

# KADAM BADHATE CHALO 3.0

7 Martha Ferrell  
FOUNDATION



# ANNUAL REPORT 2018 - 2019

## ABOUT THE PROGRAM

The logo for Martha Farrell Foundation, featuring a stylized 'M' and 'F' in a teal color, followed by the text 'Martha Farrell' in a serif font and 'FOUNDATION' in a smaller, all-caps sans-serif font below it. The logo is set against a yellow rectangular background.

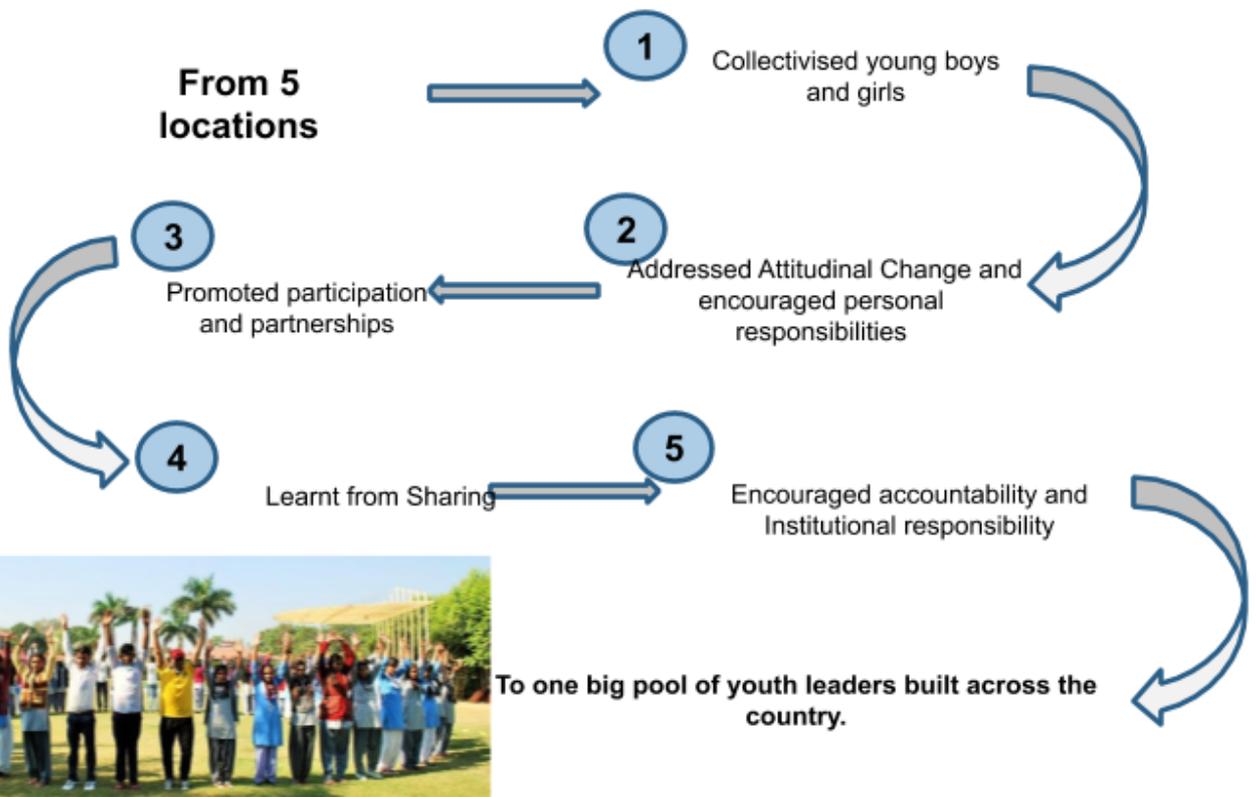
Kadam Badhate Chalo (KBC), a flagship program of Martha Farrell Foundation is a programme led by adolescent boys and girls to address issues of gender discrimination with a purpose of ending sexual violence and harassment of women and girls. It calls on young boys and girls to identify issues of gender inequality and violence against women and girls in their communities and to collectively find solutions to address them.

KBC emphasizes upon an equal partnership between young boys and girls. It provides them with a level-playing field and builds their capacities, so that they learn to work together to address gender based challenges in their schools, communities and homes.

They exhibit their leadership skills and jointly organise events in communities and schools in order to bring into the public discourse issues identified and based on experiences of these boys and girls. The youth build rapport with the stakeholders and in turn increases their accountability. In the journey of KBC, these youth become agents of change, changing attitudes and behavior.

# KBC 3.0 STRATEGY

## Strategy of KBC 3.0



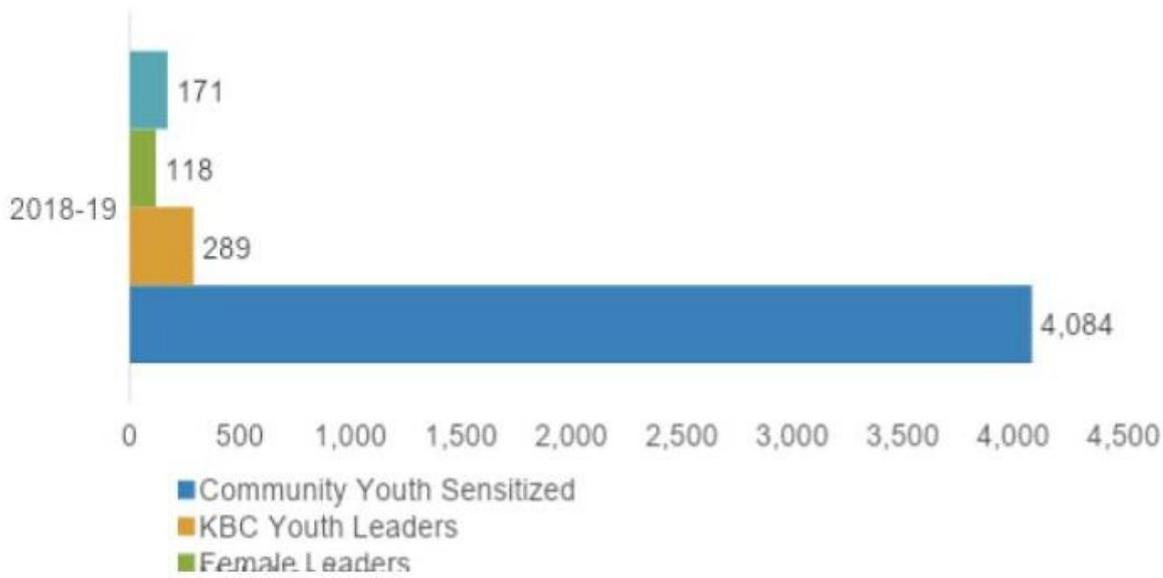
# KBC 3.0 LOCATIONS



- Maharashtra- Bamanwada, Kolegoan
- Karnataka- Bengaluru
- Telangana- Hyderabad
- Jharkhand- Deoghar
- West Bengal- Siliguri



# OUTREACH: 2018 - 2019



8000+ people reached between 2018-19

2.98 Million people reached till now (2016-2019)

27 institutions collaborated with KBC

# CONCEPTS DISCUSSED DURING THE 9 MONTH PROGRAMME



1. Understanding gender using sports
2. Understanding violence
3. Understanding gender-based discrimination
4. Building soft skills among youth through sports
5. Understanding and conducting Participatory Safety Assessment
6. Capacity building during Antargoonj
  - Understanding labels and identities
  - Laws surrounding the safety of women, men, girls and boys in India
  - Participatory Research Methodologies
  - Tools for collecting data for analysis and advocacy
  - Learning to utilise the platform of theatre, music, dance and debate for reducing VAWG.

# IMPORTANCE OF SPORTS IN KBC PROGRAMME

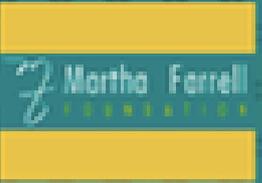
The logo for the Martha Ferrell Foundation, featuring a stylized number '7' followed by the text 'Martha Ferrell' and 'FOUNDATION' below it. The logo is positioned in the top right corner of the header area, which has a teal background with a repeating geometric pattern. The logo itself is white and yellow.

Our partner, Pro Sport Development (PSD), developed a module called 'Freedom to Play' (F2P) and 'Leadership through Sports' where these young boys and girls will come and just play games that provides them an opportunity to participate in sports, engage with peers and express themselves through these activities. Games such as '*sabke sath*', '*taal tapal telephone*', '*rango ki bhagam bhag*', '*ball ki daud*', '*chain tag*', '*ball kebhook*', '*haath se hockey*', '*bomb pheko*', '*keede makaude*', '*aamna samna*' and '*gubbara uthao*'.

All these games have a common objective of engagement along with equality, inclusion, fair play, creating a positive learning environment, ensuring fun and enjoyment throughout the camp. The youth starts to understand that there is nothing wrong if boys and girls play together. More over, youth have shared that for them playing only meant playing with same sex groups and the ones they know. Because that is how they (especially girls) have been socialised and they too had accepted this as the normal 'norm'.

F2P & Leadership through Sports has proven to break all stereotypes and the youth have taken the initiative of working in a team, identifying roles and potential in female youth. A 15-year old team leader, Priyanka Burman, from Siliguri (Bengal) said, "This (Rango ki bhagam bhag) is an interesting game. Our team won this game because we listened carefully and planned properly".

# GENDER, PARTICIPATORY SAFETY ASSESSMENT (PSA) AND SOFT SKILLS



From the beginning of the program, the youth have been taken through a journey of exploration and inquisitiveness to learn about the society they live in. The program has given them opportunities to learn about their identity, their bodies, how patriarchy has defined roles of women-men, girls and boys in the society and how it has promoted gendered norm & practices. These gendered practices have become a part of cultural traditions. The youth have learnt the differences between sex & gender, gendered division of labour, gendered norms, gendered division in media, violence, its prevention and its mechanism.

Moving forward, the program has developed curriculums to teach soft skills to these young adolescence. These soft skills also enhanced and polished the leadership in them, they learned to work together and in a team. The concepts that they had learned through discussions and activities was also unlearned and learned using the tool of sports.

# GENDER AND SOFT SKILLS

## **Achievements:**

The sessions were conducted successfully with participants really engaging into conversations and dwelling into the concept of decoding gender and its aspects.

It was also interesting to see that how participants were able to articulate connections between how subtle behaviours provoke gender roles and how they are exemplified in real life in a wider scenario.

Another interesting thing was seeing how participants were relating to how gender roles influence sports and other recreational activities in general.

One of the biggest outcomes was that participants were consciously trying to promote gender equality and questioning the stereotypes in our society.

# ANTARGOONJ - ANNUAL PROGRAM

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Every year, KBC program plans its annual program which brings a closure to the program but opens up new ways of working for these young leaders. This year also, around 30 youth leaders (50% female) from 6 locations participated in the 3 day residential workshop. This year, the theme of Antargoonj was to:

- Learn to identify issues in the communities and participatory methods of data collections
- Learn to analyse and use data for advocacy and lobby stakeholders

In the 3 days, the youth learned how they can identify issues in the community using participatory research methods and how they can simplify the problems and take it back to the community. This exercise was most useful and they learned to use tools to simplify those problems into solutions. Participatory research methods such as poetry, arts based, sports, dance, debate, music and theatre.

A special session on law (POCSO and JJ Act) was also facilitated by Advocate Roquiya Takreem so that they can better understand how these adolescents can protect themselves and defend themselves using laws and policies.

# IMPORTANT DAYS CELEBRATED

- 16 days of activism
- Nutrition day
- International Youth Day
- Literacy Day
- International Women's Day
- World Menstrual
- Hygiene Day
- Vivekanand Jayanti
- Children's Day
- Constitution Day
- International Day of Girl Child

# KBC ACHIEVEMENTS

- Youth learned how to use tools such as games, theatre, music, and arts to talk about social issues
- Girls and boys began to feel comfortable in playing and working together. This change was especially felt in playing sports.
- Youth gained an understanding of gender, and its relation with economics, media, law and other institutions
- Youth developed a sensitivity towards transgender issues.
- Community has become more accepting to girls and boys working together.

The youth have been able to understand that men and women are equal in all respects and that we should not discriminate in the name of Gender. The youth have learnt to introspect their behaviour and attitudes towards their counterparts from the opposite gender. They have learnt to break gender barriers and patriarchal differences that is being made by the society. The youth have learnt about 'Gender' and 'Gendered roles'.

The youth have learnt that Gender roles are perceived by the society and by people. In the true sense, apart from biological differences there is no other difference in the roles of men and women. Women can also do the tasks that men do if given the chance and opportunity like men. The youth have now started voicing out their opinions that females should also be given the chance to study rather than do household chores only.

They have learnt to understand that women's job at home is also a great task. The youth have learnt to question the patriarchal system and they have learnt to change their attitudes and perceptions towards this system and trying to make a women and girl friendly society where there is no violence and exploitation against any girl or women.

# KBC ACHIEVEMENTS

- Self-Confidence - less fear in communicating with people.
- Communication skills – They are better able to communicate their thoughts to others.
- They were introduced to the concept of gender for the first time. They learnt the differentiating factors between Gender and Sex along with the underlying factors of gender discrimination and inequality and how it is perpetuated in society.
- KBC workshops were the first time that anyone had ever talked to them about violence, especially gender based violence and how it affects them personally.
- Organizing and managing a social action project, whether it be a workshop with adolescents, painting competition or an awareness campaign against gender based violence.
- The biggest learning that has come out of the core group has been on the aspect of Leadership. They have all acquired leadership skills to varying degrees and have expressed confidence and shown willingness to lead others and take initiative. They say that they have learnt how to inspire and motivate others.
- The youth also say that they have learnt how to effectively work as a team in executing a project.
- One other big learning has been about time management. How to maintain punctuality and efficiently manage time.
- The final major learning has been around the practice of facilitation. They said that while executing their social action project in the form of conducting workshops with adolescents, they learnt how to do facilitation, especially around sensitive topics of gender, sex, menstruation, violence, etc.

# CHALLENGES AND OBSERVATIONS

Girls were not coming in larger numbers. Initially, the solution was to have boys be more sensitive to gender issues and create a more welcoming space for girls. Have more interesting workshops and trainings to increase attendance.

## How did we counter this?

- Using games and sports as a tool to encourage gender equity and for speaking about other social issues.
- Collaborating with other programs of Anubhuti - since underlying values and objectives and the youth are the same (giving more exposure both ways)
- Creative modules have a positive effect on participation of youth

## Observations

- Some of the participants were not comfortable speaking out during workshops out of the fear of being ridiculed, made fun of or they were just plain afraid of speaking out.
- Getting permission for doing Social Action Projects from different school administrations - In many of the schools, the core youth group that were approached were completely disinterested in having their students engage with the concept of genderbased violence. Sometimes they even proved to be actively hostile to the idea.
- Judgement and gossip from college peer group when both boys and girls of the core youth group were working together on realising the objectives of the programme.
- Judgement and criticism from peer groups and friends when bringing up issues of gender discrimination and VAWG in informal settings mainly due to apathy and asense that these things should not be talked about.
- Managing the students/school children during Social Action Projects (SAPs).

# CHALLENGES AND OBSERVATIONS

- Students who were participants of SAP's not being receptive to new ideas about gender and violence due to heavy internalization of patriarchal notions.
- Sometimes there was a challenge in the core group working as a team, with some members taking on too much responsibility and some other doing nothing which led to conflicts.
- After the first two months, the general interest in the programme among the participants had gone down. Even those who were invested in the programme found this to be a hurdle as the lack of energy from the others in programme had a demotivating effect on them.
- The entire KBC cohorts in each college were not able to function as a combined unit, planning and executing their activities together.
- The core youth group received a lot of criticism and hostility from other students and individual while conducting their PSA's.

## KBC PARTNERS

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- Deoghar - Fontal Development Foundation
- Bengaluru - Makkala Jagriti
- Mumbai - Anubhuti
- Kharibari - CINI
- Hyderabad - Rubaroo