-assessment indicators in gender equitable facilitation -

Global Education Monitoring Report, by UNESCO 2018

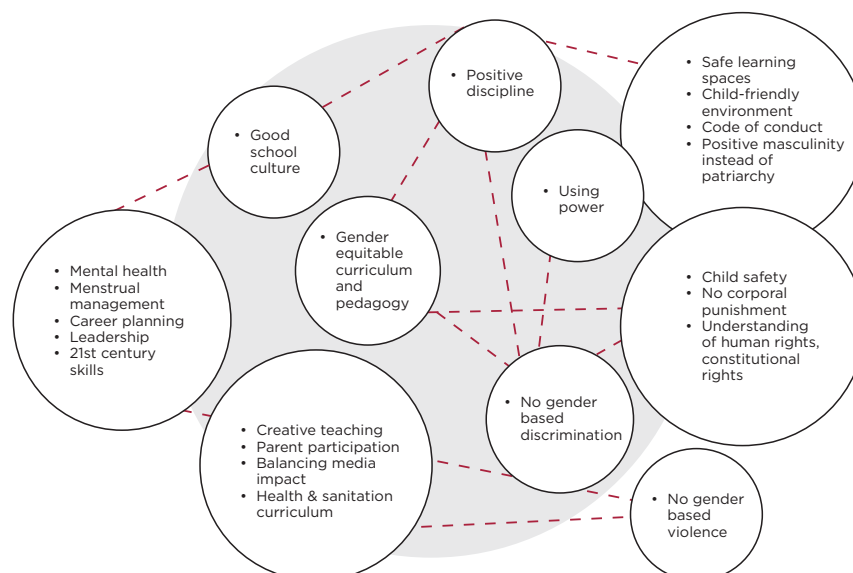
The Gender-Responsive School: An Action Guide, by Commonwealth Secretariat 2009

The key elements have been selected to cover the core problems in gender equity while considering the features of the socio-demographic profiles and the school systems.

The bubble diagram shows the complexity and interconnectedness of various themes and related aspects in

gender equity in a school ecosystem. It shows the main elements such as good school culture, code of conduct, power, no gender-based violence, no gender-based discrimination, positive discipline, health and sanitation curriculum etc. across learning spaces.

Gender Equitable Schools & Classrooms



The guidelines also recognise the individual and collective roles of various stakeholders in the school system in order to produce the positive changes that bring more gender equity in schools.

The **socioecological model (SEM)** illustration depicts the roles and responsibilities of students and their influencers such as the teachers, the school system, the parents and community, and the government.



School

- Gender equity policy & code of conduct
- Teacher training
- Comprehensive sexuality education for students
- Engage with community to fight school-related gender based violence
- Safe learning spaces
- Educate the parents regarding gender equality through street play, theatre etc. with help from NGO partners



Teachers

- Teach curriculum with gender lens
- Gender equitable classroom facilitation
- Gender equitable code of conduct in school
- Professional norms in teaching
- Community engagement



Students

- Good behaviour
- Follow school code of conduct



The Government, International organisations (Govt. partners)

- Gender equity policy & code of conduct
- Teacher training
- Comprehensive sexuality education for students
- Engage with community to fight school-related gender based violence
- Safe learning spaces
- Educate the parents regarding gender equality through street play, theatre etc. with help from NGO partners



Community - Parents

- Ensure school attendance
- Provide for their children's school requirements, regardless of their gender
- Attend parent-teacher meetings





06

How can these guidelines be utilised by educators?



Rebooting means restarting the computer when the program does not work properly. It is done by pressing three keys together: CTRL+ALT+DEL, and the computer begins to work nicely again!

Similarly, rebooting for gender-equitable schools and classrooms means making a fresh start by educators using the same CTRL+ALT+DEL method, which means:

- + CONTROL the impact of instances that can't be avoided or stopped due to factors beyond reach

- + ALT actions that need to be altered, changed or modified, or even start with new ideas and actions
- + DELETE actions that need to be immediately stopped without further delay

These guidelines contain a list of things-to-do/not-to-do/undo for educators to bring better gender equity in schools, classrooms, and other learning spaces. Educators also need to be sensitised about gender equity and what it means in the school environment, as an important activity.

The list has been organised as follows for quick and easy reference by educators:

Section	Suggested Usage
Redefining ourselves as educators who value gender equity	Strengthen classroom teaching Manage student behaviour to become more gender-equitable Improve subject knowledge
Redefining ourselves as guardians	Manage student behaviour to become more gender-equitable Prepare code of conduct, standards and rules for the school Contribute in student safety councils Discuss during parent-teacher meetings, the points should be robust in nature
Redefining our relations	Expand our engagement with teachers, principal/school head, students and parent community to build gender equity
Redefining our spaces	Give inputs to school management committee, village education committee, school budget and school administration. Gender budgeting of school can be kept within broader school budget. School budget should be gender sensitive in nature. Equal participation of teachers from all genders in school administration is important.
Rethinking classroom teaching	Strengthen classroom teaching Manage student behaviour to become more gender-equitable Improve subject knowledge (Gender sensitisation programs for head of the institutions need to be arranged to strengthen this component)
Rethinking the co-curricular activities	Expand engagement with teachers, principal/school head, students, parent community to build gender equity
Self-assessment in gender equitable facilitation	Tracking our growth as gender-equitable educators





07

Redefining ourselves as educators who value gender equity

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CONTROL the impact of instances that can't be avoided or stopped due to factors beyond reach	ALTER actions that need to be changed or modified, or start with new ideas and actions	DELETE actions that need to be immediately stopped without further delay
Teachers and school leaders can become role-models of gender norm change in their schools and the community.	Explore pedagogy and curriculum with the lenses of gender equity, human rights and constitutional rights	Stop tolerating, overlooking or committing gender based violence and discrimination including sexual harassment at work place
By becoming an upstander instead of a bystander in countering incidents of violence against women including sexual harassment in public spaces	Include reproductive health and menstrual hygiene practices	Move from being patriarchal to participatory. Decisions must be made by everyone in the family/staff teams
By promoting education to empower girls to take informed decisions in their lives for themselves	Highlight successful behaviours or strategies and local role models in gender equity to students Improve student aspirations in education and livelihoods	Discourage toxic masculinity and harmful patriarchy
By questioning, challenging regressive social and cultural norms in classrooms with students, in school meetings with parents, during school management committee meetings with village/ district administration	Encourage the distribution of household chores in the family equally among all members regardless of their gender so that girls get time to study and skill themselves	Work on removing barriers to education such as gender-based, caste-based discrimination and violence at school
By reading, reflecting, learning, and practicing gender equity in thought and action	Encourage the retention of women in the family tree and respect their property and land rights	Condemn the harmful practice of gender-biased sex selection



1.

Challenge the impact of your social, cultural beliefs and other health and economic practices that define gender norms.

1.1 Discourage the act of glorifying the unpaid reproductive and nurturing role of women.

It is true that females bear children, but all family members can contribute in raising them. Glorifying normalises 'sacrificing' behaviours among girls and they don't pursue their true interests and aspirations in paid careers or self-care. Instead they are pulled into bearing children (especially a son), looking after husband, taking care of siblings and elderly, performing household chores from cleaning to cooking to washing clothes and fetching water and fuel. They also become the 'sacrificial' symbol of honour in the community which increases the risk of violence against them, if/when they make different choices in career or marriage, away from the accepted norms.

1.2 Support the cause of 'equal pay for equal work' done by women. When women work outside, the work they do is usually valued less than the work done by men. Many women work in agriculture and construction, but the land is owned by men and most skilled jobs that fetch better pay is also taken up by men, as they have better access to training. For the same work, women get paid only a little more than two-third of men's salaries and half of men's daily wages. And, if we add up the housework and the work women do outside the home, we find that women spend much more time working than men and have much less time for leisure or learning new skills to reach higher positions of authority.

1.3 Promote health and nutrition practices among women and girls. Create awareness among the students about food that must be distributed fairly and eaten together as a family. Girls and women should not be eating least and last! Girls and women should also get enough rest and leisure time to maintain good health. In schools, ensure the benefits of health and nutrition related schemes are fairly distributed

across everyone, regardless of their gender, caste or status. Schemes such as the mid-day meal scheme, iron and folic acid tablet distribution, deworming camps, other nutrition camps that promote local food, attended by all students who run stalls etc. need to be organised thoughtfully with partners like the anganwadi centres and other government departments.

1.4 Encourage and support more women leaders around you. If women can volunteer to support and nurture community, then they can also lead the community. But when women get into higher positions, in most cases, either the male relatives make the decisions or women's role is judged more harshly from a male viewpoint. Break the norm and encourage and support more women leaders in public institutions like schools, panchayats, health centres, administration etc.

1.5 Challenge norms and mythology that show women as weaker than men, incapable of taking care of themselves and the family independently. Question social practices that domesticate women: dowry/bride price; menstruation-related taboos; early marriage leading to teenage pregnancy, high prevalence of maternal mortality rate, infant mortality rate and child mortality rate; or restriction on mobility using certain belief system or linking with the community and family honour. Stop terming girls as borrowed wealth (paraya dhan) or comparing them to earthen pots, with a fragile honour.

1.6 Call for more gender-empowering action on wage disparity; property rights; political participation; changing laws that favour men more than women, or altering education and training to empower more girls towards male-dominated fields such as defence or STEM (science, technology, engineering, math). Similarly, move from being patriarchal to participatory. Decisions must be made by everyone in the family at home and all staff team members in schools, regardless of their gender or social status. Do not support toxic



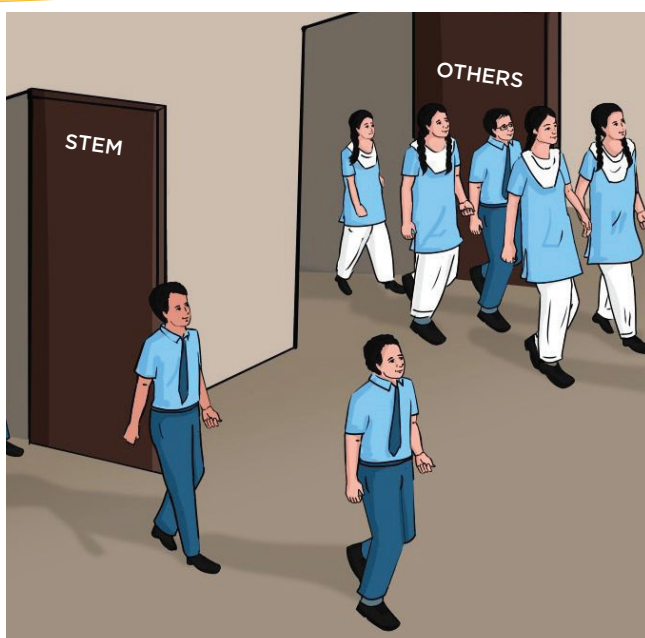


masculinity and harmful patriarchy in silence. Remember, the relative power position of women in society needs to be improved rather than just focussing on bettering their social condition.

1.7 Promote education to empower girls, and to take informed decisions in their lives for themselves. The level of educational attainment and literacy among Indian women has improved over the last few decades. Create awareness about various schemes that support the education of girl child in the

STEM (Science, technology, engineering, mathematics): Fewer women graduate with STEM degrees than men. Teachers can encourage STEM education for girls in classrooms and schools can promote STEM skill certification, apprenticeship, industry exposure, scholarships

community during parent-teacher meetings or school management committee meetings. Especially, schemes that provide financial help to poor families with girl child, like, Balika Samridhi Yojana, Sukanya Samridhi Yojana, Ladli Scheme and the Kanya Kosh, National Scheme of Incentive for the Girls of Secondary Education, Free Bicycle Distribution Scheme etc.



However, their work participation is declining. Even educated women stay out of work and follow the norms of a patriarchal society to appease their fathers, husbands, parents-in-law and sons. A new battle has begun for young girls to rebuild themselves and fit into an unexpected role in a newly reformed society – the English-educated, financially empowered, homely bride. If the father is to hold his head high in his community, the daughter earns academic merits; if the husband must do well socially, the wife casts aside her own personality; if the child must excel, the mother teaches tirelessly. Marriage is turning into a murky business, where the more educated brides get better deals in marriage and earn grooms from high-paying jobs, and even settle abroad. But most of these girls are not allowed to work after getting married, despite being highly qualified.

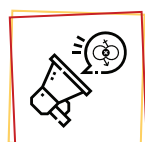
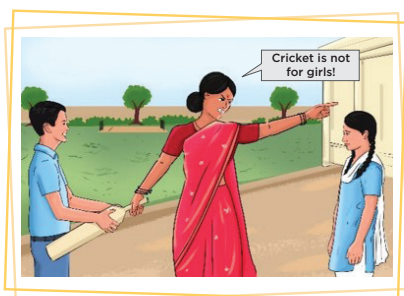
Even in families that encourage girls to take up work after marriage, it is often the husband or his family who decide which profession is most suitable for the bride. For instance, teaching jobs are often encouraged for women, not always because of the love of teaching but in order to make sure the bride continues to fulfil her familial duties. Moving forward, the same women educators refuse to take up higher administration positions or promotions that may require more dedicated time or travel due to such gender biases.

The proverbial glass ceiling, meaning an unfair system or set of attitudes that prevents women from getting powerful jobs, remains unbroken.

1.8 Retain women in the family tree and respect their property rights. The family tree helps us learn and record details of our family members, even those whom we may have never met or known. Family trees also establish rights of inheritance and rights to property, and hence disowning daughters after marriage must be stopped. Legalising the change of names, surnames, gotra etc. makes girls and women disappear from the family tree. This often robs women of their rightful share in family resources and ancestral assets

like land and houses. When this happens, women have less financial freedom and are left with reduced chances (than men) to get bank loans against security like land/house etc. This makes it harder for women to start their own business or any other project. Let us break the chain of downplaying rights of women in our lives. Let us also begin to identify ourselves equally with both our parents.

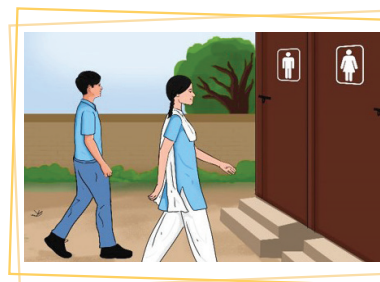
Teachers' own assumptions, stereotypes about gender affects students' beliefs and learning



2. Speak up when you see gender discrimination!

- 2.1 Ensure that the school is sensitive to different needs of all students**, like having separate toilets for girls with good sanitation for menstrual management.
- 2.2 Remove other barriers to education** such as caste-based discrimination.
- 2.3 Encourage girls to ask questions** and participate actively.
- 2.4 Encourage men and boys to take up more household responsibilities** so that girls and women have quality time to go to school, work, and fulfill their aspirations to take up more challenging roles outside the house.
- 2.5 Encourage all students irrespective of their identities and backgrounds** to sit, eat, play, interact and study together.
- 2.6 Ensure equal participation of all students** in cultural and sports activities.
- 2.7 Ensure classroom and institutional leadership for girls.** The seating arrangement in classrooms should also not be gender-biased.

Adequate sanitation facilities for girls can boost their school attendance despite their menstrual cycles



3. Stop tolerating, overlooking or committing violence against women and children in public spaces and inside homes.

- 3.1 These forms of violence includes** early marriage, sexual harassment at workplace, street harassment; and corporal punishment, abuse, neglect and sexual offences against children.
- 3.2 Do not be a bystander!** Support the woman, girl or child being harassed by being with them, telling them: it is not their fault.
- 3.3 Alert the abuser/s to stop their behaviour or even distract them.** Document what is happening. Call CHILDLINE 1098 to report neglect, abuse and violence against children.
- 3.4 Never encourage the culture of silence based on fear of violence or shame.** Like, you can help girls report the matter of someone harassing them in residential schools. Help them overcome the fear of losing out on education.





4. Pay attention to the school's culture! Culture is about what we believe in, how we behave and what we think is important.

- 4.1 A school has a culture that affects everyone.** It affects what we think of each other and how we treat each other. Creating a good school is about creating a school culture that helps everybody feel good about belonging to the school. It is about us taking responsibility for what we believe, what we think is important and how we apply those ideas in the way we relate with each other.
- 4.2 Closely related to the school culture are the school policies:** gender policy, child safeguarding policy etc. that guide the individual and collective thoughts and actions in a school.

All students must have fair opportunities to lead and participate.



5. Vote for a strong and inclusive gender policy based on human rights and constitutional rights

- 5.1 The first big step towards building gender equity is defining a gender policy for your school.** It can have the gender equity standards, rules, and code of conduct, for all the members.
- 5.2 A good gender policy can be prepared by ensuring that the human rights and constitutional rights of all members in the school community are upheld.** For instance, the right to equality is an important principle of our constitution and must be ensured in designing every aspect of a good school. Similarly, human rights are essential for people to live with dignity. There are close



to 30 articles under human rights like health, education and an adequate standard of living etc. These guidelines itself can serve as a good starting point to prepare the gender policy.

- 5.3 On a larger policy level, the government is working towards bringing equality among men and women.** For example, it recognises that the burden of child-care and housework falls on women and girls. Anganwadis or child-care centres have been set up in several villages in the country. Laws make it compulsory for organisations that have more than 50 employees to provide child care facilities on the premises. This helps many women to take up employment outside home. It also makes it possible for more girls to attend schools.

The school belongs to all students. It is our responsibility to make it inclusive.



6. Choose gender equity, not only gender equality, to strengthen the gender policy

- 6.1 Do not discriminate against people on the basis of their gender identity.** Treating people with fairness is called gender equity.

6.2 Gender equity means giving everyone support and opportunities depending on their need, and fair treatment for all genders.

6.3 Often girls and transgender people have fewer opportunities and additional challenges because of how the society treats them on the basis of their gender. This means girls and transgender people will need additional support to compensate for the disadvantages they faced in the past.

When both parents work at home, they inspire gender equitable behaviours in their children



7. Highlight successful behaviours in gender equity and local role models to students. If possible, invite them to meet your students.

7.1 Showcase regional success stories of girls and women who have overcome challenges to contribute in the society as soldiers, scientists, technician, architects, entrepreneur, social reformers, ecology campaigners, journalists etc.

7.2 Share examples in positive masculinities where men treat women as equal partners and actively contribute to domestic chores, give space for leadership roles to women. If possible, invite these role models to meet the students.

7.3 Share examples of the power of women's collectives who are financially and socially empowered: They use their collective powers to address the social issues of domestic violence and child marriage. They also attend gramsabha meetings and become members of school management committees to participate in improving the quality of education and

health in their community.

7.4 Role of Self-Help Group (SHGs) in Schools: Women groups work closely with the school administration. Many SHGs are involved in the preparation and distribution of nutritious midday meals for students. For example, in Odisha Mother-Teacher Association (MTA) participates in the school cabinet meetings, tells inspiring stories on several issues like school dropout, child marriage etc.





08

Redefining ourselves as guardians

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CONTROL the impact of instances that can't be avoided or stopped due to factors beyond reach	ALTER actions that need to be changed or modified, or start with new ideas and actions	DELETE actions that need to be immediately stopped without further delay
Contribute in preventing child abuse and neglect	Learn about and use positive discipline. Create a positive environment that models the desirable values and standards	Show zero tolerance to corporal punishment: personally commit to never use corporal punishment
Listen to students and understand their problems; Talk to students about the benefits of non-violence; Counsel students about creating a safe environment, whenever necessary	Improve your understanding of laws that protect women, girls and children from violence and provide justice to the victims	Help in the making of a zero-tolerance policy on bullying, physical and sexual abuse and violence in the school
Explain safe touch-unsafe touch to students	Learn and practice your role and 'code of conduct' in child protection	Stop gender-based and caste-based discrimination: E.g. Sports, extracurricular teams to have equal participation from 'boys, girls and transgender students. Socio-Economically Disadvantaged Groups (SEDGs) students can't be denied their right to sit together, pray or eat together or use the same library/IT lab
Contribute in preventing school-related gender-based violence (SRGBV) like bullying, street harassment around school, sexual harassment (especially in residential schools)	RESPOND to complaints sensitively: 5R's i.e. Receive, Record, Reassure, Respond, Report (1098)	
Talk to students and parents about harms of early/child marriage from the lens of lost careers, livelihoods, health and sexuality rights, instead of taking a moral standpoint or creating stigma around adolescent sexuality	Show care and concern for students, with respect to their mental health requirements	



8. Learn and practice your role and 'code of conduct' in child protection and safeguarding.

8.1 What is Child Safeguarding?

Actions taken to protect children from harm and abuse. The school plays an important role because this is where children come for their overall development.

A safe school is where all students are safe in and around the school - in a nurturing space, especially the girls and students from SEDGs, like, no one is teasing, making any comments or making any student feel uncomfortable, not abusing anyone sexually; when school promotes respectful behaviour among all students, e.g. listening to each other and supporting if a student complains about feeling unsafe. It is a place that ensures education for the child belonging to weaker sections and disadvantaged groups, by preventing discrimination against them.

8.2 When is a child considered as abused?

8.2.1. Physically abused, when deliberately hurt by hitting, shaking, throwing something at them, etc.

8.2.2. Sexually abused, when forced to take part in sexual activities. The child may not even be aware of what is happening, it could include an unsafe touch that may make the child feel confused. Often the abuser tries to gain a child's attention, either through gifts, fear, coercion etc., that might make the child feel confused, scared and/or unpleasant. The child may feel attracted to such activities but may feel trapped and/or guilty, making it difficult for them to complain about it.

8.2.3. Emotionally abused, when scared or humiliated by someone for their looks or family status, gender, caste, being

differently-abled etc. or being isolated or ignored at school or home. For instance, if Socio-Economically Disadvantaged Groups (SEDGs) students in a particular school face bullying and are denied their right to sit together, eat together or use the same library, it is a form of emotional abuse that needs to be stopped immediately.

8.2.4. Neglected, when the child's most basic needs like food, clothes, sleep, health and hygiene are unmet.

8.3 What laws and support system exist?

8.3.1. United Nations Convention on the Rights of the Child (UNCRC), a legal international agreement that lays down the civil, political, economic, social and cultural rights of every child, irrespective of their race, religion or abilities. 192 countries have adopted the UNCRC guidelines, including India. The national-level, state-level, district-level, block-level and village-level child protection committees have been formed in line with the UNCRC guidelines.

8.3.2. The Protection of Children from Sexual Offences or POCSO Act 2012, an Indian law to protect children from sexual offences like sexual abuse and harassment and pornography while making the judicial process more child-friendly during reporting, recording of evidence, investigation and speedy trial of offences through special courts.

8.3.3. Children or anyone on their behalf can call CHILDLINE 1098 or emergency HELPLINE 112 to report any child in distress. These are 24-hour a day, 365 days a year, free, emergency phone services for children in need of aid and assistance. It not only responds to the emergency needs of children but also links them to essential services for their long-term care and rehabilitation.





8.4 What can we do as school guardians?

PREVENT Child Abuse and Neglect



ENSURE ZERO VIOLENCE:

A safe-space suggestion box for concerns, suggestions, complaints

Ensure separate safe toilets for all students of all genders

Residential students to be protected against harassment and neglect

No corporal punishment

Travel from home to school and back to be closely watched for safety

No one is allowed to stay in the school after closing

Students & teachers can reach out to **CHILDLINE 1098**



ENSURE EQUAL STATUS FOR ALL STUDENTS:

Sports and extracurricular teams must have equal participation from all students, inclusive of gender and SEDGs

All students given same tasks: clean areas, felicitate guests etc

All students free to ask questions in class

Common staff rooms for all teachers/staff

Equal status for everyone - SEDG (Socio-Economically Disadvantaged Groups) students can sit, eat, use library together with other students

RESPOND to Complaints Sensitively: 5R's



RECEIVE

Listen actively, open body language, accept, non-judgmental



RECORD

FACTS: Vital – facts, no opinions – When? Where? Who? What?



REASSURE

“You’ve done the right thing by coming to me”; “I understand what you are saying, and will do my best to help.” “But I can’t promise and give you false hope about anything that I do not control”



RESPOND

Tell the child on what you plan/ are going to do. Ensure child is okay before leaving. **DO WHAT YOU HAVE PROMISED.**

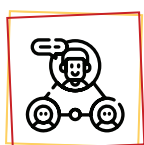


REPORT

Soonest possible, to the school principal or any child safeguarding committee person of the school. Contact Childline coordinators for help by calling **CHILDLINE at 1098 and emergency HELPLINE at 112**

Questions to assess the school's preparedness in handling child safety violations:

- Are students aware of the reporting process – do they know whom to report, what will happen when they report an incident of violence or abuse, and what the subsequent process is likely to be?
- What is the process for dealing with reports of serious incidents of violence or abuse that violate national or local laws?
- How is reporting linked to local referral and support networks, including in the community and through the formal social services?
- How can reports be effectively followed up through formal protection systems without reprisals?
- How can the reporting mechanism feed into awareness-raising activities?
- How can all students be involved in the design and implementation of reporting systems?
- Would it be beneficial for the reporting mechanism to be anonymous?
- If the reporting mechanism is anonymous, how do you provide support to the individual who needs it?
- For reporting mechanisms that are school based, how do you ensure the system is confidential? For example, if using boxes, how do you ensure the perpetrator does not open the box and read the message?
- Is there a data management system in place for monitoring reporting trends while ensuring confidentiality?
- What is the appropriate role for local, traditional or religious leaders in the process? Have they been adequately consulted?



9. Explain what safe touch-unsafe touch means to students, early, and how to deal with it.

9.1 Help students construct safe touch boundaries for their bodies that are to be respected by all. Students should be able to distinguish the touch boundaries set for trusted persons versus all other people. No one should touch them without permission. They have the sole right over their body.

9.2 Safe touch makes us feel safe and happy. It involves actions with our loved and trusted ones like a mother hugging us, sports team members shaking hands cordially after making a winning goal etc. All these point towards harmony or wellbeing.

9.3 Unsafe touch that might make us feel uncomfortable and/or confused. It is against our wishes and hurtful, for example, someone trying to gain a child's attention secretly with/without gifts, when someone beats us, kicks us, pulls our hair etc. It makes us feel unsure and scared. It may/may not involve the private parts, but the child feels confused, guilty and finds it unpleasant. Even a handshake can be an unsafe touch if the child is not comfortable.

9.4 The three steps to fight back unsafe touch: SAY NO 🙅 GO (to a safe place) 🏠 TELL. If no action is being taken against abusers and the child continues to suffer, such instances can be reported on **CHILDLINE at 1098 and emergency HELPLINE at 112**, even if the abusers are found to be the parents, in some rare cases.





10. Promise zero tolerance for corporal punishment.

10.1 As per the Right to Education Act, 2009, corporal punishment means physical punishment, mental harassment, and discrimination. It includes hitting with hands or things, kicking, shaking, throwing something at them, burning, pinching or forced ingestion. It can also be any non-physical punishment that belittles, humiliates, threatens, scares or makes fun of the child.

10.2 Corporal punishment is often justified as **affection, care and protection**. The pain is used as a penalty for an offence, to discipline or reform the child, but it only harms the child further. Punished children feel hurt physically and emotionally, become aggressive and/or depressed, develop deeper learning difficulties and find it hard to trust their teachers and guardians.

10.3 As teachers, we can do the following things:

- Personally commit to never use corporal punishment
- Help in the making of a zero-tolerance policy on bullying and violence in the school
- Listen to students and understand their problems
- Talk to others about the benefits of non-violence
- Use spaces like the School Management Committee (SMC) to learn about and identify ways of positive discipline
- Form mentor- mentee relations or form a small group of students to discuss personal issues and find solutions, if possible

How a positive-disciplined student can stand out among others



11.

Learn about and use positive discipline.

11.1 It means that the consequences are fair and consistent and the same for everyone, regardless of their gender, caste or status. It is focused on correcting behaviour rather than humiliating the student. It helps children learn from and not pay for their mistakes.

11.2 Positive discipline never uses the cane, fear or shame to correct the students. Helps them learn from mistakes. Follow fair and firm rules applicable to everyone. Teachers set clear expectations and rules and then expect students to follow them. They also let students know that there are consequences for their actions.

11.3 How to bring positive discipline?

11.2.1. Teach life skills: Skills that enable to make better decisions to succeed in life, like critical thinking and thinking before acting, short-term and long-term planning, persistence, confidence, patience, creativity, honesty

Four Levels of Non-Violent Responses by Teachers to implement Positive Discipline

A. Reflection to deal with minor problems and help children think about their behaviour.

Example - Timeout: "Sharda, you keep disturbing our class. Go sit outside on the bench and come back after 5 minutes, only if you can stay quiet."

C. Penalty for ongoing problems

Example - Give light work and duties. Detention after class. Withdraw privileges (like playing basketball) until improvement in behaviour. Community service. Demerit box or discipline book to write names of the trouble makers. Student court to make decisions on improving bad behaviour. Fine for damages or repair.

B. Reparation for offences that cause damage, to help children take responsibility for their actions

Example - Verbal warning. Letter writing. Apology: "Ma'am, I'm sorry. I broke the duster."

D. Last resort for very serious offences, to help children rehabilitate

Example - Official reprimand by school head. Referrals with social workers. Suspension and counselling by health workers for deaddiction. Calling parents

Layers of Non-Violent Responses

01 Teacher

The first person to handle any disciplinary case is the teacher. However, if the students continue to misbehave, the case can be referred to the next layer.

02 Peer Discipline Committee

Each class can elect students to serve as a Peer Discipline Committee. The responsibility of this committee is to meet on a regular basis and to handle all cases of indiscipline referred to them by the teacher.

The peer committee shall hold a hearing with the offending student and may choose appropriate disciplinary measures for the action, including counselling them as a peer group, or helping the students by coming up with solutions for their problem.

03 School Discipline Committee

If the student continues the misbehaviour after the case is referred to and handled by the Peer Discipline Committee, the case can be referred to the School Discipline Committee which may take actions deemed appropriate according to the Code of Conduct.

04 Head Teacher

If the offending student continues with their misbehaviour, the case can be referred to the head teacher who may take actions deemed appropriate according to the Code of Conduct.

05 Parents

If the student continues with the misbehaviour, the head teacher may call upon the parents to become involved and a joint decision can be reached as to the appropriate disciplinary action to take.

06 Outside Referral

Further still, if the student's misbehaviour becomes uncontrollable or dangerous to others, an outside referral may be made to counsellors, clinical psychologist, police or another relevant agency.





12. Create a positive environment that models the desirable values and standards

12.1 Teachers inspiring students to behave positively

– like, reporting on time, behaving respectfully with each other, regardless of age, gender, social status, showing pride and concern for the school property etc.

12.2 Teachers drafting school discipline standards with students and posting on notice boards, walls etc. and repeating during assembly.

Example – If the school standard is ‘We respect everyone’, the rules could be ‘No bullying. No hitting. Zero tolerance for corporal punishment’ etc.

The rules eventually form the code of conduct for all school members: the responsibilities of teachers, students and parents. A peer student discipline committee can decide on the disciplinary action to be taken if the rules, code of conduct is violated.

Example – No absenteeism, no smoking, no cheating by students. If the code of conduct is disregarded, the corresponding disciplinary actions would be apology, timeout, demerit box, detention, letter writing, calling parents etc.

12.3 Celebrate and reward instances on the ‘Wall of Fame’ when students and teachers go beyond their code of conduct in helping the school or the community achieve gender equity. It could be in a corridor patch visible to everyone in the school. Make role-plays to practice such positive responses. Other ways to celebrate and reward:

- + A pat on the shoulder
- + Saying “I’m proud of you!”
- + Selection as class leader for a day
- + Selection as ‘teacher assistant’ for a day
- + Selection of a group activity or a special project
- + Praising the student in front of other teachers or the school principal

- + Asking the student to assist others
- + Sending a note home for the parent when a child does something good
- + An honour, such as being nominated for most-improved student
- + Badges, buttons, certificates
- + Extra time to complete an assignment
- + A treat
- + A thank you note from the teacher
- + Encouraging compliments on written work
- + Smiles and a verbal praise
- + Giving extra credit to improve a grade
- + Tutoring other students
- + Displaying work for others to see
- + Using library or getting extra time with their favourite subject or activity during a free period



13. Show care and concern for students, with respect to their mental health requirements

13.1 Gender-based violence and gender discrimination in the community affects many areas of students’ lives, such as education, social relationships and, especially, their physical and mental health. The consequences can be quite harmful in the short and long run. Hence, as school guardians, teachers should be prepared to offer at least basic support to students in tiding over some of the mental-health issues.

13.2 Sensitise yourself on the vulnerabilities that girls and other students from SEDGs often face in settings of inequitable gender norms. These could include various forms of abuse, violence and discrimination. These often result in exclusion from education, absenteeism, interpersonal relationships, decision-making and overall physical health.

13.3 Create awareness among boys on how gender biases affect their mental health and wellbeing. Harmful perceptions of what it

means to be a man can push them into high-risk behaviours that normalise violence and abuse including gender based violence and discrimination

13.4 In case you feel a student needs psychosocial support then refer them to an appropriate counselling services. Explain to the students that psychosocial health is just like any other health condition and with support can be addressed/managed and can be treated. It is advisable to call 1098 if the problems persist longer than 10-15 days:

13.4.1. Depression: Feeling hopeless. I wake up and do not have energy. I wish I didn't have to go to school. I feel afraid my teachers will be angry with me. Yes, sometimes I don't even have words to describe what I'm feeling. I can't concentrate and feel afraid to speak in class or to anyone. I wish I could go and hide somewhere. When one feels like this for more than a few days, it is called depression.

Talk to all students on how gender-based discrimination and violence can affect them negatively
E.g. low self-esteem in girls, aggression among boys



13.4.2. Anxiety: I feel worried all the time. Even if nothing is wrong, I feel something bad is going to happen...I am afraid that the teacher will ask me a question and my brain will shut down...I feel stupid. My stomach feels like it is turning somersaults. I can't concentrate. I can't even remember what the teachers is asking me. This is anxiety.

13.4.3. Shame: I don't feel good about myself. Everyone teases me all the time. Every time someone looks at me or says something about me, I feel

so embarrassed. I feel like hiding or shrinking. I am scared that if people really get to know me, they will never like me or want to be my friend. This is shame.

13.5 Spare your time to talk to the students, if they ask for it and ensure confidentiality keeping their safety as the prime concern.. Provide opportunities for students to seek help from you, like a zero period or counselling talk. Encourage not just success, but the efforts of students. Respect them. Take pride in students and become a role model for them. Share real life experiences with them honestly. Lead by example and behave the way you expect your students to behave. Be friendly, but that doesn't mean failing to guide students.

13.6 It is important to maintain confidentiality but if you feel, if there is a disclosure of self harm then please ensure that the student gets immediate help. You can refer them to the helplines given here or call one and seek advice yourself.

13.7 It is important to start a conversation about mental health in your school, as teachers, as students, as friends, as peers! Communicate to remove the stigma around mental health problems in students. Give students few practical tips to manage their mental health and well-being, unstructured unguided time, and the increased use of internet.

13.8 Few talking points for teachers:

- + Just like you have physical health, you also have mental health. It's about how you think and feel about yourself and about how you feel when you are with others or are thinking about them.
- + On the internet and social media, young students see unrealistic body types that impacts their body image and health behaviours. Young people may feel pressured to conform to 'beauty standards' and 'toned body'. However, they may be unaware that these images are altered for digital marketing purposes. Hence, it is





important that the students are aware of media influence, when they make these choices.

- + Share tips with students on how to stay safe online such as don't share personal information with strangers, report incidences of cyber bullying or harassment etc. with a trusted adult. Encourage students and parents to have open conversations around online safety practices and to report cyber crimes.
- + Sit quietly for a few minutes and breathe deeply. Instead of avoiding whatever you are feeling, be with it for a few moments. It may pass. Most difficult feelings pass over time. If they persist, do talk to a counsellor or a trusted teacher at your school.
- + Discover the power you have within you. Become a gender sensitive person. Then remind yourself: I am my captain! Respect yourself. Take responsibility for your thoughts and actions. Make your own choices instead of letting other people tell you what is good or right. If someone calls you stupid, you decide who you are, not others. Respect others. Do not abuse friends or teachers and do not tolerate others abusing them.
- + Reflecting and practicing are both great skills to have. It is always good to reflect on what we might have done. If there is something bothering you about yourself or about others, writing it down with your feelings and thoughts can get clarity on how to move forward. It will also help you become clearer about how you feel. Be kind and patient with yourself and use affirmative language to talk about yourself. Try to find words to describe what you are feeling and share it with others.

13.9 Create a supportive environment: What is around you can influence what is inside you! We all need an environment that will help us rather than make our problem worse. No matter how positive we are, we all need

support from people around us. We all need an environment that helps us feel better.

- Work with others to create a positive environment at your school. Join with others at your school to start raising awareness about mental health. Help create an understanding and compassion for people who may be experiencing mental health problems.
- If there is a counsellor or a friendly teacher, seek them out and explain your situation to them. Use their help to develop a plan on how you will solve whatever is worrying you.
- Find time to make and be with friends. Laughing and playing with friends can really help.
- Start a mental health club at school. Place happiness and sadness boxes where students can drop chits anonymously about how they are feeling which can be discussed in the club. If there are others at your school who may be feeling similar things, start a group and listen to each other with respect about how you are feeling. Find a way of learning from each other and be supportive of each other.



14. Talk to students and parents about the harms of early/child marriages

from the lens of lost careers, livelihoods, human rights, constitutional rights, health and sexuality rights. Avoid taking a moral standpoint or creating stigma around adolescent sexuality

14.1 When we create taboos around sexuality, adolescents get tempted to explore it as a “forbidden fruit”. It is important to create nonjudgmental spaces for dialogues to address their curiosity in schools and at homes.

14.2 The stigmatisation of sexuality hinders the open conversations between adolescents and adults. The lack of comprehensive sexuality education in schools adds to this challenge making adolescents more vulnerable to gender based discrimination, violence and other health related risks.

14.3 Taking a moral standpoint on sexuality while talking to adolescents rarely helps. Friendly relations with students can help resolve matters. One should watch out for early signs among students such as absent-mindedness, eating disorders, isolation etc. which may be an indicator of mental illness. The student counsellors must actively monitor the mental health of students. Talk about child marriage as a violation of human rights that impacts their lives adversely.

14.4 Sensitisation program on PCMA may be carried out by the schools for both students and their parents. The Prohibition of Child Marriage Act, 2006 (PCMA) prohibits child marriage and lays down strict penalties for violations. Under the Act, any marriage where the boy is less than 21 years of age and the girl less than 18 years is to be considered a child marriage. Other significant features of the Act include:

- + Any violation of the law is non-bailable
- + Rigorous imprisonment of up to two years or with a fine up to Rs. 1,00,000 assigned to violators (including the groom and bride groom's side) or anyone who helps in arranging the marriage
- + Child Marriage Prohibition Officers have the right to prevent any such marriage and take necessary legal steps

PLEDGE FORMS



For Parents, Teachers, Students and the Principal

We will make sure that all our students, including girls, are safe in and around the school:

By stopping anyone who might be misbehaving with girls

By teaching and promoting respectful behaviour among all students

By listening to our students and supporting them when they complain about feeling unsafe

(Signed, Name and Address)





Education vs Child marriage	Health vs Child marriage	Violence vs Child marriage	Right to Choice vs Child marriage
Human rights violated			
Right to education Right to gainful employment Right to reproductive and sexual health choices Right to financial security Right to work outside home and/or earn money	Right to reproductive and sexual health choices Right to nutrition and care Right to health and access to treatment and care	Right to life Freedom from torture and degrading treatment Freedom from discrimination Right to safety and security Right to reproductive and sexual health choices	Right to choose a partner Right to fulfilling aspirations and career opportunities to utilise their education Right to decision-making, as the girl is being forced to marry a stranger Right to reproductive and sexual health choices
Impact			
Discontinued education including comprehensive sexuality education wherever applicable Poor economic conditions including lack of resources Difficulties in taking care of children and family Malnutrition of adolescent girl and her children including from SEDG group Violence faced by the girl and effect of violence on her and her children Fewer career opportunities due to incomplete education Increased helplessness	Girls become more vulnerable to sexually transmitted infections and diseases (STI/STD) Lack of medical services and care when unwell During serious health concerns being thrown out of marital home and not getting shelter in natal home Access to information and services and decision making for contraception, pregnancy etc.	Physical, financial and psychological abuse Facing violence due to son preference and/or being pressured to have children Lack of a support system to report incidences of violence Sexual exploitation/harassment. If there is coercion, force and no consent between married couples for a sexual relationship, it is called marital rape Due to violence, being thrown out of marital home and not getting shelter in natal home	Discontinued education No skill acquired Limited access to resources Vulnerability to violence No control over own body, sexual and reproductive health Trapped in gendered poverty cycle

09

Redefining our relations at school



CONTROL the impact of instances that can't be avoided or stopped due to factors beyond reach	ALTER actions that need to be changed or modified, or start with new ideas and actions	DELETE actions that need to be immediately stopped without further delay
Stand up against gender-based violence against girls and women teachers with a strong voice	Show by example how to behave with and help fellow teachers learn and try out new ideas, regardless of their gender, caste or social status	Stop all forms of gender-based and caste-based discrimination among teachers and students in schools
Work towards making the school a safer place for girls and women, in terms of transport, hygiene and sanitation	All teachers and students, regardless of their gender, caste and religion should take up leadership roles	Fight gender biases in schools against women teachers
Sensitise boys against toxic masculinity, and towards positive masculinity. Promote gender-equitable and non-violent attitudes among boys	Draft an inclusive gender policy for your school in leadership development of all teachers	
Vote for a strong gender policy in your school that addresses issues of sexual harassment at workplace	Influence students on gender equitable career goals	
	Use positive discipline; Talk to students about how to use power positively	
	Have open discussion on menstrual management and other reproductive health issues with girls	





CONTROL the impact of instances that can't be avoided or stopped due to factors beyond reach	ALTER actions that need to be changed or modified, or start with new ideas and actions	DELETE actions that need to be immediately stopped without further delay
	Sensitise parents to think and act fairly towards all their children regardless of their gender, in terms of providing attention and resources; gender equity dialogues between students and parents	
	Work with families and communities to promote the use of positive discipline and the principles of gender equity and non-violence	
	Link with the community-based child protection duty bearers like the child protection officers, child marriage prohibition officers, education officers	



15.

Teacher-teacher Synergy

15.1 What is true of students is also true of teachers! How we treat our fellow teachers shows how we feel about our school culture. Teachers help each other grow, and in turn, help the school grow. Teachers show by example how to behave with and help fellow teachers learn and try out new ideas, regardless of their gender, caste or social status.

15.2 All teachers irrespective of their gender should take up leadership roles. Any teacher can take the responsibility to explain new or reform ideas to their fellow teachers and committees.

15.3 There can be common staff rooms, where no teacher is afraid to speak up when they see that something is not right at their school. Teachers who bring new ideas to their staff room, who speak to fellow teachers about how they can all work together to create a better

school irrespective of their gender and social economic identities.

15.4 Stand up against gender-based violence against women teachers, with a strong voice by learning about and acting against these forms of violence and discrimination including sexual harassment at workplace and public spaces. See annexure: Main forms of gender-based violence against women for more details.

15.5 Fight gender biases in schools against women teachers. Discourage insensitive remarks against them which questions their capabilities and commitment as teachers. Instead, work towards removing barriers in your individual and collective capacity in the school community, such as voicing against unequal distribution of household tasks or unsafe travel routes that pressurise women teachers into leaving school premises before sunset. For example, a study in one of the large Indian states found that male teachers feel women teachers do not give their 100% as they do not stay on at school after 4/5 pm. However, it was found that the entire burden of ensuring

fuel or water supply, feeding and caregiving of children and elderly family members lay with the women, with insignificant support from male members. In remote areas, female teachers also travelled through deserted unlit patches that posed the risks of theft and harassment against them.

Hence, we must always highlight assumptions made against women teachers that add to gender biases.

Organise learning opportunities for teachers and parents about gender and why gender equity matters at school.



15.6 Stop all forms of gender-based and caste-based discrimination in schools. All teachers must have the same rights and responsibilities in schools and share the same staff room, dining hall, library, toilets, among other school facilities.

15.7 A display board may be placed at the entrance or in the playground of the school stating that strict action will be taken against perpetrators of violence against women.



16.

School head/principal synergy

16.1 Lead and draft a gender policy for your school in capacity-building of teachers, regardless of their gender, caste or social status. Invest in preparing more women

teachers for leadership positions instead of continuing to favour male teachers for senior roles. Women teachers should also opt for such leadership programs voluntarily. They must overcome the idea that women are the best caregivers in the family. The distribution of gender of teaching workforce in most places is well-known, but less attention is paid to the continued imbalance in men's favour in education management and leadership positions. Women are under-represented at senior levels within the school policy bodies and organisations that shape much of the vision and planning of education.

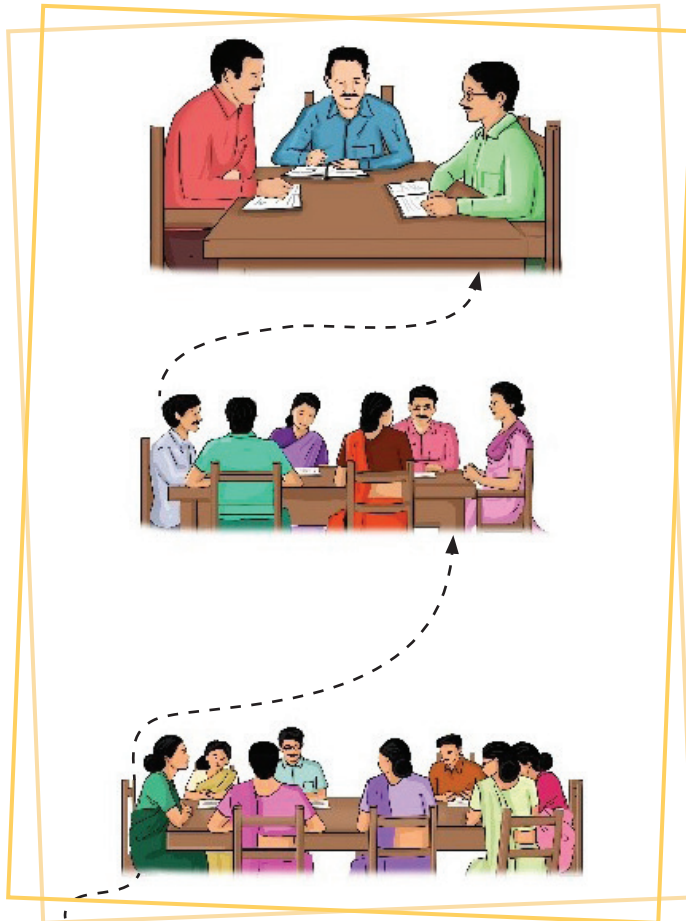
16.2 Create opportunities for all teachers, irrespective of their gender or caste, to contribute their ideas and show leadership in the school and in their families. The whole community loses when we ignore ideas from women simply because of their gender. Good ideas come from people, not from their gender. In local positions of authority, women leaders can have a positive impact on the well-being of the community. Women are usually under-represented on school management committees and, where they do hold positions, they tend to be assigned to roles in social affairs or welfare and not to roles involving executive or finance decisions. Help women teachers feel that they belong to the school and the school belongs to them!

16.3 Stand against gender-based violence against women teachers by learning about and acting against these forms of violence including sexual harassment at workplace and public spaces. See annexure: Main forms of gender-based violence against women for more details.

16.4 Vote for a strong gender policy in your school that addresses issues of harassment at workplace against women teachers. It is the duty of the administration to provide a safe working environment. See Annexure: Main forms of gender-based violence against women for more details..

16.5 Work towards making the school a safer





place for girls and women, in terms of transport, hygiene and sanitation. Like monitoring safety of routes, separate well-locked toilets with washing facilities, especially menstrual management for women.

Create opportunities for all teachers. There are far fewer women leaders making decisions at the top that shape policies and practices in school education.



17. Teacher-student synergy

17.1 Encourage all students to take up leadership roles. Support other students, even the differently-abled, to take up leadership roles regardless of their gender. Leaders should be selected based on their characteristics, behaviour and ability not their sex or size. It's about the ideas they bring to the school.

17.2 Teachers can influence students on gender equitable career goals. Letting them know that it's always good to do something that you are interested in and excel at it. Don't allow others to limit your dreams. You can be anything you want to be with your will, hard work and some support system. You can be a doctor, a chef, a footballer, a politician, a soldier, a musician, a kick boxer regardless of your gender. It's not your gender that determines what you will be good at. The teacher can be that support and must be a fair facilitator for building career goals of students.

17.3 Have open discussion on menstrual management and reproductive health and stigmas attached with girls. Act towards providing girls with adequate sanitation facilities to allow them to manage their menstrual hygiene. Set systems that ensure clean toilets for girls, ensuring safer areas for changing. Women teachers can also train girls on how to use the sanitary towel (or even make one!). Encourage boys to support girls rather than bully or tease them about having periods.

17.4 Use positive discipline! It means staying away from being the one who is feared. Not the one who uses the cane to keep children well behaved. Not the one who has quiet classrooms and writes good notes on the blackboard. Not the one who doesn't allow children to distract oneself with questions. Fear may make children obey but does not help them learn or accept.

Then, what is positive discipline? It means ensuring that the consequences are fair and consistent and the same for everyone, regardless of their gender, caste or status. It is focused on correcting behaviour rather than humiliating the student. It helps children learn from and not pay for their mistakes. (refer to point 11 from previous section)

It also means using your power positively. Let us discuss more about using power here.

17.5. Violence happens when we misuse power. Talk to students about how to use power positively. It happens because one group of people has more power than another. For



example, adults can have more power than children. Men can have more power than women. All of us hold

power over some people and others hold power over us. In our communities, people who have more power are assigned a higher status. Hence, it is important for us to use power positively. Make students mindful about using the power to make choices, to make good decisions, to know things, to participate, to contribute, to choose how they feel, to be a sensitive, respectful and inclusive individual! Educate the students on simple things, like, how to keep the wash room clean for the next person after using it or stop others when they practice gender discriminatory behaviours. These are also forms of using power positively.

Be sensitive to different needs of all students. Encourage boys to support girls rather than bully or tease them about having periods.

Using Power

Power is not negative or positive, in itself. It helps or harms depending upon the way it is used or misused. If power is used negatively, it violates the rights of the person against whom it is used and can affect their relationship negatively.

Generally, there are four sources of power being observed in defining relationships and

decision-making for students:

- + Power over people – We all have power over others around us because we have the resources or control over the resources that they may not have. Example – father is powerful because he provides all the resources through his earnings
- + Power under people or a system – This power is derived when we represent someone all-powerful and use powers on behalf of them. Example – mother's favourite son can bully his sisters wrongfully. We may also derive power from set norms and systems that has been established in the society over the years. Example – show submissiveness towards abusive elders, religious heads etc.
- + Equal power – This power is accorded by all members without any discrimination based on mutual understanding. Example – Indian Constitution, cooperatives, NGOs, and in some inclusive families.
- + Inner power – This power is self-driven and often observed in change agents such as students who break norms and traditions including parents who support their daughters in higher education.

We all have these powers to define relationships and make choices based on these power equations.

But our gender identity defines how much power we have within the society. This in turn affects our access to resources and rights like education, healthcare, technology, etc. Generally, men have access to more resources due to the gender equations established by the society, and therefore have access to more power.

Through equitable opportunities for education and employment, girls may also have increased access to power.





17.5.1. Share examples of students using power positively at school:

- + They respect themselves and work hard to make their own choices that are not discriminatory and/or violent towards others.
- + They do not abuse their friends or teachers and do not tolerate others abusing them.
- + They are leaders. They do not wait to be told what needs to happen. They show others by example. They reach out to everyone and invite them to participate.
- + They use their voice to make things better for everyone not just themselves. Like, writing a letter to the head teacher to ask her to make sure everyone at school has access to drinking water. Joining hands with friends to make sure classroom rules are followed.
- + As a prefect, they have a role to play in showing other students the values of their school.
- + As a friend, they can help their friends make better choices at school and beyond.

17.5.2. The teacher is in a position to help, guide or take action and when they do so, they are using their power to change things for the better. Apply learnings from these examples of teachers and other staff using power positively at school:

- + Implementing rules against gender discrimination or violence in the classrooms and while playing any sport.
- + Reaching out to parents and the community around the school to create violence free homes and communities.
- + Show by example how things should be done. Like, sample works for decorating the classroom

- + Find ways of getting past excuses to act. They work hard to find solutions.
- + Do things that are hard, and become a role model to others.
- + Realise that power is a responsibility that should be used well, in the best interests of everyone who is affected by their power.
- + Guide and show students what to do when they make poor decisions.
- + Condemn all forms of violence against children. When teachers and other adults abuse their power over children, they are committing violence against children.
- + **Develop these thoughts and actions in students to enable them protect their power:**
 - Support them to show gratitude towards a trusted adult by writing a letter or talking to them.
 - It is normal to sometimes feel powerless, especially if they are feeling sad, or scared or anxious. In those times, it is important to remember that no one has a right to make them feel bad. Only they have the power to choose how they feel.
 - To say something positive to themselves when they wake up, or at night when they are about to fall asleep. Like, appreciating a task completed well before time, repairing a small machine etc.

17.6 Sensitise boys on positive masculinity

- ### 17.6.1. Promote gender-equitable attitudes among boys. Encourage boys to contribute in household chores like cleaning or fetching water. Girls and women are most often responsible for hauling water, especially in rural areas.

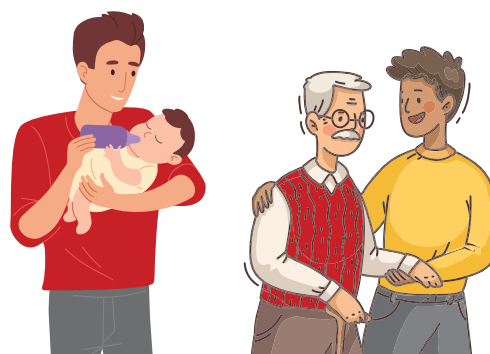
As a result, their school attendance drops.

- 17.6.2.** Promote non-violent attitudes among boys. Discourage traits, like, wanting to control others, to act aggressively, to use violence to deal with personal and work matters, to suppress emotions, to try to appear 'tough', to deny pain; to use substances, vandalise, practice self-harm; lack empathy and compassion; feel too important and entitled to receive attention from everyone, especially women; or, use power over women and marginalised groups.



Who is a toxic male?

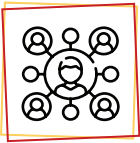
- Controls others, acts aggressively
- One who uses violence to deal with personal and work matters
- Suppresses emotions, tries to appear 'tough', denies pain
- Uses substances, vandalises and/or practices self-harm
- Lacks empathy and compassion
- Feels important and entitled to receive attention from everyone, especially women
- Using power over women and marginalised groups



Who is the new age man?

- One who grows from being aggressive protector to kind nurturer
- One who doesn't shy away from showing emotions, including crying
- One who is empathetic towards friends, family and relatives
- One who doesn't suppress his passion for arts including fine arts, rangoli or embroidery
- One who acquires the skills for, and contributes to household chores like cooking, cleaning, feeding etc.
- One who is aware about menstruation, and doesn't shy away from buying sanitary napkins and caring for the menstruating family members
- One who is aware of and practices safer sex including using contraception
- One who understands the mental, emotional and psychological aspects of masculinity





18. Teacher-parent/ community synergy

A school is not an island. It lives in the community and is accountable to the parents and other community members. Parents have the main responsibilities for their children's attendance and behaviour in basic education. Students take on more of these responsibilities as they get older.

A gender equitable school sensitises parents and encourages them to think and act fairly towards their children regardless of their gender, in terms of providing attention and resources. The time table should include parent-teacher meeting at least once in a term.

A few things to be kept in mind for discussions with parents during PTMs:

- 18.1 Rewards work better than punishments** for parents to ensure their children's school attendance. Cash transfers conditional on attendance encourage poor families to meet their education responsibilities and, if well targeted, can help overcome barriers due to low finances or low parental education.
- 18.2 Students have the right to feel safe and supported** in their learning environments. Yet school violence is still prevalent. School codes of conduct and parent-teacher contacts through meetings and training can reduce violence.
- 18.3 Don't just reach out to parents when demanding school fees or to complain about their child.** Instead reach out to parents with a view to involving them more in the school. Invite parents to celebrate their school. Call a parents' meeting once a term to share students' progress, their strengths, challenges, the support system that teachers and parents can collectively provide to the child.

Encourage parents to value girls' education



Provide for their children's school requirements



Build a relationship of trust with children so that they can open up about what is going on in their lives

- 18.4 Send information home with students to help parents remain aware of what is going on at school** and how they can contribute their ideas. Class activities that involve gender equity dialogues between students and parents can be a great way to bring more gender equity in the community.

- 18.5 Teachers can become champions of promoting gender equity in schools and communities.** Organise learning opportunities for students, teachers and parents about gender and why gender equity matters. During visitation days, put up special exhibitions that inform parents of key things that are going on at school. Send home written notes that invite comments or involvement. Invite parents to join special committees that contribute to what is happening at school. Ask parents to volunteer at their school. Hold a school annual day where everyone contributes their labour or ideas on how to make the school a better place.

- 18.6 Talk to parents on how to promote gender fairness:**

- + Value girls' education
- + Assign fair and manageable chores for all children irrespective of their gender
- + Talk to your children about the value of staying in school

- + Provide for your children's school requirements
- + Build a relationship of trust with your children so that they can open up to you about what is going on in their lives.
- + Learn the benefits of educating girls! When girls can participate equally in school, they are motivated to stay in school and focus on their education, which prevents early marriage. Women with equal educational opportunities in school stand a better chance at being employed or having a business and contributing to the household income. Research shows us that women with a good level of education raise healthier children that are less susceptible to diseases. When both husband and wife work, they both understand the challenges of the world of work and can support each other in their careers. The untapped potential of women means that society is not experiencing the full benefit of their contribution to science, health care, government and business.

18.7 Work with families and communities to promote the use of positive discipline and the principles of gender equality and non-violence and link with the community-based child protection duty bearers like the child protection officers, child marriage prohibition officers, education officers.



19.

Student-student synergy

Students behave towards each other the way their school behaves towards them. If they observe gender equitable attitudes and behaviours around them, they would mirror the same with their own peers.

19.1 Provide enough opportunities for students to work in teams, regardless of their gender, caste, social status or abilities. Activities that nurture pride in the school like cleaning and beautifying the compound with plants and

wall paintings can be a great way of bonding for children by tiding over gender and caste divides.

19.2 Condemn gender-based discrimination and violence among students. All students must be given a voice and a role to play in creating what kind of school they are in and can be involved in creating discipline with school guidelines or written rules on how to uphold the school's values and standards. Involve students in the formation of clear rules and guidelines on what is acceptable behaviour. Suggestion boxes are a great way to collect ideas from students on making the school a better learning place.

19.3 Create gender equitable platforms in the students' council for all students to participate in running the school by working closely with their teachers. School magazines or quarterly periodicals give the students a chance to showcase their opinions creatively and equitably. Essay writing, debate competitions, music bands, drama, sports can be organised by the students in close coordination with teachers.

19.4 Encourage all students to speak up when they see someone being bullied. Talk openly about menstruation and encourage boys to support girls rather than bully or tease them. Bullying is when someone repeatedly teases or victimizes someone less powerful. Do not tolerate anyone bullying someone else. No student should bully another. Older students cannot bully younger ones too.

19.5 Create opportunities for older students to be role models for younger students. Older students need to be encouraged to mentor and protect younger students.

19.6 Talk about clear ways in which students who are being bullied can raise their concerns. Students can also play a role in creating discipline at school by running the student's court. Prefects and class monitors can help create a friendly environment for all students.





- 19.7** Provide opportunities for students to participate in the decision making at school through student committees with equal representation from all genders and backgrounds.
- 19.8** Girl students should be encouraged to become the class monitor, and be a part of student council or represent school in inter school competitions.







10 Redesigning our learning spaces

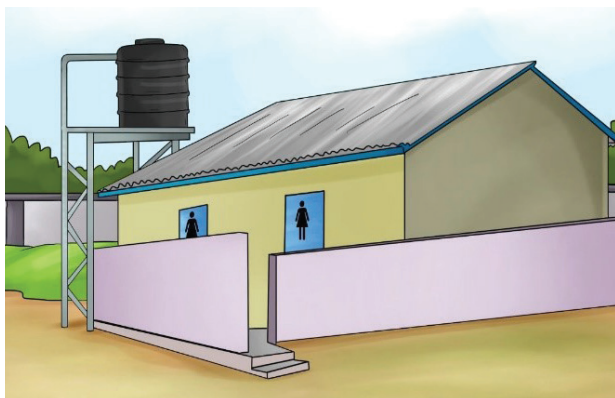


CONTROL the impact of instances that can't be avoided or stopped due to factors beyond reach	ALTER actions that need to be changed or modified, or start with new ideas and actions	DELETE actions that need to be immediately stopped without further delay
Audit the school premises regularly to rule out SRGBV (School-related gender-based violence) hotspots and discriminatory access barriers, based on gender, caste and abilities	Propose an upgrade or redesign plan based on the audit findings	Stop gender-based and caste-based discrimination
Ensure the safety audits, which can also be done as co-curricular activities by students under teacher supervision	Involve the parents, community and student volunteers to find solutions to problems like unsafe transportation to and from school	Sports, extracurricular activities to have equal participation from boys, girls and transgender students. Socio-Economically Disadvantaged Groups (SEDGs) students can't be denied their right to sit together, pray or eat together or use the same library/IT lab
Ensure that the school has appropriate and safe physical facilities, including school buildings, grounds, water and sanitation facilities, furniture, lighting and security equipment	Commit yourself towards improving the safety of girls and women teachers at and on the way to and from school, including a safe and violence free environment	



20. Audit the school premises regularly to rule out SRGBV (School-related gender-based violence) hotspots and discriminatory access barriers, based on gender, caste and abilities. Premises should include neighbourhood area.

A safe, supportive, gender-equitable school has appropriate physical facilities, including school buildings, grounds, water and sanitation facilities, furniture, lighting and security equipment. While it is crucial to ensure that the physical infrastructure and spaces are safe, the school must also be welcoming to students, parents and others in the community to encourage accountability and engagement.



Provide girls with adequate sanitation facilities to allow them to manage their menstruation

Stop gender-based and caste-based discrimination in schools. E.g. Sports, extracurricular activities to have equal participation from by boys, girls and transgender students.

Socio-Economically Disadvantaged Groups (SEDGs) students can't be denied their right to sit together, pray or eat together or use the same library/IT lab.

Similarly, the classrooms and other essential facilities should be easily accessible at all times by everyone. E.g. differently-abled children with physical difficulties should be able to access the ramp instead of staircase.

Girls should be able to attend school even during their menstrual cycle, with pad-changing facilities provided in their lockable toilets.

The school's physical infrastructure is important as SRGBV (School-related gender-based violence) can take place in and around school buildings, grounds and on the way to and from school.

Hotspots for violence include toilets, empty classrooms, corridors and dormitories, as well as the perimeter of school grounds.

SRGBV can increase by poorly designed or managed infrastructure, such as dim lighting or broken locks, as well as physical isolation and inadequate supervision of facilities.





How a school site can be affected by SRGBV: School-related gender-based violence?

Forms of SRGBV practiced by teachers, staff and/or students	Sites of SRGBV						
	Classrooms	Toilets	Canteen	Playgrounds	School lobby	School entrance	School parking
Corporal Punishment; Physical violence towards boys and emotional violence like shaming towards girls ●	✓	✓	✓	✓	✓	✓	✓
Sexual harassment, exploitation and abuse ●	✓	✓	✓	✓	✓	✓	✓
Discrimination based on gender, caste, religion and disability ●	✓	✓	✓	✓	✓	✓	✓
Body shaming and body - based comments ●	✓	✓	✓	✓	✓	✓	✓
Shaming for poor performance ●	✓	✗	✗	✓	✗	✗	✗
Violence and bullying towards misgendering (not addressing them by their chosen gender identity / pronouns); dead-naming (not using their preferred name) among others ●	✓	✓	✓	✓	✓	✓	✓
Discrimination in nutrition - giving girls less food ●	✓	✗	✓	✗	✗	✗	✗
Caste-based discrimination - making students from SEDGs sit separately ●	✓	✓	✓	✓	✓	✓	✓
Stereotyping of students based on expected gender roles Girls - asking to clean classrooms; present flowers, washing utensils, exclusion from sports, encouraged to only pursue arts, music and dance Boys - asked to lift heavy furniture, scolded for crying, asked to pursue STEM and sports Transgender students - forcing them to adhere to binary gender roles and behaviours among others ●	✓	✗	✓	✓	✓	✗	✗
Sexual violence like peeping, taking photos without consent. ●	✓	✓	✓	✓	✓	✓	✓
Accessibility to clean toilets, dustbins, toilets without locks and bolts, proper drainage ●	✗	✓	✗	✗	✗	✗	✗
Slurs, abusive and sexual messages on desk, doors and walls ●	✓	✓	✓	✗	✗	✗	✗

● Teachers and Staff ● Students ● Both



21. Propose an upgrade or redesign plan based on the audit findings.

Commit yourself towards improving the safety of girls and women teachers at and on the way to and from school,

including a safe and violence free environment.

This can be done by improving infrastructure such as providing private sanitation facilities with locks, improved lighting and playgrounds etc.

Here is an indicative list of safety standards in gender-equitable safe schools:

School location, grounds and access routes	• School built in location perceived to be safe by the local community (e.g., away from liquor joints, areas with high crime rates) • Conduct safety audits of the school building, grounds and access routes to identify unsafe areas, considering the opinions of different groups of students (e.g., boys, girls, transgender people, other minorities, disabled students etc.) • Improve and maintain lighting in and around school grounds • Use perimeter and access point fencing and monitoring, and clear-out bushes • The school entrance can display wall paintings for messages like: No bullying, Zero tolerance for violence, All are equal etc
Building and classroom design	• Consider SRGBV and safety issues, disability access in the design of school infrastructure • Ensure good visibility into educational spaces from the outside by maximising the number/size of windows and doors in classrooms, offices and other spaces • The corridors can have dedicated spots like wall of fame: to showcase not just academic performance but also instances of good and helpful behaviour by students
Water, Sanitation and Hygiene (WASH) facilities	• Separate, lockable toilets for male, female and transgender students, teachers and school staff. Lock systems should be simple • Toilets should be in close proximity to the school in a safe location • Provision of hygienic and safe toilets and sanitation disposal facilities • Provision of dustbins for disposal of used pads • Toilets should be accessible for disabled students, teachers and school staff
Monitoring and maintenance	• Regular monitoring of spaces where children are most vulnerable to SRGBV (e.g., in or near toilets, in empty classrooms and hallways, the school perimeter) by school security, teachers, non-academic staff and students 'on duty' (with teacher supervision) • Regular checking and maintenance of broken lights, toilet facilities (including locks on doors) and security facilities • Regular monitoring of rooms and toilets after classes get over • Regular monitoring of complaints on SRGBV and actions taken





Transportation	• Increase safety on the way to and from school. For example, by establishing 'safe passage' routes to and from school that are patrolled or safe, shared transport options • Accessible transportation services for disabled students, teachers and school staff from SEDGs • Involve the parents and community to find solutions to problems like unsafe transportation to and from school • Ensure women teachers or other staff members, conductors are present in the school provided vehicle till the last student is dropped off home • Initiate dialogue with the state/district/village administration for the following: › Promoting street markets, in deserted areas › Improved lighting in dark and deserted areas › Reserving seats and coaches for school girls › Offering free bus rides for girls and women › Hiring more women to become drivers and conductors › Community sensitisation on women safety through posters and street plays › Digital training of girls and women on basic mobile phone usage for access to safety, emergency services and helplines › Installation of CCTV cameras and SOS/emergency buttons within buses, at bus stops and deserted streets
	› Live GPS tracking of buses › Creation of Safety Apps
Adapted from : Virtual Knowledge Centre to End Violence against Women and Girls, UN Women 2019; Good School Toolkit, by Raising Voices 2011	
Here is an indicative list of safety standards for safe residential schools with hostel facilities:	
Monitoring, safety and maintenance	Safety Protocols • The warden should stay in the hostel campus • Warden should have a first aid kit • All the helpline numbers should be displayed in the prominent place inside the campus i.e. entrance of the hostel building: CHILDLINE 1098, Emergency telephone number 112, Ambulance- 102, Police- 100, Fire-101 • Zero-tolerance for sexual harassment and abuse should be prominently displayed • Inflammatory or hazardous substances such as kerosene, petrol, pesticide, acid, etc. to be kept in safe custody of the warden • CCTVs should be installed in and around the hostel premises. The school head must take up the responsibility to keep it functional • 24-hour security arrangement to be provided in the hostel. The school head must ensure the security hiring is done • Disaster management (preparedness, mitigation etc.) protocols should be followed • A fire mock drill should be held in consultation with the fire officer of concerned block to ensure fire safety measures in the hostel Respect for privacy and safety of resident students • No boys or men should be allowed to stay in the girls' hostel campus

	• The school head to provide the option of self-defence training for resident students • A criminal history assessment should be conducted for all staff and caretakers before their engagement in the hostel • Recording of resident students' attendance in hostels should be ensured by the warden • Twice roll-call for student residents in the morning and night should be ensured by the warden • All students to be made aware of safe touch and unsafe touch. They should be encouraged to communicate their problems to the warden freely in order to avoid problems • All teaching and non-teaching staff shall respect the dignity and privacy of the students. There must be a zero-tolerance policy for any form of abuse. All teaching and non-teaching staff, the warden and caregivers to receive orientation on prevention of sexual abuse under the POCSO - Protection of Children from Sexual Offences Act, 2012 • A feedback box to be placed within the premises. Resident students should be encouraged to give their feedback in the box, which the warden must check every 15 days. • The identity and confidentiality of the complainant student should not be disclosed in case of any adverse incident • No student should be allowed in the living quarters of staff members, including the warden, school head, teachers and other staff • No student will be engaged in any personal work of the warden, school head, teachers and other staff
	Empowering students for safety • A students' cabinet or a prevention and reporting committee with ten students should be formed in each hostel for reporting and support • A buddy system should be introduced, in which two student "buddies" operate together as a single unit to monitor and help each other • Students to be empowered with the confidence and life skills to handle personal safety including the awareness about their mental health and safe access to a student counsellor • Student feedback should be an agenda in the Parent Teacher Meeting (PTM) • Routine health check-up and monthly counselling by psychiatrists and other experts must be ensured by the warden, school head
School location, grounds and access routes	• School hostel building to have high boundary walls • All entry and exit of students and visitors must be maintained in a register separately. The warden and school head to ensure this is followed
Building and room design	• Adequate lighting facility to enable students to move safely within the hostel premises and rooms for studying • Recreational area, playground, entrance should not be in isolated place
Water, Sanitation and Hygiene (WASH) facilities	• The school head shall ensure the food quality and quantity as per the state guidelines. The food to be tasted for flavour and good quality by the warden or school head. The findings should be recorded daily in a food register. • The school head to ensure that toilets of the hostel are properly maintained and cleaned • The warden to ensure toilets and hand washing areas are nicely cleaned, ventilated and lighted • The warden to ensure menstrual health and hygiene management with incinerators and availability of sanitary pads in girls' hostels
<i>Adapted from: Safety and Security Guidelines for Kasturba Gandhi Balika Vidyalaya (KGBV), By Odisha School Education Programme Authority, 2022</i>	





11 Rethinking classroom teaching



CONTROL the impact of instances that can't be avoided or stopped due to factors beyond reach	ALTER actions that need to be changed or modified, or start with new ideas and actions	DELETE actions that need to be immediately stopped without further delay
Ensure not just your full attendance, but also full attention, at various district-level or block-level trainings for gender transformative education system (GTES) program	Focus on understanding the core gender equity themes, subject-wise design, teaching methodology, student activities, as given in the gender equity curriculum Use facilitation skills based on gender equitable practices; encourage STEM education in girls	Stop gender-based and caste-based discrimination Learning is more than memorising. Understand how students learn and teach creatively. Allow mistakes!
Too much focus on student test scores or evaluations can have multiple negative consequences for instruction, learning and equity. Try moderating it	Involve parents and the community in teaching gender equitable attitudes, practices to students Subject assessment can include both theory and practical with (70+ 30) marks. Case studies should be included	Don't avoid comprehensive sexuality education modules

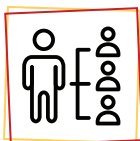


22. Focus on understanding the core gender equity themes, subject-wise design, teaching methodology, student activities, as given in the gender equity curriculum

22.1 Familiarise yourself with the student activity books and the teaching guides. Analyse the core gender equity learning themes built in the curriculum. Sharpen your teaching focus on key gender equity messages through

mock practice. Celebrate your initial efforts towards implementing the gender equity curriculum!

22.2 Ensure not just your full attendance, but also full attention, at various district-level or block-level training for gender transformative education system (GTES) program. These are important platforms to share and learn about implementing gender equity curriculum in schools, especially in the context of your state.



23.

Use facilitation skills based on gender equitable practices.

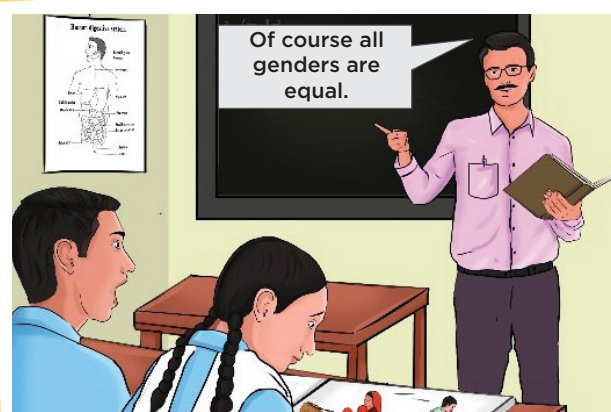
Direct questions to everyone regardless of their gender identity. Assign leaders from all genders for group tasks. Praise good work. Ensure gender equitable task distribution among students. Nurture adolescent curiosity around gender inequitable social situations. Help students explore aspirations, regardless of their gender or caste.



- + The gender equity curriculum textbooks, programs and teaching methods have been prepared with great caution to keep them free of gender stereotypes. Try and internalise the suggested teaching steps. You can improvise further by adding real-life instances or local role models too.
- + Try not to avoid comprehensive sexuality education modules. Programs that address aspects of adolescent sexuality have been shown to be five times more effective in reducing rates of sexually transmitted infections and unwanted pregnancies, according to the UNESCO global education monitoring report 2017.
- + Teaching is innovative. Do not make it a stereotype. Adapt your teaching style as per the student psychology.

Direct questions to everyone regardless of their gender identity. Assign leaders from all genders for group tasks

- + Periodically review and revise all other curricula, textbooks and teacher education programs to ensure that they do not perpetuate gender stereotypes
- + While the female literacy rates have improved, women still lag behind in completing STEM: science, technology, engineering and mathematics. To address this gap in subject choice, schools can consider promoting apprenticeship programs, mentorships, networking or scholarships for women in STEM.
 - Highlight regularly that girls can do Math in your classrooms. As science and mathematics teachers, provide fair academic support to all students. Remember everyone can excel in mathematics regardless of their gender. If students study hard, they can pass exams. Also make sure girls participate in various mathematics competitions and science fairs.
 - Promote life skills such as entrepreneurship, goal setting, decision making and financial management among students regardless of their gender
 - Showcase equitable role models in STEM alumni: girls who pursue technical fields.



Textbooks and teaching methods need to be revised to keep them free of gender stereotypes





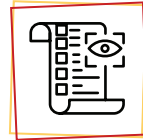
24. Learning is more than memorising. Understand how students learn and teach creatively. It

follows four steps: Grasp-Analyse-Explore-Apply. Allow mistakes!

Teach creatively. Encourage self-expression. Provoke curiosity. Encourage questions and finding answers. Allow mistakes to happen

- + Ask many questions
- + Vary teaching methods
- + Use activities
- + Music
- + Art/pictures
- + Drama
- + Exercises
- + Moving outside the classroom for group work, live examples
- + Storytelling
- + Group work
- + Brainstorming
- + Community-based assignments

The gender equity curriculum textbooks, programs and teaching methods have been prepared using a lot of these teaching-learning methods.



25. Too much focus on student test scores or evaluations can have multiple negative consequences for instruction, learning and equity.

Performance-based teaching-learning evaluation tends to promote an unhealthy competitive environment, reduce teacher motivation and encourage teaching to the test, at the expense of weaker students.

Evaluations show either no or marginally positive gains from such measures, especially for low-performing schools. Schools and teachers adjust to test score pressure by narrowing the curriculum, or teaching to the promising performers, for assured results. Such schools are also more likely to have selective admission practices, at least partly based on student achievement, at times leaving out the students from most marginalised weaker sections.



26. Involve parents and the community in teaching gender equitable attitudes, practices to students

Recap and follow-up with students in classrooms on the takeaways from activities requiring peer dialogues and intergenerational dialogues. Follow-up with parents during Parent Teacher Meetings on their experiences in talking to their children or participating in various activities that promote gender equity, fight gender stereotypes, as part of the curriculum.



27. Take pride in the school and the teaching profession.

Learn new skills. Actively seek information everywhere, all the time. Get involved in the classroom and beyond the classroom: administration, parents and the whole community.

Gender equity is not just a teaching aspect in a classroom, rather a complete perspective in reforming the community.

There are many challenges to being a teacher, but there are also many rewards. Sometimes

we focus on the challenges too much and we get discouraged. It is nice to remember how we can influence others. Being a teacher is one of the greatest professions. We are responsible for shaping children's lives and helping them to become successful adults.





12 Rethinking the co-curricular activities

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CONTROL the impact of instances that can't be avoided or stopped due to factors beyond reach	ALTER actions that need to be changed or modified, or start with new ideas and actions	DELETE actions that need to be immediately stopped without further delay
Facilitate clubs and committees for all students to address students' experiences and attitudes around SRGBV	Use co-curricular activities to strengthen linkages with the school and wider community; to improve digital skills of students	Discourage students from making gendered choices in study and work
Hold co-curricular activities on dedicated Saturdays to explore deeper gender inequity issues and ways to fight gender-based violence in the community	Invite local role models, mentors and coaches to interact with students. They can play an important role in shaping students' attitudes and behaviours. Role models may also include the differently-abled and the transgender persons. Combine 21st century life skills curriculum with activities, such as sports, dance, drama, school property upkeep, child bank collectives	Organise regular career guidance sessions with students that does not follow gender stereotypes



28. Use co-curricular activities to strengthen linkages with the school and wider community

Co-curricular activities can become a tool to increase adolescent civic participation, like safe activities to sensitise the community on harmful gender discrimination, vaccine awareness etc.;

clubs can be formed that partner with the local administration like the Panchayat, ASHA workers etc. to bond better with the community.

Such activities also avoid risks of clubs becoming seen as exclusive or 'disconnected' from the broader community culture.



29. Use co-curricular activities to improve digital skills of students

Getting involved in online spaces under the guidance of teachers or partner NGOs can improve the digital skills of students.

E.g. UNICEF ASLI DOST #Staysafeonline: An appeal to adolescent boys and girls to not stay silent about online abuse and experiences but ask for help or advice to from a friend, a trusted adult and/or call CHILDLINE at 1098.

MeriTrustline by RATI - A Helpline service for children in India to reach out to for support, information and safety when faced with online harm. Call MeriTrustline at 6363 17 6363

Invite local role models, mentors and coaches to interact with students



of school administration, teachers and students working together to make the schools and classrooms more gender equitable.



30. Invite local role models, mentors and coaches to interact with students They can play an important role in shaping students' attitudes and behaviours.

Coach and mentors of the same gender and who are close in age, social and economic background can act as positive and supportive role models. They may be teachers, school staff or volunteers.

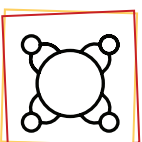
Keep reminding the students about breaking gender stereotypes. For example, many people believe that women make better nurses because they are more patient and gentler. Similarly, it is believed that science requires a technical mind and girls and women are not capable of dealing with technical things. Highlight role models who break these perceptions.



32. Combine 21st century life skills curriculum with activities, such as sports, dance, drama, school property upkeep, child bank collectives.

Such activities can be an interactive, effective way to bring better gender parity and address SRGBV (school-related gender-based violence). These activities can also build gender equitable relationships, by including everyone, regardless of their

Provide enough opportunities for children to work in teams regardless of their gender or abilities



31. Facilitate clubs and committees for all students to address students' experiences and attitudes around SRGBV

Anti-bullying school club, school safety audit committee, gender equity implementation club, child mental health club, peer discipline committee, safe transport committees, are a few examples



gender, caste or abilities.

The gender equity school curriculum textbooks, programs and teaching methods include some of these activities. Examples of gender equitable co curricular activities:

Self-expression	Ideas and opinions	Participation in how school is run
Debates	Suggestion boxes	Help write classroom rules
Music	Idea boards	Peer committees
Dance	Essay competitions	School committees
Drama	School surveys	Student councils
Sports	School newspaper	
School magazine	Child money collective	



Children skate boarding at Janwaar Castle.
Photo: Priyanka Parashar/Mint

Skating towards gender and caste equity

Janwaar, a small village in the Panna district of Madhya Pradesh, has no sanitation, no cell phone coverage, no jobs, a school up to class eight and electricity for a couple of hours a day. The village is strictly divided along the lines of caste and gender. On one side are the upper caste Yadavs and on the other, a small group of tribal people or Adivasis. The Adivasis are not allowed inside Yadav homes or to even touch their food. Most tribal girls drop out of schools upon reaching puberty as they are forced into early marriage to avoid undue male attention

from the upper caste boys. Domestic violence is also quite common here.

And yet, the village saw the grand opening of India's largest rural skate park — called Janwaar Castle in the year 2015 with just two rules - 'No School-No Skateboarding' and 'Girls First', which means that school attendance is compulsory for entering the skate park and girls are allowed to pick the skate first. The rest is left to the adolescents. There is no coach or trainer. The adolescents learn skateboarding on their own, with the help of downloaded YouTube videos. Even today, the adolescents, though curious, are hesitant at first. They don't know what to do with the skateboards. They fall and rise again, take risks, learn how to balance and develop a healthy competition.

In the beginning, the upper caste Yadav adolescents, did not want to play with tribal adolescents. But the fun and excitement of skating brought the adolescents together. Now, they choose their own leaders who keep the keys to the lockers of skateboarding equipment.

Most of the villagers still don't understand what exactly happens at the skate park, but they are happy to send their children to a place that offers so much excitement at no additional cost. And indeed, skateboarding has provided adolescents with the motivation to rise up every time they fall. It gives them reason to attend school, to respect girls and above all, to grow. It has also shaken the boundaries based on caste, class and gender.





33. Organise regular career guidance sessions with students that does not follow gender stereotypes

Gender-based perceptions during the initial years influence the range of career related attitudes, behaviours, and outcomes for adolescents and adults and define the rest of their work lives. It is important to understand that careers are not gendered and all genders are capable of doing all kinds of jobs.

Students can draw their interest levels and skills for possible areas of work and careers from their unique personality traits and not based on gender. Personality tests like the RIASEC test (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) helps young readers understand their own personality types to make the best-suited career choices. It was developed by Dr John L. Holland, a world-renowned psychologist.

Exposure visits to nearby skill training institutes like ITIs/polytechnics or factories can be planned for the students.

Organise regular career guidance sessions with students that does not follow gender stereotypes



34. Hold co-curricular activities on a dedicated day of the week to explore deeper gender inequity issues and ways to fight gender-based violence in the community.

Few such activities are already a part of the gender equity school curriculum.





13 Self-assessment in gender equitable facilitation

Hope you have gone through the guidelines well. Now, please mark your responses on the following questions that can help you track your own growth as gender-equitable educators.

You can revisit these questions every six months to check your progress based on gender sensitisation trainings, online content you receive, and the gender equity curriculum you implement in your classrooms.

On a scale of likelihood from 1-5, when your responses increase towards 5, it means you have progressed on the path to building more gender equity in your school and classrooms. Questions with responses marked 3 or below, indicate gaps where more thought and action need to be taken individually and collectively in the school.

Please be honest and reasonable when you mark the responses. Otherwise, this assessment exercise might not help you identify areas of gender equitable improvement in your school for further action.

All the best!

Redefining ourselves as educators who value gender equity

1)	Do we practice gender equity action points from these guidelines?									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
2)	Do we participate in countering incidents of violence against women in public spaces?									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
3)	Do we promote education to empower girls in homes? To build their careers and not to prepare them just for marriage									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
4)	Are we exploring the pedagogy and curriculum with the lenses of gender equity, human rights and constitutional rights?									
	1	Definitely not	2	Probably not	3	Possibly yes	4	Probably yes	5	Definitely yes
5)	Do we invite gender-equitable role models to interact with our students? To showcase successful behaviours or strategies									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
6)	Do we encourage all children regardless of their gender, to contribute equally in household chores?									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
7)	Do we support retaining women in the family tree and respecting their property and land rights?									
	1	Definitely not	2	Probably not	3	Possibly yes	4	Probably yes	5	Definitely yes
8)	Have we stopped tolerating, overlooking or committing domestic violence, around us?									
	1	Definitely not	2	Probably not	3	Possibly yes	4	Probably yes	5	Definitely yes
9)	Are the decisions made by everyone in the family/staff teams? To move from being patriarchal to participatory									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
10)	Are we actively working on removing barriers to education such as gender-based, caste-based discrimination and violence at school? E.g. Sports, extracurricular teams to have equal participation from boys, girls and transgender students. Socio-Economically Disadvantaged Groups (SEDGs) students can't be denied their right to sit together, pray or eat together or use the same library/IT lab									
	1	Definitely not	2	Probably not	3	Possibly yes	4	Probably yes	5	Definitely yes
11)	Do we condemn the harmful practice of gender-biased sex selection by not tolerating, overlooking or committing it?									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always

Redefining ourselves as guardians

12)	Are we observant and sensitive enough to spot child abuse and neglect around us?									
	1	Definitely not	2	Probably not	3	Possibly yes	4	Probably yes	5	Definitely yes
13)	Do we understand and practice our role and 'code of conduct' in child protection well? RESPOND to complaints sensitively: 5R's i.e. Receive, Record, Reassure, Respond, Report (1098)									
	1	Definitely not	2	Probably not	3	Possibly yes	4	Probably yes	5	Definitely yes
14)	Do we always listen to our students to understand their problems? Show care and concern for students, with respect to their mental health requirements or safety									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always





15)	Have we explained safe touch, unsafe touch to students?									
	1	Definitely not	2	Probably not	3	Possibly yes	4	Probably yes	5	Definitely yes
16)	Do we talk to our students about the benefits of non-violence?									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
17)	Are we actively involved in preventing school-related gender-based violence (SRGBV) like bullying, street harassment, sexual harassment (especially in residential schools)?									
	1	Definitely not	2	Probably not	3	Possibly yes	4	Probably yes	5	Definitely yes
18)	Have we improved our understanding of laws that protect women, girls and children from violence and provide justice to the victims?									
	1	Definitely not	2	Probably not	3	Possibly yes	4	Probably yes	5	Definitely yes
19)	Are we able to talk to students and parents about the harms of early/child marriages. From the lens of lost careers, livelihoods, health and sexuality rights, instead of taking a moral standpoint or creating stigma around adolescent sexuality									
	1	Definitely not	2	Probably not	3	Possibly yes	4	Probably yes	5	Definitely yes
20)	Do we know about and use positive discipline?									
	1	Definitely not	2	Probably not	3	Possibly yes	4	Probably yes	5	Definitely yes
21)	Do we show zero tolerance to corporal punishment by personally committing to never use it?									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
22)	Have we helped in the making of a zero-tolerance policy on bullying and violence in the school?									
	1	Definitely not	2	Probably not	3	Possibly yes	4	Probably yes	5	Definitely yes
23)	Do we talk to our students about sexual and reproductive health and rights?									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
24)	It is important to educate the parents and boys on the value of nutrition for adolescent girls. Do we talk to our students about the significance of equal food distribution pattern and domestic chores sharing in the household?									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
Redefining our relations at school										
25)	Do we work towards making the school a safer place for girls and women, in terms of transport, hygiene and sanitation?									
	1	Definitely not	2	Probably not	3	Possibly yes	4	Probably yes	5	Definitely yes
26)	Do we talk to and sensitise boys against toxic masculinity, and towards positive masculinity? To promote gender-equitable and non-violent attitudes among boys. To respect girls and women.									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
27)	Do we advocate for a strong gender policy in our school that addresses issues of sexual harassment at workplace?									
	1	Definitely not	2	Probably not	3	Possibly yes	4	Probably yes	5	Definitely yes
28)	Do we fight gender biases in schools against women teachers?									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
29)	Do we promote female teachers/students to take up leadership roles?									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always

30)	Do we advocate for drafting an inclusive gender policy for our school in leadership development of all teachers?									
	1	Definitely not	2	Probably not	3	Possibly yes	4	Probably yes	5	Definitely yes
31)	Do we talk to students about how to use power positively?									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
32)	Are we having open discussions on menstruation and management with girls?									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
33)	Do we talk and sensitise parents to think and act fairly towards their children irrespective of their gender,, in terms of providing attention and resources?									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
34)	Do we work with families and communities to promote the use of positive discipline and the principles of gender equality and non-violence?									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
35)	Do we know how to link with the community-based child protection duty bearers like the child protection officers, child marriage prohibition officers, education officers etc.?									
	1	Definitely not	2	Probably not	3	Possibly yes	4	Probably yes	5	Definitely yes

Redesigning our learning spaces

36)	Do we audit the school premises regularly to rule out SRGBV (school-related gender-based violence) hotspots? The safety audits can also be done as co-curricular activities by students under teacher supervision									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
37)	Do we audit the school premises regularly to rule out discriminatory access barriers, based on gender, caste and abilities? To check if the school has appropriate and safe physical facilities, including school buildings, grounds, water and sanitation facilities, furniture, lighting and security equipment for all									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
38)	Is there a system in place to propose an upgrade or redesign plan based on the audit findings? Like a committee or annual meeting									
	1	Definitely not	2	Probably not	3	Possibly yes	4	Probably yes	5	Definitely yes
39)	Do we involve the parents and community to find solutions to problems like unsafe transportation to and from school?									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always

Rethinking classroom teaching

40)	Do we ensure full attendance and full attention, at various training for gender transformative education system (GTES) program									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
41)	Do we focus on understanding the core gender equity themes, subject-wise design, teaching methodology, student activities, as given in the gender equity curriculum?									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
42)	Do we use facilitation skills based on gender equitable practices? Like encourage STEM education among girls									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
43)	Do we understand and practice creative teaching? Since learning is more than memorising!									
	1	Definitely not	2	Probably not	3	Possibly yes	4	Probably yes	5	Definitely yes





44)	Do we implement comprehensive sexuality educating modules? On a dedicated day of the week to explore deeper gender inequity issues and ways to fight gender-based violence in the community, sexual and reproductive health and rights. <i>(skip if not applicable in your state)</i>									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
Rethinking the co-curricular activities										
45)	Do we facilitate clubs and committees for all students to address students' experiences and attitudes around SRGBV: School related gender-based violence?									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
46)	Do we conduct student activities to strengthen linkages with the school and wider community?									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
47)	Do we conduct student activities to improve digital skills and cyber safety of students?									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
48)	Do we promote and combine 21st century life skills curricula with gender equitable activities, such as sports, dance, drama, school property upkeep, child bank collectives?									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always
49)	Do we talk and influence students on gender equitable career goals? Like encourage STEM education or defence jobs for girls, if they would like to pursue it. Discourage students from making gendered choices in study and work									
	1	Never	2	Rarely	3	Sometimes	4	Often	5	Always



14

Annexure: Forms of gender-based violence against women

Domestic violence – Break the silence!

What is domestic violence?

It is physical, sexual, mental, or financial abuse within family, or close relationship in a domestic setting. It also includes harassment due to unlawful dowry demands.

Why does it happen?

The abuser is responsible, and there is no excuse for domestic violence. It is not caused by stress, childhood trauma, mental illness, alcohol and/or drugs. The only true cause of domestic violence is the abuser's choice to act violently.

The abuse continues because families, relatives and/ or other support systems/ people overlook the abuse by men and teach women and girls to tolerate it. Popular media and films also normalise domestic violence. The abusers can also be relatives like parents-in-law, sister/brother-in-law, uncles, aunts etc. The person experiencing violence is never responsible for the abuser's behaviour.

Societal expectations make it very difficult for women to leave violent. Girls are taught that marriage and relationships with in-laws, parents, siblings, elders in the family etc. are to be maintained at all costs. This

forces women and girls into silence and so the abuse continues.

What are the Indian laws that protect women from it?

The PWDVA or Protection of Women against Domestic Violence Act, 2005 protects all women facing domestic violence. Mother, daughters, sisters, friends, wife, live-in partners and dependent children can report through filing a **Domestic Incident Report (DIR)** with any of these people:

Protection Officer (PO) deputed at the district level
NGO service providers working in the area by **calling 181 or 1091**, toll-free helplines for women
court magistrate, lawyer, police

The first hearing of each case must happen within three days of the complaint being registered. Final hearing of the case should happen within 60-90 days of complaint being registered, failing which, the PO faces punishment. PWDVA also provides for abused women which help them get free medical help, safe residence, and protection from abusive partner, custody of children, monetary benefits, maintenance and free legal aid.

(Also note: Section 498A of IPC – Indian Penal Code provides for criminal complaint in cases of domestic violence)





What should the women facing domestic violence do?

call 181 or 1091, toll-free helplines for women or inform a registered NGO in the area that deals with such cases

ask any trusted friend or family member to report and file a **Domestic Incident Report (DIR)** with any of the following people on their behalf: Protection Officer (PO) deputed at the district level; Service Provider (SP) or registered NGOs; magistrate; lawyers; or the police ask **children to call HELPLINE 1098**, report the incidents of domestic violence in

What can boys and men do?

Do not be silent, speak up against the abuse, file a Domestic Incident Report, if required;

Reflect on their own behaviour, understand the attitudes and actions that promote abusive behaviour, and work towards changing them by seeking help, if needed;

Lead by example and show respectful behaviour towards women and girls

Talk to children and encourage gender equitable behaviours among them;

Challenge images of violence against women and girls in media;

Talk with other men about and interrupting violence;

Listen to the fears and concerns, and support women and/or girls when they confide about being abused.

Street Harassment – A Violation of Human Rights

Traveling between home and school

What is street harassment?

Being harassed on roads and public transport by staring, vulgar comment, touching or brushing, following

How does it harm girls and women?

Violates her basic human rights like the right to life, freedom, personal security, freedom from torture, freedom of speech and expression, and access to health, education and a good standard of living.

Young girls are married off early by parents to avoid incidences of sexual harassment and/or violence.

Child marriage makes the girl more vulnerable to to physical burden of work, motherhood, domestic violence, cycle of poverty because of school dropout and lack of further opportunities.

What should the women facing street harassment do?

Get out of harm's way!

Tell the harasser that his behaviour is unacceptable and must stop.

Report the harassment, reach out to a trusted friend or relative to discuss fears and find ways to tackle the situation.

Report by calling 181 or 1091, 24-hour, toll free women helplines number.

Why does it happen? Can it be stopped at the school and community level?

Men and boys are socialised into feeling superior than people of diverse gender identities including women/girls, and want to prove their strength and overpower them.

Society looks down on interactions between adolescents of diverse gender identities, and this leads to misconception including stereotypes about adolescents from other gender identities

Media and films projects girls as 'attention-seekers', objects and boys as 'fun-seekers' at the expense of girls' dignity.

Can be stopped by respectful conversation and activities right from childhood among children of diverse gender identities to remove misconceptions and enable understanding of the real issues and behaviours of all genders.

What is the punishment for offenders?

Offences of street harassment have been dealt under the Bhartiya Nyay Sanhita (BNS) - Section 74, 75, 78 and 79, where the harassers shall be punished with rigorous imprisonment for a term which may extend to three years, or with fine, or with both. Also, on a second or subsequent conviction in some cases, the harassers shall be punished with imprisonment of either description for a term which may extend to five years, and shall also be liable to fine.

What can others do?

Do not be a bystander!

Support the girl/woman facing harassment by being with her, tell her that it is not her fault.

Alert the abuser to stop his behaviour or even distract him

Document what is happening

Report by calling 181 or 1091, 24-hour toll free women helplines

Sexual Harassment of Women at Workplace – A Violation of Human Rights

What is sexual harassment of women at workplace?

Sexual harassment at workplace includes:

Sexually coloured remarks

Physical contact and advances

Showing pornography

A demand or request for sexual favours

Any other unwelcome sexual physical, verbal/non-verbal conduct

How does it harm women?

Sexual harassment at workplaces is a serious offence that makes women's employment unsafe and affects their right to work with dignity

The impact of sexual harassment can be severe and harmful to a person's physical health and well-being

Women facing sexual harassment may be at risk of terminating their employment, performing poorly at work, and suffering from physical and mental ill-health, such as depression and anxiety

Why does it happen? Who is responsible to act against it?

Male colleagues and/ or superiors may feel that women are inferior to them, and need to be reminded about it. Women progressing on their career paths, choices, and/ or holding senior positions are often perceived as threats since it's a challenge to patriarchy. Frequently media portrayal of women at workplaces has normalised experiences of sexual harassment at workplace faced by women

It is the duty of the employer to provide a safe working environment. As per the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, every employer must form an Internal Committee (IC) at each office or branch with 10 or more employees. IC attends to sexual harassment complaints with powers like a civil court: call for any person on oath and demand for production of proof or documents. IC is to provide a report of the findings to the employer within of completing the inquiry process. If the allegations are proved, IC recommends that the employer take action in accordance with the workplace rules

After the recommendations, the aggrieved woman can appeal in court if she is not satisfied with the recommendations/ actions taken by the employer. A woman can register both FIR with the police and lodge complaints with IC at the same time.





Notes

A series of horizontal dashed lines for taking notes.



Breakthrough Trust

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