



SEXUAL HARASSMENT
& YOUTH IN DELHI SLUMS
A MEDIA-BASED PARTICIPATORY
RESEARCH ON YOUTH EXPERIENCES
AND PERCEPTIONS

By: Francesco Obino & Jessie Hodges





ACKNOWLEDGEMENTS

This report was produced and written in New Delhi between May and July 2014 by KPM's Research Advisor, **FRANCESCO OBINO**, and KPM's Programs Director, **JESSIE HODGES**. They can be contacted by email at francescobino@gmail.com and jessie@kidpoweredmedia.com.

The authors are indebted to the rest of the KPM team - **ALEX HEYWOOD**, **KEVIN PLABAN**, **RANJEET RAJAK**, **JAGDISH CHANDRA** and **SACHIN JOSHI** - for their critical inputs and collaboration throughout the 7 weeks of the research. This report is only one of the results of the team's work during the months of May, June and July 2014.

This research would have not been possible (and would have no purpose) without the participation of the members of KPM's Media Clubs, who took part in the research, and the partners who support us.

FUNKY BOYZ MEDIA CLUB WITH



Islam, Ahmed, Deepak, Manoj, Manish, Shailendra, Akash, Ajit, Suraj

RANGMANCH MEDIA CLUB WITH



Sandhya, Laxmi, Jyoti, Bharti, Jyoti K, Chandni T, Chandni K, Pushpa, Neha, Aarti, Priyanka, Rekha, Saliha, Komal, Neetu, Simpi, Sushma, Vibha, Radha

MANNAT MEDIA CLUB WITH



Rajesh, Shilpa, Taposi, Karishma, Liton, Jitender, Ritika, Chumki, Bipasha, Pooja, Sushmit

AND JAGORI





REPORT CONTENTS

Acknowledgements	3
Report Contents	5
Introduction	7
Researching girls' safety in New Delhi's informal settlements - in 7 weeks	9
1. Sexual harassment is an integral part of the daily life of youth living in Delhi slums	15
2. Any form of harassment, irrespective of the level of open physical violence involved, can be terrifying	21
3. Bystanders and families are a part of the same power imbalances that advantage harassers	25
4. Support from immediate social circles (family and friends) remains the most important safety mechanisms for youth	29
Conclusions	37
Appendix 1: Theory of Change and work process at KPM	41
Appendix 2: Overview of Research Participants	43
Appendix 3: KPM's Research Principles	44
Appendix 4: KPM's Definition of Girls' Safety	45
Appendix 5: KPM's Research toolkit - girl safety	46
5.1 Overview of Focus, Goals, and Data Collected in phase 2 (primary research).	46
5.2 Detailed session plan (W1 to W4, primary research)	47
5.3 Research Tools	55



INTRODUCTION

The issue of women's, girls' and boys' safety in India has made the headlines nationally as much as internationally, especially since the highly mediated December 16th 2012 rape and killing of a young woman and the brutalization of her partner on a New Delhi bus. Indeed, much prime airtime and print space has been dedicated to the issue, and the media increasingly covers girls' safety issues as a failure of both the State and society: physical and social safeguards are rarely enforced for women and children, two traditional underdogs in the complex Indian and global patriarchal traditions of the XXI century.

On one hand, however, the way the events of December 16th unraveled was neither an exception nor representative of the restraints faced daily by women of all ages in India. On the other, the sensationalized reactions prompted by one single crime did not sum up the range of efforts, more or less successful and ambitious, that have been under way, for decades and at all levels, to address 'girls' safety' issues. Most importantly, the faces and the views of women and children are still disproportionately absent in the public debate. Be it due to an entrenched lack of visibility and/or community-sanctioned censorship, the question of the victims' perspectives and voice remains central: those who suffer the most from the lack of safety and gendered violence still lay on the margins of the solutions that are proposed.

Kid Powered Media strives to go against the current: it believes that children and young adults, male and female alike, have much to say and that they have the talent and strength to speak up, for themselves and for their peers. KPM is committed to addressing the social challenges young adults and children face in Delhi slums by putting them in charge of both the form and the content of innovative, small-scale media-based tools for social communication and campaigning.

One of KPM's most visible efforts is a yearly feature film created with input from its Media Club across the city. Media Club members take a leading part in the story-writing, acting, dancing, singing, and shooting of KPM's movies. In the first place, they choose what social issue their media project should address. In early 2014, the members of KPM's media clubs run a poll with 175 members of 3 communities in Delhi where they live; the results showed a resounding preference for 'girls' safety' as the subject of the 2014 feature film.

This report documents KPM's efforts at researching the issue of 'girls' safety' in order to guide its 2014 movie as well as the ambitious child-led community campaigns that followed it. Before engaging in the media production, the organization strived to gain a candid and direct understanding of the daily personal experiences of its Media Club members with girls' safety and the lack thereof. This effort was also the first full-size attempt by KPM to integrate more systematic research into the design of the organization's media-based programs with in mind to strengthen the relevance and impact of its youth and community mobilization efforts. This report presents the core findings, process and tools of this ambitious but always realistic research effort.





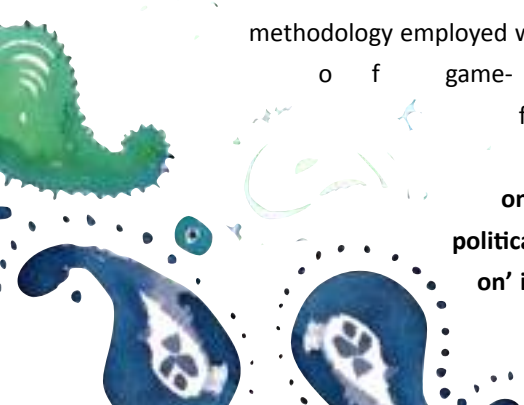
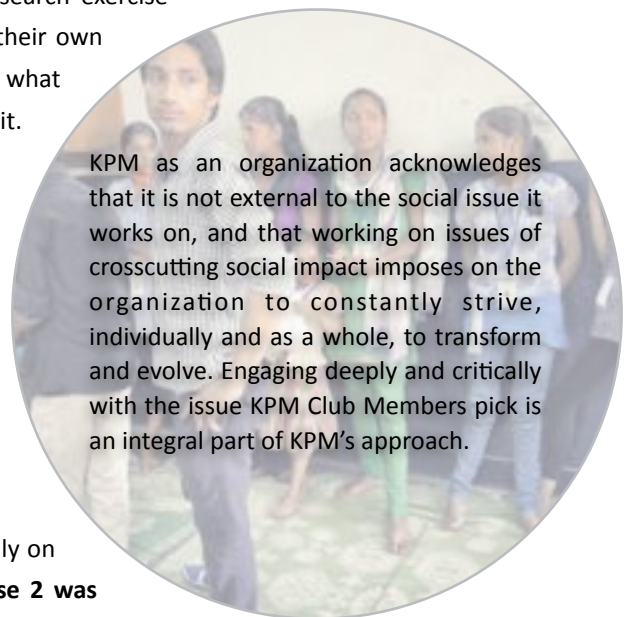
RESEARCHING GIRLS' SAFETY IN NEW DELHI'S INFORMAL SETTLEMENTS - IN 7 WEEKS

To address the issue in all its complexity with the limited resources of the organization, KPM, with the support of an external Research Advisor, split the research effort in two core phases. During the first 3 weeks (Phase 1) KPM worked internally to build its own capacity to carry out youth-centered participatory research. The team engaged with existing debates, it defined KPM's approach to the issue, and decided on its objectives for the project. Phase 1 was an integral part of the overall research exercise which saw team members acknowledge, discuss and challenge their own perceptions, beliefs and biases about girls' safety, including what causes it and what are the most successful strategies to deal with it.

Throughout this phase, the team recognized that the distinctive challenge of working on an issue as complex as girls' safety, as a media-focused organization, was to craft *efficient* messages capable of *effective* communication (for Media Club members, in the movie and throughout the community campaign) *without over-simplifying the issue*. This was as much an ethical as a programmatic challenge which the team felt most of the mass media campaigns in the past had largely compromised on.

During the remaining 4 weeks (Phase 2) KPM worked methodically on the issue with three of its four Media Clubs. In particular, **phase 2 was designed to explore, through four 2-hour-long weekly interactions, Media Club**

members' first-hand experience with the actual and perceived lack of daily safety, from the perspective of both male and female young adults living in 3 of the capital's slums. The primary research methodology employed was designed to leverage KPM's existing approach, through an extensive use of game- and media-based tools. Acting exercises and story writing were also featured heavily, allowing a fair degree of triangulation of the data collected. Further, **the sessions evolved progressively within each club from a focus on individual experiences, feelings and coping strategies, to a social and political understanding of girls' safety, and finishing with an interactive 'hands-on' information session** led by a colleague from an expert partner organization





dedicated to fighting sexual harassment in urban India, Jagori.

During the whole seven weeks, a core team analyzed and discussed all of the data collected making sure that relevant findings were directly incorporated into the design of the following sessions. This narrative report is the final product of this analysis: it describes and summarizes in one place all of the core findings of the research, with the primary aim of consolidating KPM's learning on the issue of 'girls' safety'. **Hopefully, the report can also contribute to existing academic and policy understandings of the problem, and last but not least, share the organization's work with like-minded individuals and organizations who, despite limited resources, believe in the added-value of quality research for programs, and in the urgent need to make girls' safety a reality for all.**

To this end, the appendices to this report reproduce most of the planning and research tools used during the 7 weeks, along with more information about KPM and its approach. More detailed information about the process followed will be made available in other publications.

In what follows, we focus specifically on the methodology and findings of the research with Media Club members (Phase 2). In particular, we split the findings under four headers, each covering observations and conclusions that were supported consistently, across all data-collection methods, and across all participants, about boys' and girls' experiences of sexual harassment in their daily life. In the conclusions we draw these findings together in light of the key contradictions emerging from the research.

THE KPM TEAM PUT LARGE EFFORT INTO DELIBERATELY BALANCING TRAINING AND RESEARCH IN EACH SESSION WITH STUDENTS IN ORDER TO ACCOMPLISH THE GOAL OF SIMULTANEOUSLY LEARNING FROM MEDIA CLUB MEMBERS' LIVED EXPERIENCES AND KNOWLEDGE ON ONE HAND, AND OF BUILDING THEIR CONFIDENCE, KNOWLEDGE AND SKILLS TO ACTIVELY DESIGN AND (ULTIMATELY) LEAD AN AWARENESS CAMPAIGN ABOUT GIRLS' SAFETY, ON THE OTHER.

A NOTE ON METHODOLOGY

Phase 2 involved direct interaction in the form of four weekly 2 hour sessions with 3 of KPM's Media Clubs, and written homework assignments in between weekly sessions. All sessions were run in Hindi and Bengali by the KPM team that habitually runs the Media Clubs. The approach followed very closely the format of KPM's regular work in communities, though the team made an explicit effort to present the 4-week period as a 'special' and 'important' engagement, summing up at the beginning of each session the focus of the whole exercise and key points from previous sessions. Each session was designed to balance interactive data-collection with individual and group engagement in discussions and activities. In particular, tools and activities were designed around storytelling, role-play, group and media-based games to stimulate discussion. This included simple group discussions, acting exercises, quizzes, board games, mind-mapping, ranking exercises and story writing in a number of styles. [For a detailed overview of each session, see Appendix 5] While activities varied for every class, each lesson was designed following a number of research principles, which have, at their core, the desire to proactively engage youth by putting them in control of information rather than simply extracting information from them. [For a summary of the research principles followed, see Appendix 3.] All sessions, with a different emphasis according to the week, focused on the 3 following interrelated questions:

- What role does sexual harassment have in my life? How do I feel about it?
- How, where and when does sexual harassment happen?
 - What can be done about it? What can I/we do?



OUR CRITICAL FINDINGS

The research produced a large amount of qualitative and quantitative data, which we have organized under four headers summing up the major findings of the 7-week effort:

1. **SEXUAL HARASSMENT IS 'ENDEMIC':** IT HAPPENS EVERYWHERE, ALL THE TIME, TO EVERYONE; SEXUAL HARASSMENT IS SO COMMON THAT IT IS AN INTEGRAL PART OF ALMOST ALL RELATIONSHIPS, INCLUDING ROMANTIC ONES, AND **GIRLS' HAVE A VERY HIGH TOLERANCE FOR TEASING.**
2. **FEELINGS OF TERROR AND EXTREME FEAR DO NOT NECESSARILY FOLLOW DIRECT PHYSICAL VIOLENCE ALONE;** GIRLS ADMIT TO RELATE MOST OF THE TIME TO MUNDANE ACCIDENTS AND EVERYDAY EVENTS THROUGH WORST-CASE SCENARIOS.
3. IF **GIRLS TOO OFTEN CARRY THE FULL BURDEN OF SEXUAL HARASSMENT,** PARTICULARLY BY BEING EXPECTED TO AVOID BEING HARASSED, IT IS ALSO **BECAUSE BYSTANDERS AND FAMILIES REFRAIN SYSTEMATICALLY FROM CHALLENGING HARASSERS.**
4. **SUPPORT FROM IMMEDIATE SOCIAL CIRCLE (FRIENDS, FAMILY) IS THE MOST ESSENTIAL AND CONSTITUTIVE DIMENSION OF A GIRL'S SENSE, AND REALITY, OF SAFETY.**



1. SEXUAL HARASSMENT IS AN INTEGRAL PART OF THE DAILY LIFE OF YOUTH LIVING IN DELHI SLUMS

SEXUAL HARASSMENT IS SO COMMON IN THE LIFE OF THE YOUTH THAT PARTICIPATED IN THE RESEARCH THAT, IRRESPECTIVE OF THE UNPLEASANT AND NEGATIVE FEELINGS IT SYSTEMATICALLY PROMPTS, BOYS AND GIRLS ACCEPT THE NEED TO MANAGE IT—IN ALL ITS FORMS—AS PART OF THEIR NORMAL SOCIAL EXPERIENCE, NOT AS ITS ABERRATION. The most significant finding of the research is that sexual harassment – in the slums where KPM works – happens all the time, to everyone, and everywhere: the line between forms of attention that legally qualify as sexually harassing on one hand, and attention that is tolerable on the other, is systematically blurred. The youth we interacted with hardly understand and relate to ‘sexual harassment’ as an extraordinary crime or ‘incident’. Rather, they relate to sexual harassment as a set of familiar behaviors and forms of *unwanted and unsolicited* attention that are integral to their social experience, and that are even constitutive of relationships with people of a different gender.

The evidence to support this argument is overwhelming. When asked to rank forms of sexual harassment by frequency of incidence (including as witnesses), club members tagged virtually all options, ranging from whistling to assault, with the only exception of rape, as happening in front of them ‘everyday’. Yet, in a survey two weeks later (and after 2 sessions dedicated to identifying sexual harassment), more than two thirds of the respondents (73%) identified only 10 out of 22 criminally relevant behaviors as serious enough to be potentially punishable with a jail term (instead, they were all punishable under existing legislation). Behaviors such as physical restraint on a girl (51%), or open verbal requests for sexual favors (42%), were thought not to be ‘serious enough’ to deserve a jail term. Only 20%, finally, thought that systematic interference in somebody else’s privacy (checking somebody’s text messages or emails) qualifies as a form of stalking punishable by law.

In the same survey, three behaviors ranked equally across respondents as the **most serious offenses**: rape, the act of taking pictures of somebody changing clothes and making obscene phone calls. Surprisingly, by equating all three offenses as *equally* 'bad', youth revealed to be as exposed to the worst form of sexual crimes as to forms that may be criminally less relevant but that occupy, in the social imagery of sexual harassment, the same rank as rape.

SEXUAL HARASSMENT HAPPENS BOTH INSIDE AND OUTSIDE YOUTH'S COMFORT ZONES.

While specific spots in and around club members' neighborhoods, including high-capacity roads, abandoned houses, forest areas, etc., are considered to be particularly dangerous and 'off-limits' (in a very broad sense, and including for males), Media Club members reported that the most threatening and recurrent experiences of sexual harassment happen in streets, markets, schools and schoolyards: the spaces where they spend most of their time. When pushed to think of their daily routine in terms of 'moments where they feel most safe and most unsafe' (see Board Game tool in Appendix 5), the responses always pointed to people, rather than places, as posing a permanent potential threat. Examples provided by girls included bus stops at school shift time because that's 'when boys are also out', traveling by rickshaw with friends or strangers (the latter being always unsafe) and the weekly markets, not because of the crowds and space in a general sense, but specifically because shopkeepers (unlike shop owners with a stable presence in a community) are known to exploit the situation and their intermittent (though regular) link to the community to take advantage of interactions with female customers (admittedly, of all ages). Events around community water pipes (where both men and women queue for long periods, making behaviors like staring or commenting more likely) confirmed established notions about infrastructure and its different impact on male and female slum dwellers.

MOST CRITICALLY, THE HOUSE AND THE SCHOOL, TOO OFTEN AUTOMATICALLY CONSIDERED 'SAFE' SPACES, PROVED SAFE ONLY UNDER SPECIFIC CIRCUMSTANCES.

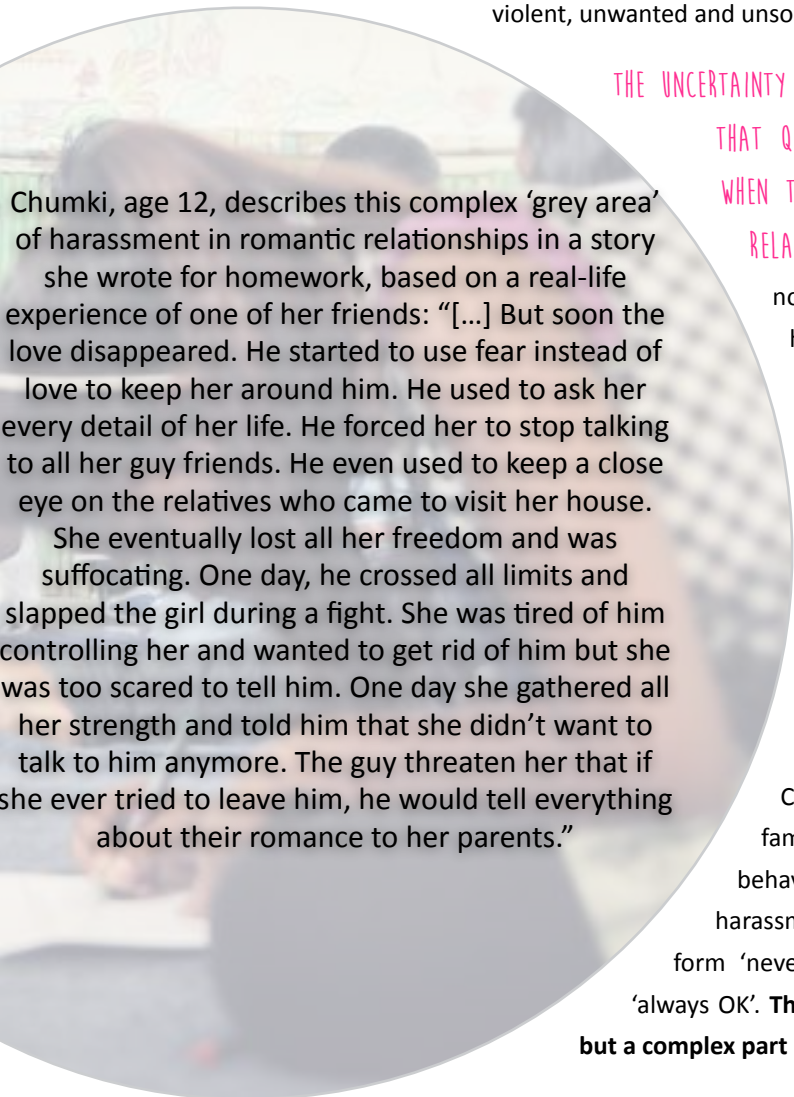
Prompted to discuss the recurrent setting at school or at home of real incidences of harassment written for an homework assignment, club members made clear that: 'school is safe *only* when windows are closed *and* the teacher is in the class' and 'the house is safe *only* when family members are present' (unless they are themselves identified as harassers, as was the case for a smaller but far from insignificant number of stories, 8%). The spaces directly around the school (i.e. outside the front gate, outside the windows and along the edge of the playground) and the spaces directly surrounding the house (a patio facing the street and the roof) are considered also unsafe, despite being a *part of* the house and school. Likewise, community-wide power cuts are linked to a heightened perception of unsafety and danger in and around the house due to the likelihood of crowds gathering in the dark.

BOYS AND GIRLS. Dedicated discussions with boys and girls separately shed light on the *perceived* motivation of sexual harassment; **both boys and girls shared the sense that behaviors under the umbrella of sexual harassment have as a goal to merely attract the attention of a girl, get a reaction, establish a relationship or have fun (often admittedly under strong peer-pressure)**—ignoring almost completely, on both sides, how the act itself

PUSHPA, AGE 14, ASKS,
"IF EVEN OUR OWN HOMES
ARE NOT SAFE FOR US,
THEN WHERE ARE WE
SAFE?"



might be lived by the other, and in particular how it might negatively affect (harass) the girl. One exceptional difference in perceptions about harassment emerged however when boys were asked to identify, in terms of *criminal* relevance, behaviors which were punishable with a jail term: boys tended to identify a shorter list of behaviors than girls (by roughly a third). This reflects a sweeping tendency of boys to associate with the 'perpetrator' of sexual harassment, and the defensive instinct to underplay any harassing action as lighter than it is. Boys were able to distance themselves from this almost automatic identification with the roles of the 'perpetrator' (or, at the other extreme, the 'protector' or 'brother') only when the discussion was directed towards bullying, a context within which they easily identified with the target of often violent, unwanted and unsolicited, attention.



Chumki, age 12, describes this complex 'grey area' of harassment in romantic relationships in a story she wrote for homework, based on a real-life experience of one of her friends: "[...] But soon the love disappeared. He started to use fear instead of love to keep her around him. He used to ask her every detail of her life. He forced her to stop talking to all her guy friends. He even used to keep a close eye on the relatives who came to visit her house. She eventually lost all her freedom and was suffocating. One day, he crossed all limits and slapped the girl during a fight. She was tired of him controlling her and wanted to get rid of him but she was too scared to tell him. One day she gathered all her strength and told him that she didn't want to talk to him anymore. The guy threaten her that if she ever tried to leave him, he would tell everything about their romance to her parents."

THE UNCERTAINTY IN YOUTH'S JUDGEMENT BETWEEN FORMS OF ATTENTION THAT QUALIFY AS SEXUAL HARASSMENT GETS MORE BLURRED WHEN THE PARTICIPANTS ARE ASKED TO THINK OF ROMANTIC RELATIONSHIPS (usually 'after marriage' being the broad non-contentious reference employed). If sexual harassment is integral to youth's social experience, the real challenge for youth appears to be to drawing a line between sexual harassment and 'flirting' or romantic interactions in general. Asked to name and rank different behaviors that possibly qualify as sexual harassment, items such as groping ('touching in the wrong place' in the Hindi translation) and 'slapping' were tagged as 'sometimes OK' initially, 'never OK' after an open group discussion, but 'always OK' with reference to a romantic relationships. Club members clearly assume that a romantic or family relationship changes the criteria by which behaviors are considered to 'cross the line' of sexual harassment, making criminally relevant behaviors slip from 'never OK' to 'sometime OK' and often even to 'always OK'. **This acceptance is of course not unconditional, but a complex part of what one can expect from a relationship.**

With little more than close peers as a resource for relationship advice (to be discussed further in point 4 below), irrespective the negative feelings such forms of attention provoke, sexual harassment is taken in a very large number of instances as an integral part of one's social experience and not as an exceptional incident that happens in certain places and at certain times. Moreover, sexual harassment is often thought to be even a legitimate channel to initiate and conduct a romantic relationship. **MORE THAN UNCONDITIONAL ACCEPTANCE, THESE PERCEPTIONS AND BELIEFS HIGHLIGHT AN EXTREMELY HIGH LEVEL OF TOLERANCE, PARTICULARLY BY GIRLS, AND FROM A VERY EARLY AGE OF SEXUALLY HARASSING BEHAVIORS, BOTH OUTSIDE IN PUBLIC SPACES AND INSIDE A ROMANTIC OR CLOSE RELATIONSHIP.** Sandhya, age 18, summed it up effectively: "Girls never raise their voices because of what their families and society will think. They tolerate all kinds of harassment that they shouldn't."



IN THE STORIES WRITTEN BY MEDIA CLUB MEMBERS, THE SECOND MOST OPENLY CITED EFFECT OF SEXUAL HARASSMENT ON A GIRLS' LIFE IS AFFECTING HER MENTAL HEALTH (17%), SECOND ONLY TO NOT BEING ABLE TO MOVE FREELY AND CARRY OUT DAILY ACTIVITIES (62%). OTHER CONSEQUENCES THAT ARE MENTIONED ARE: HAVING TO GIVE UP SCHOOL (10%) OR HER DREAMS (8%), HAVING TO STOP PUTTING MAKE-UP ON (ONE STORY). IN 5 OUT OF 65 STORIES (8%) THE SEXUAL HARASSER WAS A FAMILY MEMBER, AND THREE STORIES FEATURED THE DEATH OF THE GIRL. KIDNAPPING WAS PRESENT IN 15% OF STORIES, AND IN 25% OF STORIES THE HARASSER STARTING BY 'TALKING TO', 'LOOKING AT', OR 'FOLLOWING' THE GIRL.





2. ANY FORM OF HARASSMENT, IRRESPECTIVE OF THE LEVEL OF OPEN PHYSICAL VIOLENCE INVOLVED, CAN BE TERRIFYING



GIRLS ARE FULLY AWARE OF WHAT MAKES THEM FEEL UNCOMFORTABLE... Following from the section above, a second, important finding of the research is that despite poor awareness of the criminal relevance of acts of sexual harassment as defined by the law, youth, particularly girls, are however extremely aware about their psychological and physical safety. In discussions, types of harassment were defined as equally terrifying (that is, crossing a clear line) irrespective of their different criminal seriousness. 'Staring intently' was for example equated to 'being groped', and only 31% of all club members were aware that the former is a punishable criminal offense under the Indian Penal Code (the proportion went only up to 40% when counting only girls' responses).

What is important to notice, however, is that relatively minor acts of harassment (whistling, cat-calling, etc.) and even non-harassing behaviors (smiling, saying hello) emerged as systematically tied to a larger narrative of risk and harassment for girls: asked to place behaviors on an 'emotions' scale, 'smiling' was placed by an all girls Media Club in the 'suspicious' category, and no behavior was placed in the 'happy' category (see Appendix 5 for more details of the activity). In the discussions that followed, girls expressed their apprehension with the potential 'consequences' of openly acknowledging, and at times even personally believing, that an act such as 'smiling' or 'saying hello' is welcome.

BOYS PROVED TO UNDERSTAND THE LOGIC AT PLAY VERY WELL: "TODAY GIRLS FEEL SCARED TO EVEN LEAVE THEIR HOUSES. THEY ARE WORRIED THAT IF THEY LEAVE THEIR HOUSES THEN SOMETHING BAD WILL HAPPEN TO THEM. GIRLS ARE SUSPICIOUS ABOUT EVERYTHING" (MANOJ, AGE 17).

...AND THEY CONSIDER HIDING THEIR FEELINGS AS AN ESSENTIAL RESPONSE: NOT TO ATTRACT MORE ATTENTION. It emerged clearly that girls' expectations are that anything minor could very easily trigger a chain reaction leading to increasingly more severe forms of sexual harassment. The youth involved in the research are conscious about the realistic possibility that a single contact escalates into higher levels of physical violence, or that the target of one form of unwanted attention often becomes the habitual target of harassment – and very often both of these things at once. While the stories that were written as homework are split equally between isolated events (49%) and recurrent harassment (48%), in an overwhelming majority of them (52 out of 65, 80%), the plots described a progressive escalation of harassment, starting with mundane, innocent and casual interactions between strangers which the harasser strategizes to 'test the ground' and ended in more extreme forms of harassment. Shailendra, age 16, for example wrote, "A guy tried to talk to her many times. After one month, the guy started harassing her more and more with every passing day. It started with a phone call and a few messages but the frequency was increasing even though Rekha ignored all his approaches." Even ignoring, as we will discuss below, is not always enough. In a survey question about what responses to harassment put a girl at even greater risk, 63% of girls confirmed that, while very common, ignoring a harasser puts a girl at risk.

PERCEPTIONS ABOUT WHAT INSTIGATES SEXUAL HARASSMENT EMERGED TO BE CLOSELY CORRELATED WITH GIRLS' EXTROVERSION, AN SEMANTIC EQUATION THAT IS INTERIORIZED BY GIRLS, OFTEN STRATEGICALLY, TO PREVENT HARASSMENT. An analysis of the stories written by club members also illuminates youth's perceptions of the circumstantial triggers of specific episodes of sexual harassment. Most stories attribute harassment solely to the girl's presence, with the girl not having any specific connotations. According to a story by Suraj, age 18, "One day when Amrita was passing through the community, she suddenly came across a bunch of boys who were drunk and were smoking. When they saw Amrita, they thought she looked innocent and decent. So they approached her and started passing comments." Like in Suraj's story, 'being beautiful', 'having make-up on', 'being brilliant' feature relatively heavily (28% of stories, against 49% where only 'being alone' was

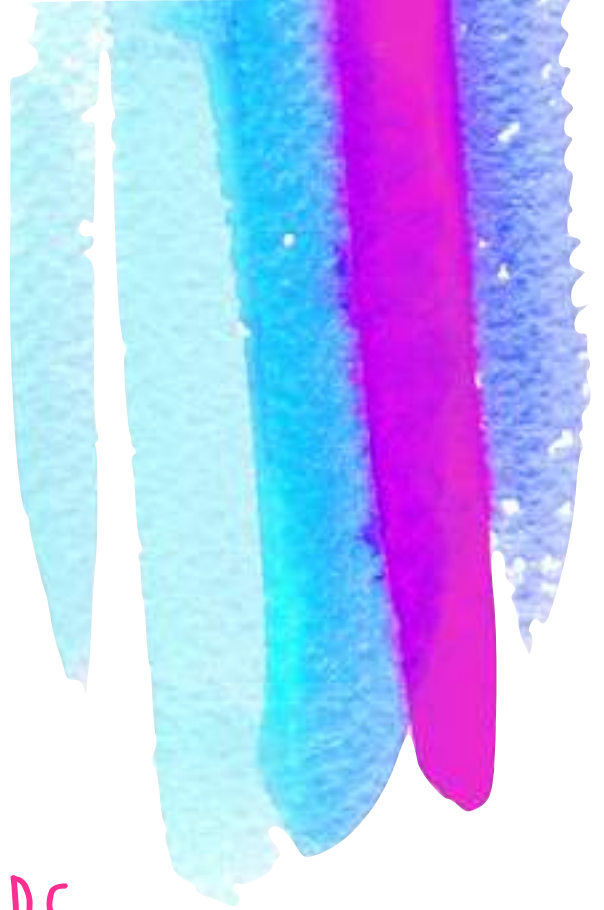
mentioned as the trigger): the semantic field of a girl's 'extroversion' and 'innocence' is correlated to the incidence of sexual harassment. A very high sense of self-awareness about these dynamics translates into severe self-censorship, whereby girls are wary of expressing themselves extrovertly in the presence of boys, with particular references to positive emotions. Any reaction, particularly to an attempt of harassment, is linked to the fear that it might serve as the basis for further harassment.

Youth's experience of sexual harassment is described in very large part by Media Club female members as an ever-present awareness of being under threat, and an awareness about how familiar behaviors and reaction can be proactively 'misinterpreted' by people of the opposite sex. Between this and the previous sections, it becomes obvious that both boys and girls are well aware that they necessarily participate, and situate themselves, in a social dynamic which puts the full burden of avoiding harassment on girls – not last by sanctioning specific ways of dressing, acting, looking and expressing themselves as more or less contentious, but contentious nonetheless -, and that romantic relationships are a part of that same complex social interaction.





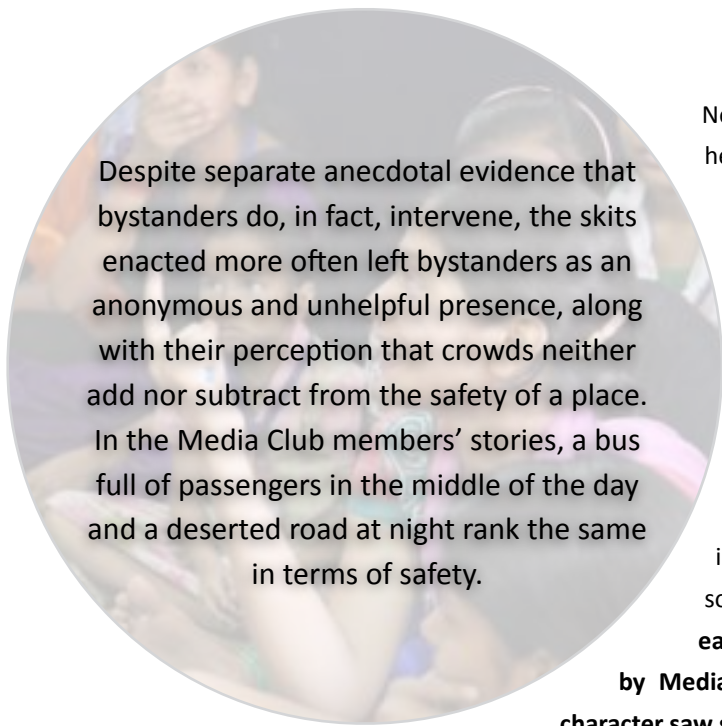
3. BYSTANDERS AND FAMILIES ARE A PART OF THE SAME POWER IMBALANCES THAT ADVANTAGE HARASSERS



BYSTANDERS ARE AS SCARED OF THE SEXUAL HARASSER AS THE VICTIM. Sushma, age 16, put it best: “We are common people, we are weak, we are scared, we are cowards, that’s why we think we can’t help anyone. We run away when we see people in trouble. We think our problem is bigger than theirs and that encourages harassers. It’s fear that darkens our heart.” Moving from individual experiences and feelings to the analysis of harassment in its social context, club members were prompted to address the question of why so few people (included them) react to harassment, and sexual harassment in particular, when they witness it in public. Responses were consistent: people are afraid and intimidated; they assume the harasser is more powerful than them, particularly in terms of a social power of which the very act of harassing a stranger in public is an open expression.

The awareness that sexual harassment is linked to wider power imbalances that are beyond anybody’s control is reinforced by the belief that harassers know they can get away with anything. This widespread perception of impunity often materializes in the intentional characterization of the harasser as ‘the son of a local politician’ and in the girl’s family being poor, two very strong tropes in Club Media members’ imagery around sexual harassment.

IN MEDIA CLUB MEMBERS’ STORIES, NARRATIVES ABOUT SOCIAL POWER INTERSECT AND OVERLAP WITH WIDER NOTIONS OF COMMUNITY-SANCTIONED IMPUNITY, INACTION AND INEQUALITY. AARTI, AGE 15, WROTE, “PANKAJ BELONGED TO A RICH FAMILY AND HIS FATHER WAS AN MLA WHO COULD BUY ANYBODY WITH HIS MONEY. KNOWING HIS FATHER’S POWER, PANKAJ HARASSED GIRLS BECAUSE HE KNEW HE COULD GET AWAY WITH IT.”



Despite separate anecdotal evidence that bystanders do, in fact, intervene, the skits enacted more often left bystanders as an anonymous and unhelpful presence, along with their perception that crowds neither add nor subtract from the safety of a place. In the Media Club members' stories, a bus full of passengers in the middle of the day and a deserted road at night rank the same in terms of safety.

Neetu, age 15, wrote a story about a girl complaining to her mother about being harassed and getting the response that, "since [the family was] very poor, Ragini should just ignore the boys and continue on her way."

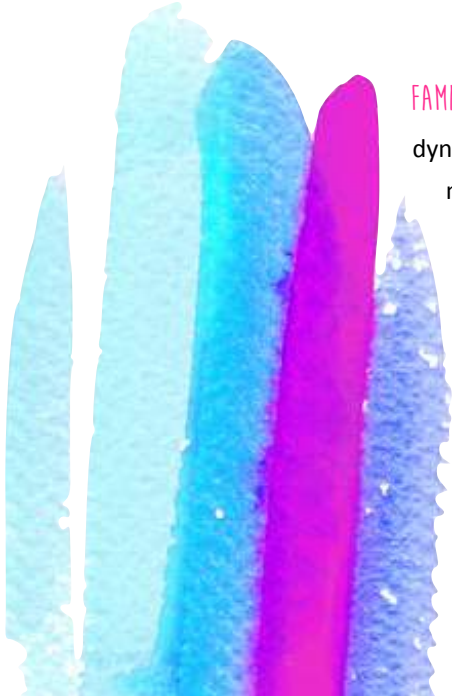
The space where most harassment happens is however often a ubiquitous public place (often at the intersection of different communities or neighborhoods) where no stable and clear power hierarchy is visible, and where the 'fear of the unknown' about could follow an altruistic intervention prevails over individual instincts of solidarity and justice. **The youth we talked with would eagerly intervene (in fact, in 28% of the stories written**

by Media Clubs, the plot picked up speed when the main character saw somebody being targeted), if they knew for a fact they

would not get everybody in even greater trouble and/or not be at great risk themselves. One of the most subtle findings of this study is that by not reacting to harassment when they see it, bystanders end up playing by the exact same rules as the harasser: they recognize and respect the show of power of which sexual harassment is in many ways a quintessential performance.

BYSTANDERS ARE INVISIBLE WITNESSES OF SEXUAL HARASSMENT IN YOUTH NARRATIVES. This critical finding of group discussions was strengthened by both stories and acting exercises.

Bystanders did not intervene at first in 60 of 65 stories (92%) written by Media Club members, most often they are not even mentioned or identified, and in 14 stories (22%) they only responded to *repeated* calls for help of the victims. When asked to act situations of harassment and reactions that explicitly included bystanders, the same pattern of non-intervention emerged. Importantly, a number of times the justification for not enacting intervention by the bystanders was that the act of harassment could have looked like a 'fight' between a couple in a relationship, reinforcing point 1 above – that many forms of sexual harassment are considered "okay", or at least 'none of your business' (not criminally relevant), if happening within a romantic or family relationships. In a skit played by the Rangmanch Media Club, the girls contrasted two groups of bystanders; the first did nothing because they "assumed it was a boyfriend and girlfriend fighting" while the second helped form a distance by "shouting for help", only when the situation was acted as out of the victim's control.



FAMILIES TOO PLAY BY THE SAME RULES OF THE HARASSERS AND BYSTANDERS. These dynamics are exasperated when it comes to families: families appear to qualify merely as a sub-group in the bystander category, as they are described to follow the same logic of inaction. In the stories written by the students, families are hardly ever depicted as being instrumental to stopping or redressing harassment. None of the stories identify parents as actors capable of stopping harassment, even when they try. However, they are often described as blaming and punishing (including physically) the girl and imposing harsh restrictions on her movements and social interactions. Reiterating the content of section 2 above, Radha, age 15, wrote that having once told her mom about an incident of 'eve teasing', her mother

PARENTS' REACTIONS ARE EXPLAINED BY YOUTH IN TERMS OF FEAR OF BROADER REPERCUSSIONS ON BOTH THE GIRL AND THE FAMILY. IN THE UNCERTAINTY OF WHO THE HARASSER AND HIS FAMILY IS CAPABLE OF, IRRESPECTIVE OF HIS AGE, PARENTS ABIDE BY, AND REINFORCE, THE AURA OF POWER PUT FORWARD BY THE HARASSER.

WHAT THE STORIES (STRONGLY THOUGH INDIRECTLY) REINFORCE IS A NARRATIVE WHERE PARENTS IDENTIFY SEXUAL HARASSMENT AS A TYPICAL MEANS BY POWERFUL INDIVIDUALS TO AFFIRM THEIR SOCIAL POSITION AND PRIVILEGE. LIKE GIRLS, THEIR INSTINCT IS TO IGNORE THE SITUATION AND FURTHER CENSOR THOSE BEHAVIORS LIKELY TO BE PICKED UP ON BY THE HARASSER, EVEN IF THAT MEANS IMPOSING A PERIOD OF RECLUSION ON THEIR DAUGHTER.

replied: "You should stop wearing make-up and if they will say anything else to you, ignore it." Likewise, Suraj, age 18, wrote in his story about a girl being harassed on a bus that, "[Her] parents got really scared and started shouting at her as if the whole thing was her fault. They started blaming her saying, 'Why did you have to react to those kind of guys? You are a girl, so act like a girl. You refuse to live peacefully and you will not let us live peacefully either because you are a girl!'" Finally, Ajit, age 14, made clear in his story the deep-seated hesitation of girls to talk to their parents: "The girl wanted to tell her parents about it, but her friends advised against it because they thought that if she told her parents, they would refuse to send her to school. She agreed not to tell them."

Parents are often described to link directly challenges regarding an episodes of harassment with broader challenges to the social and political order that might expose them in their community. In fact, confrontations between families and groups of families are described as often involving further violence and rumors about the girl that could affect her fundamental steps in life, most importantly marriage. To strengthen these narratives, abundant anecdotal evidence was brought by Media Club members of families being forced to move neighborhood after having sought justice, of 'punishing missions' targeting the complainants, and of police offering families the option of dealing with cases of sexual harassment outside of the law 'in their own interest'.

In sum, the research not only unveils that most often sexual harassment is part of youth's normal social existence and not its aberration, but also that sexual harassment, including reactions and solutions to it, are deeply enmeshed in the broader power hierarchies of the communities youth live in. Karishma, age 13, puts forward an appropriate challenge in an 'essay' written as a homework assignment: "To stop harassment, we have to do something together. We can't let it happen any more. For this, we have to take a big step together, thinking about what is best for girls. Part of this means everyone needs to change themselves and no longer tolerate harassment. We must teach boys a lesson; we all must have the same strength and audacity that harassers have."



4. SUPPORT FROM IMMEDIATE SOCIAL CIRCLES (FAMILY AND FRIENDS) REMAINS THE MOST IMPORTANT SAFETY MECHANISMS FOR YOUTH



Our research also looked at the coping mechanisms and strategies youth have to deal with sexual harassment and potentially stop it. The team focused on two main points: first, if, and to whom, youth talk about sexual harassment they personally witness or face; second, what are the immediate reactions to sexual harassment that youth know (and find plausible) if and when sexual harassment happens. The first dimension relates closely to youth's awareness about sexual harassment as a shared experience, and not a exclusively an intimate, often shameful, one; the second explored the question of how well equipped youth feel about reacting to sexual harassment in a threatening situation, individually. The combined results of the survey, the analysis of the stories and the skits expose a central fact: **youth rely on friends (in the immediate) and on family (ultimately), for their safety. Other mechanisms, including self-defense and institutional mechanisms (helplines, police intervention, etc.), both in term of youth's knowledge and in terms of their perceived usefulness, ranked extremely poorly.**

IGNORING THE HARASSER IS MORE THAN A REACTION TO HARASSMENT, IT IS A STRATEGY TO DEAL WITH IT. Since sexual harassment is so common, and *most* forms of sexual harassment are experienced on a daily basis, tolerance levels are extremely high among youth (as mentioned in section 1). In other words, youth pick their battles, and ignoring the harasser is their default reaction. At a closer look at discussions and stories, however, ignoring (the first reaction in 28% of stories) was far from being a "tolerant" reaction: as discussed in section 2, it is a strategy girls employ to avoid escalation. In particular, ignoring goes hand-in-hand with the awareness that *any reaction* can be interpreted by the harasser as a response, prompting the harasser to continue and escalate his engagement of the harassed. **Acting exercises showed that ignoring is also expected to prompt others to intervene on behalf of a victim who, by ostensibly not engaging the harasser, appears innocent beyond any doubt.** When asked to pick an ideal combination of reactions, the Mannat Media Club unanimously decided

that the girl should ignore or say a simple “no” to the harasser so that bystanders could intervene and/or threaten the harasser on her behalf. The same combination of reactions was chosen, in the same activity, by at least one group in the other two Media Clubs.

SELF-DEFENSE CLASSES BOOST YOUTH'S CONFIDENCE, PARTICULARLY AS A GROUP, BUT THEY HARDLY EMPOWER SINGLE INDIVIDUALS TO RESPOND TO HARASSMENT.

The only group which coincidentally underwent a self-defense training before the research proved more likely to indicate violent reactions to sexual harassment as useful (including 88% saying ‘kicking him in his sensitive parts’ is a helpful way to react to harassment, see survey tool in Appendix 5). However, when acting in fictional scenes of harassment, they only repeatedly mimicked a generic ‘beating’ on the harasser, and only as a group, never individually. Most skits across Media Clubs featured instead calls for help to bystanders, ignoring the harasser or running away from him to be the favorite choices. The impact of self-defense training emerged in further discussions that tried to elucidate why 100% of the Media Club thought that ‘throwing mirchi powder in his face’ is helpful. Despite the group being so verbally confident about mirchi spray (pepper spray), none of the 20 girls had ever seen one in real life, and only 1 had seen one on TV. Most importantly, none of the girls knew of anyone who owned a pepper spray or knew how to operate it – some thought of it literally as the chilli powder used for cooking. Mirchi spray revealed its real value in the girls’ imagery as a virtual but nonetheless a highly symbolic option which ultimately proved, in their eyes, that ‘an effective reaction was possible’: **‘mirchi spray’ reverted—in the girls’ imaginary—the power imbalance between the harasser and the victim, completely and unconditionally.** The same symbolic effect worked on boys, who instantly felt highly intimidated at the idea that girls would have access to it, irrespective of how unrealistic an option it proved to be in reality. Furthermore, many boys admitted to be scared of the group of girls. Self-defense, despite questionably putting on the potential victim the burden of acting violently for her own safety (admittedly a contentious approach), is an exercise in the building of individual and group confidence. Vibha, age 15, admitted in her essay on girls’ safety, that, “You should always learn self-defense because even if you can’t use it, you will feel safer.”

ACROSS 4 WEEKS AND ACROSS MEDIA CLUBS, NONE OF THE GROUPS MADE THE ‘VICTIM’ OF THE ENACTED ATTACKS EVER REACT VIOLENTLY TO HARASSMENT.

REACTING TO HARASSMENT INDIVIDUALLY IS DIFFICULT, IF IMPLAUSIBLE.

Youth proved to know a variety of what they consider effective individual reactions, but their judgement regarding which ones would work in what situation was extremely hesitant. Rather than strategizing about individual reactions, especially involving violence towards the harasser, **club members largely preferred options that involved ‘other people’ as necessary and instrumental to resolve harassment** in its immediacy or to address recurrent harassment, something that emerged respectively from discussions and skits, and from stories. According to the survey, 92% of kids think that calling for help is a beneficial action for girls to take when being harassed whereas only 10%





think that directly engaging the harasser will help. Every option in the survey that contained verbs such as calling, talking, asking or shouting were tagged as helpful by over two thirds of respondents. Boys, in particular, were 5 times more likely to think that violent reactions were extremely risky for a girl. Club members systematically recognized that the odds of individual reactions going wrong, not being effective or not being possible at all, are extremely high.

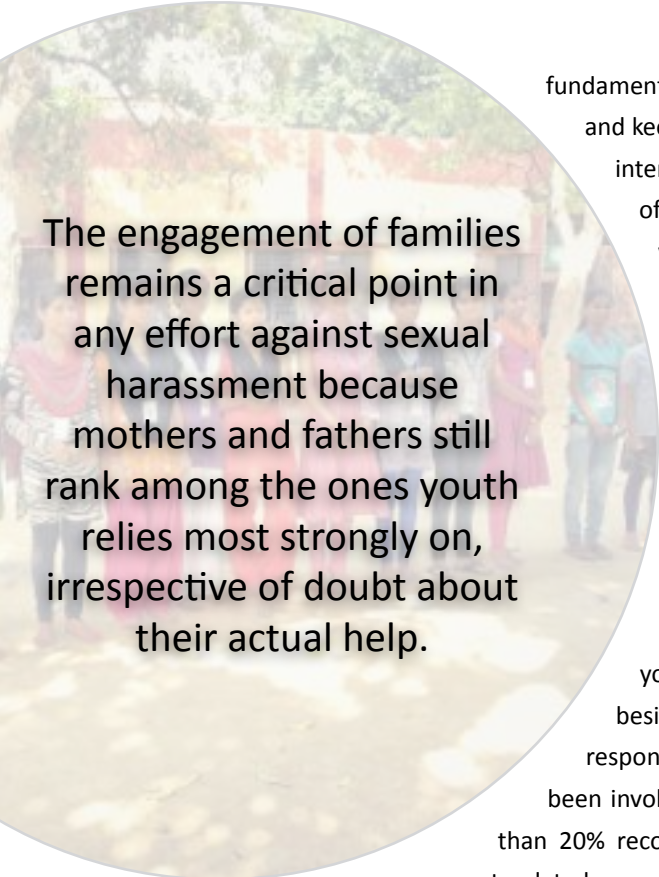
These findings support the idea that it is implausible (and to an extent even unfair) to frame responses to sexual harassment in terms of individual reactions: once again, an approach that places the burden of resolving a situation on the victim. This is particular questionable considering that those being harassed, in whatever form, are often terrified, and that harassment happens more often in crowded places where people are indeed present - highlighting the importance of our findings about bystanders' behaviors.

TALKING TO FRIENDS IS KEY, BUT FRIENDS HAVE LIMITS TOO. Having somebody to talk to emerged as the most critical coping strategy for youth. In particular, friends are the favored interlocutor for 86% of the youth we

interacted with. A third of respondents admitted having been harassed in the month previous to the survey, but while two thirds of girls said they talked about it, over two thirds of boys specifically admitted to *never* talk about the harassment they faced or even just witnessed. While unlikely for boys, talking about harassment makes girls 'feel safer', and (more importantly) was often reported as the inspiration that pushes the victim to seek further help. However, **discussions and stories show a critical awareness about the limits of talking to friends specifically, particularly if a situation needs to be solved, due to friends' equal lack of means, knowledge and access to institutional remedies.** Other people were identified, with decreasing usefulness, in bystanders, police, mothers, dads and siblings.

ACCORDING TO THE SURVEY CARRIED OUT ACROSS MEDIA CLUBS, ONLY 20% OF RESPONDENTS CLAIMED THAT THEY WOULD TALK ABOUT HARASSMENT WITH THEIR WHOLE FAMILY. INSTEAD, RESPONDENTS ARE MORE LIKELY TO TALK TO A TEACHER (34%) AND THE MOST LIKELY TO TALK TO THEIR FRIENDS (71% WHEN WITNESSING HARASSMENT, 86% WHEN FACING HARASSMENT THEMSELVES).

PARENTS' REACTIONS: ESSENTIAL BUT HIGHLY INEFFECTIVE. Virtually all of the stories of long-term harassment situations described attempts to involve the family in two cases: whenever the main character, a girl, runs out of options, that is as a last (safe) resort; or when the situation escalates too rapidly to be dealt with individually. In fact, 85% of the youth we interacted with think that talking to their mothers about harassment is helpful and 60% of girls actually do. Fathers are slightly more controversial, with 77% of youth thinking that talking to their fathers is helpful and only 20% actually doing it, reflecting some of the expectations about their reaction highlighted in section 3. The position of the family in the stories remains extremely problematic: *most often characters procrastinate seeking help for fear of parents' reactions.* Also, while involved in resolving the situation after the fact, *families are not perceived as able to solve the situation.* Much like friends, families are a



The engagement of families remains a critical point in any effort against sexual harassment because mothers and fathers still rank among the ones youth relies most strongly on, irrespective of doubt about their actual help.

fundamental reference for youth, even if they are known to be ineffective and keen to punish the girl; unlike friends, however, their incapacity to intervene is not linked (in the stories) to lack of means, but to lack of will to challenge the harasser on one hand, and in parents' widely-discussed instinct to increase disciplining the girls, on the other.

YOUTH IGNORE COMPLETELY THE EXISTENCE OF INSTITUTIONAL MECHANISMS, AND HOW TO ACCESS THEM, WITH THE EXCEPTION OF THE POLICE EMERGENCY NUMBER (100).

Despite high-visibility campaigns, in Delhi, for girls' safety and their exposure to information at school and in NGO-run activities, only 11% of youth involved in the research recognized any other helpline besides the emergency number of the police. Less than 10% of respondents recognized the Childline number (1098), despite having been involved in activities on child marriage earlier in the year, and less than 20% recognized the women's helpline number (1090 or 188) despite recent related campaigns. The only number widely recognized was that of the police's emergency unit (100). **Only 13% of respondents though admitted ever considering**

involving the police, and none had a practical knowledge of the process to file a complaint. Youth had a notion of certain mobile apps largely advertised in mainstream media as anti-harassment tools, but could link them only to the Bollywood stars featuring in the TV ads for them, and didn't even know the name of the application.

IN SUM, YOUTH LACK ADEQUATE MEANS TO COPE WITH SEXUAL HARASSMENT. The support of families is fundamental to their perception of safety, but boys rarely talk about it and girls are afraid of being punished for doing so. Peers are also a fundamental safety net because they represent a safe space within which to talk, but they don't have the resources or social capital to make harassment stop. While institutional mechanisms exist, youth ignore them almost completely, and when they know them, they are highly reluctant to access them. If sexual harassment represents an emotionally disrupting dimension of youth's 'normal' social life, the lack of means, and particularly of immediate support, to deal with it makes it traumatic. In the large majority of cases, it is on girls that the full burden and pressure to at once avoid and handle terrifying situations (in which they are victim of unwanted and unsolicited attention of a sexual nature) falls.













CONCLUSIONS

Throughout the 7 weeks of research, KPM managed to engage the youth it works with to openly discuss their experience with sexual harassment, and expand their views and knowledge of how, and why, girls' safety is an issue in their communities. The main achievement of this effort has been to create a safe environment conducive to open group discussions on an issue as complex, urgent and sensitive as 'girls' safety', but the research has also unveiled a number of important points, and also significant contradictions. Importantly, this analysis is guiding KPM and Media Club members in their further media and campaigning work in the communities where club members live.

PHYSICAL ACTS OF VIOLENCE, OR INFRASTRUCTURE, ARE NOT THE ONLY OR MAIN PROBLEMS INVOLVED IN GIRLS' SAFETY. While policy and legal discourses on sexual harassment rely on notions of physical violations of women's bodies, rape and kidnapping being the most 'severe' instances, our research with youth unveils the fundamental impact of harassment (in the full range of its manifestations) to be psychological and social - largely what is reduced to the individual and social notion of managing a girl's 'reputation'. Other established approaches to girls' safety target poor urban infrastructure as responsible for facilitating episodes of harassment in large cities, slums most typically. By focusing on youth's broader experiences of sexual harassment, this enquiry sheds light on the complexity in drawing a direct link between infrastructure (and in general what is achievable by urban planning) and sexual harassment, to include also the *boundaries and the social aspect* of infrastructure into ideas about 'safe' living spaces. In what follows we sum-up our core findings.

On one hand, **UNWANTED ATTENTION AFFECTS VERY SEVERELY YOUTH** individually, even when it does not involve overt physical violence. A smile is always suspicious, staring is always terrifying, smiling back to a stranger exposes the youth to the possibility of having a habitual harasser. Youth's experience of sexual harassment is described in very large part, by boys and girls alike, as an awareness by girls to be under an ever-present threat: an awareness that behaviors and reactions can be intentionally 'misinterpreted' by people of the opposite sex and even by their own parents, easily and at any time. Coping with this reality on their own most often translates into self-censorship as a way of managing (however unsuccessfully), and not of addressing, sexual harassment. Even when instrumental, emotional and social self-censorship undermines to a very dire extent the girls' confidence to express themselves freely and openly, with particular regard to positive feelings, even in the most mundane interactions.

On the other hand, the **WIDESPREAD PERCEPTION THAT SEXUAL HARASSMENT CAN BE A MISPLACED 'WAY TO ESTABLISH A 'CONTACT', 'SOCIALIZE', OR 'INTERACT IN A ROMANTIC RELATIONSHIP'**, suggests that, in order to be tackled, sexual

harassment must be understood and addressed as an integral (and at times even a fundamental) part of youths' social experience, understood very broadly. This sweeping fact deserves particular consideration by, and bears important implications for, organizations and programs that are set to work on sexual harassment as an 'aberration' of normal social life, that is as 'incidents.' If these notions are in line with the legal order, the risk is to ignore the understanding and experience of sexual harassment of victims, bystanders and perpetrators. Given the 'endemic' nature of sexual harassment, these are not dimensions that can be easily disregarded.

Two critical contradictions have also emerged from this research effort: **BOTH FAMILIES AND BYSTANDERS PLAY A FUNDAMENTAL ROLE IN EPISODES OF SEXUAL HARASSMENT, BUT BOTH TEND TO AVOID EXPOSURE WITH THE HARASSER. IN BOTH CASES INACTION RESPONDS TO A PRAGMATIC JUDGEMENT ABOUT THE 'LESSER EVIL', THAT PLACES THE BURDEN OF DEALING WITH SEXUAL HARASSMENT ON GIRLS.** The incapacity (and often unjust and counterproductive) efforts of families to deal with sexual harassment by increasing their control over girls' mobility reflects a clear effort to 'protect' both the girl and the family from broader repercussions. The inactivity of the virtually ubiquitous bystanders, instead, follows from a fear that a single episode could escalate into a chain of harassment and violence. In both cases, families and bystanders abide instrumentally to what they perceive to be the given social order and social power hierarchy (whether real or imagined). It is unsurprising that, in this social context, girls in particular are the ones who end up being sacrificed: **girls are left alone in fighting sexual harassment (in all its physical and social manifestations), carrying the double burden of avoiding and managing it with highly imperfect means and at best minimal support from peers.**

Putting forward arguments about the role and responsibilities of parents is outside the scope of this research as no interviews with parents were done. However, **WHAT SURFACES FROM THIS RESEARCH IS HOW IMPORTANT IT IS FOR YOUTH TO DISCUSS THE PSYCHOLOGICAL AND SOCIAL SIDE OF HARASSMENT, AND OF BEING HEARD, IN ONE'S OWN FAMILY.** Fostering girls' and boys' capacity to talk about sexual harassment with their peers, role-models and families before extreme levels are reached could be instrumental to deal effectively with episodes of sexual harassment, including by offering support in linking to institutional mechanisms of redressal. **Supporting boys and girls with sexual education, relationship advice and fostering an enabling environment where boys and girls can talk, among themselves and with their families, are tightly linked together and, however complex and demanding, they represent an urgent task.**







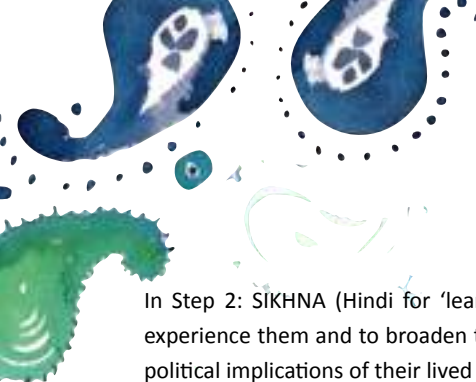
APPENDIX 1: THEORY OF CHANGE AND WORK PROCESS AT KPM

Integrating KPM's efforts into a single process. In early 2014 KPM has decided to define a standard process to guide its work and bring into an coherent whole the two most successful elements of the organization's programs: the intensive but time-bound yearly production of a film with broad social relevance, and its more consistent and incremental media-based educational work with 'media clubs'. With in mind the goal to achieve the broadest possible social impact in vulnerable communities, KPM's new process balances KPM films as media products, KPM's focus on children- and youth-development, and, finally, its broader goal of long-term community impact. Locking these dimensions together stresses KPM's theory of change, which is based on the entrenched belief that creative media is a uniquely effective and appealing way to enable youth to articulate their views and make them heard in the larger society, starting from their own families and neighborhoods.

The new process involves 6 incremental steps, which are applied when working on any specific media production:



In Step 1: SOCHNA (Hindi for 'thinking'), KPM allows the youth it works with to decide what social issue is most important to them; this not only increases the stake communities have in the project, but also the relevance of the project/media product for similar communities.



In Step 2: SIKHNA (Hindi for 'learning'), KPM strives to both learn about Media Clubs' unique insights into social issues as they experience them and to broaden their understanding of the issue in order to critically engage with a bigger picture of the social and political implications of their lived experiences.

In Step 3: BANANA (Hindi for 'making'), KPM encourages its youth to use story writing as a way to fictionalize the issue at hand so that they can take distance from their own experiences, project their perspectives onto characters without fear of negative repercussions, and creatively express the range of their opinions about the issue in an entertaining format. Likewise, a fictional story leaves open the opportunity for youth to creatively engage in ideal endings, which they can project back onto their real situations.

In Step 4: KARNA (Hindi for 'doing'), KPM assists youth in the technical side of the production of media, mainly focusing on the skills of acting, photography and film-making.

In Step 5: BATANA (Hindi for 'telling'), Media Clubs are given the chance to design a larger, awareness-raising campaign utilizing the media they created in Step 4, on the social issue they have been learning about throughout the process. Campaigns are built on the belief that youth know best how to influence their own communities and are capable of making change, if they are taken seriously. Campaigns are they need to be at the center of positive social change they want to see.

Finally, in Step 6: BADALANA (Hindi for 'changing'), KPM, with Media Club students, assess the change in attitudes, behavior, and knowledge that results from the media and campaigns led by Club Members.

Stronger research for clearer relevance and impact. An important distinction from past efforts which is articulated in the above theory of change is the commitment to *thoroughly* engage with single social issues KPM works on (step 2: SIKHNA). While KPM has always engaged in 'learning' and 'teaching' about the issues that club members pick, it now aims to strengthen and structure that effort. The goal is to make sure that both KPM's team and club members have at all times the necessary depth of understanding of issues they engage with, and that they engage with them critically enough to produce effective messages and media about them.

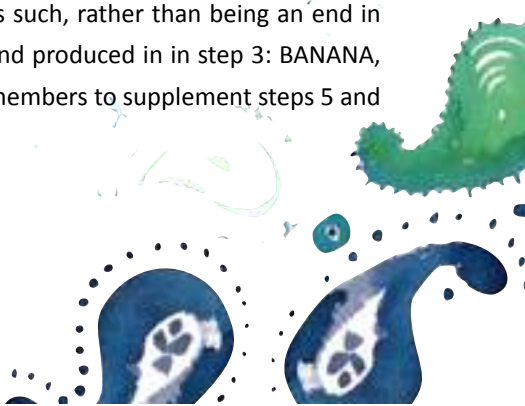
KPM adopted a variety of strategies to this end, some of which have been tested in the past:

- basic primary research;
- individual secondary research;
- the involvement of experts and issue-focused partners;

and some which are being newly experimented with:

- more ambitious and varied primary research with club members;
- broad reviews of existing research on an issue, including from academic and policy sources;
- reviews of existing work and approaches by other organizations;
- building the capacity of staff and club members as researchers;
- involvement of a research advisor;
- monitoring and evaluation of research process and outcomes.


Finally, in contrast to feature films produced by KPM in the past, the film on girls' safety was envisioned from the start as a piece in a larger process of engagement with communities on a social issue. As such, rather than being an end in itself, the feature film is now one (of many) high-quality media products designed and produced in in step 3: BANANA, of the project. The film will join with other media (print and digital) created by club members to supplement steps 5 and 6: BATANA and BADALANA.



APPENDIX 2: OVERVIEW OF RESEARCH PARTICIPANTS

	Mannat Media Club	Rangmanch Media Club	Funky Boyz Media Club	Total
# of girl participants	8	19	0	27
# of boy participants	3	0	9	12
Age Range	12-16	12-18	13-18	
Background	1st generation Bengali migrants	2nd generation Bihari migrants	Bihari migrants (1st and 2nd generation)	
Location	Tughlakabad Extension	Okhla Phase 1	Khirki Extension	
Partner NGO	Chintan	Vidya	Swechha	
Age of media club at time of research	2.5 years	1 year	2 years	





APPENDIX 3: KPM'S RESEARCH PRINCIPLES

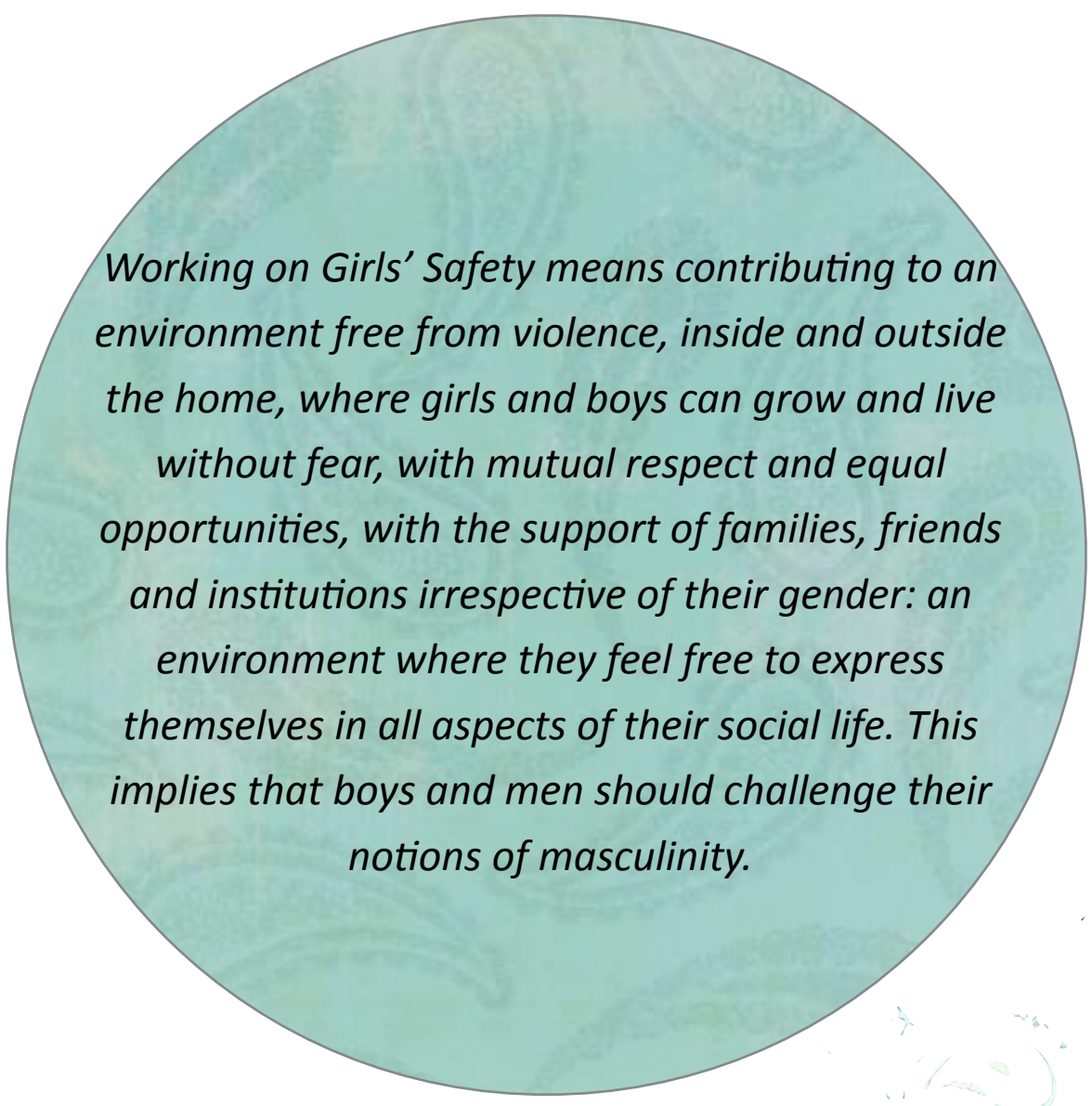
A number of general principles guided this research effort. Underpinning all of them is an imperative to treat research as an essential and necessary part of KPM's existing programs and not as separate from them.

- **Build on what already exists.** For a research effort to be successful for an organization, it has to leverage the existing competencies of its staff by building on current ways of working and human resources. It should be integrated in an organization's habitual activities, methods and approaches (e.g., class-sessions, homework, media-based tools, etc.)
- **Include everybody.** In small, grassroots organizations, research must be designed to include everybody - both inside the organization and inside classrooms. All members of staff should be able to locate the research in their own work, discuss its value and actively contribute to it. Likewise, research methods must be designed with all participants in mind, including a range of literacy rates, religions, cultures, genders and ages. The more stake people have in the research, the more they can possibly gain and add to it and the better it will be.
- **Give as much as you take.** Working with children and youth on a sensitive issue that affects their daily life imposes, ethically, that the research process be participatory and transformative in all its components, and to the maximum extent possible. In the case of girls' safety this meant taking the children and youth as much more than simply 'respondents', 'witnesses' or 'victims/perpetrators' of sexual harassment, but as individuals, groups and citizens. KPM continuously walked the line between being researcher and teacher, both learning from youth's experiences with girls' safety and helping them push their knowledge further.
- **Learn as you go.** The goal of research in a small organization is not necessarily a final report of generalized findings for external audiences. Rather observations often can be fed habitually and regularly back into the research so that the hands-on experience of the organization adds actual value to the research effort and has direct and immediate impact on the work of the team. To this effect, external research support becomes essential to structure and drive the research effort and to help with the adaptation of fitting research tools, methodologies and on-going observations to what the organization is already best suited to achieve.



APPENDIX 4: KPM'S DEFINITION OF GIRLS' SAFETY

This definition was written collaboratively by the KPM team in Phase 1 of the research, facilitated by the Research Advisor. It reflects the learning and focus of 3 weeks of internal trainings, discussions and secondary research about girls' safety. This definition guides KPM's work on girl safety.



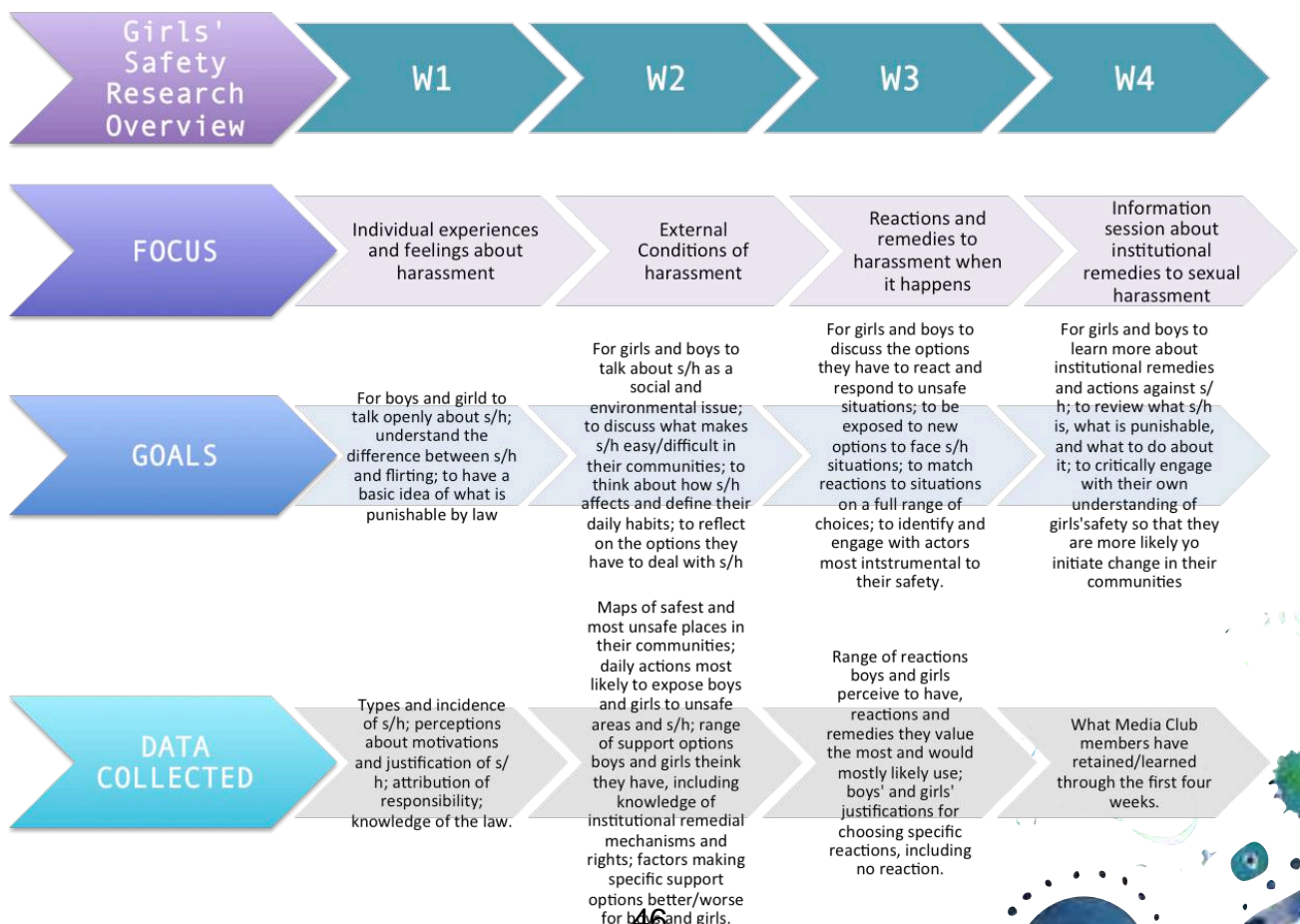
Working on Girls' Safety means contributing to an environment free from violence, inside and outside the home, where girls and boys can grow and live without fear, with mutual respect and equal opportunities, with the support of families, friends and institutions irrespective of their gender: an environment where they feel free to express themselves in all aspects of their social life. This implies that boys and men should challenge their notions of masculinity.

APPENDIX 5: KPM'S RESEARCH TOOLKIT - GIRL SAFETY

In this appendix, we include the planning and research tools the team used to carry out 'Phase 2' of the research, that is the empirical part of the research with youth that saw the intensive involvement of three of KPM's four Media Clubs in Delhi (as of early 2014). We hope that this can help and inspire other small organizations with reduced research capacity to engage in research project, including child- and youth-friendly ones, with the primary goal of 'doing better' what they already do.

Most of these documents were produced for internal use, and are reproduced here with only minor editing for clarity. We remain at full disposal of anybody who is interested in knowing more or using part or all of these tools.

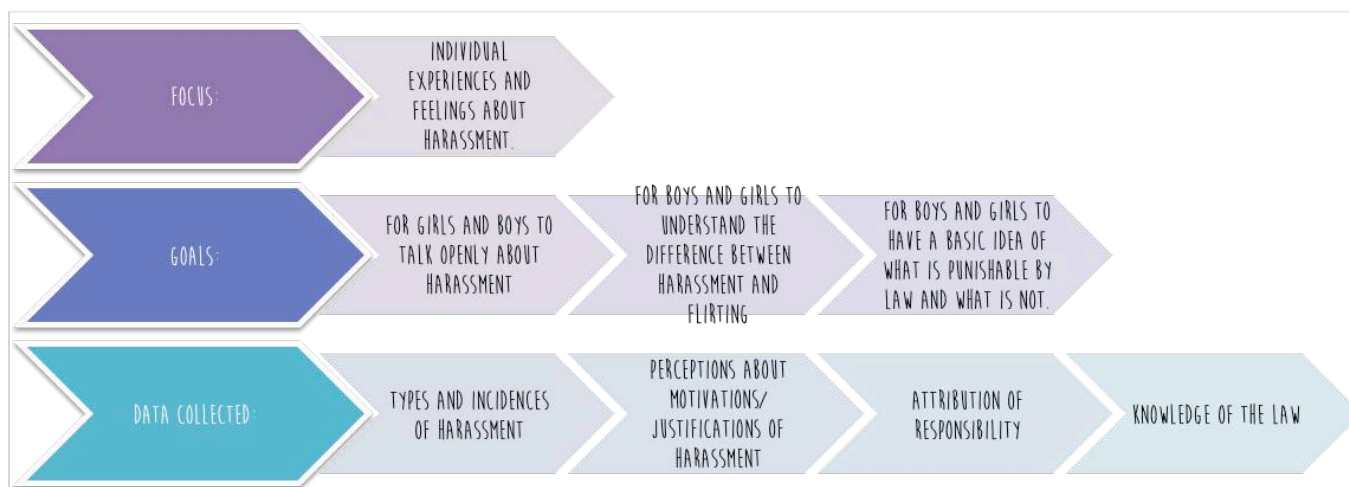
5.1 OVERVIEW OF FOCUS, GOALS, AND DATA COLLECTED IN PHASE 2 (PRIMARY RESEARCH).



5.2 DETAILED SESSION PLAN (W1 TO W4, PRIMARY RESEARCH)

For each week, we list below the focus, goals and questions we were trying to answer. Additionally, we have also reproduced the detailed lesson plans for each session, developed by the KPM team and used by the moderator. In particular, the lesson plans reference the activities done, the information the moderator used to stimulate debate and a few tips for the moderator. Please bear in mind that these are working documents reproduced for only for reference and should be adapted to specific contexts before use.

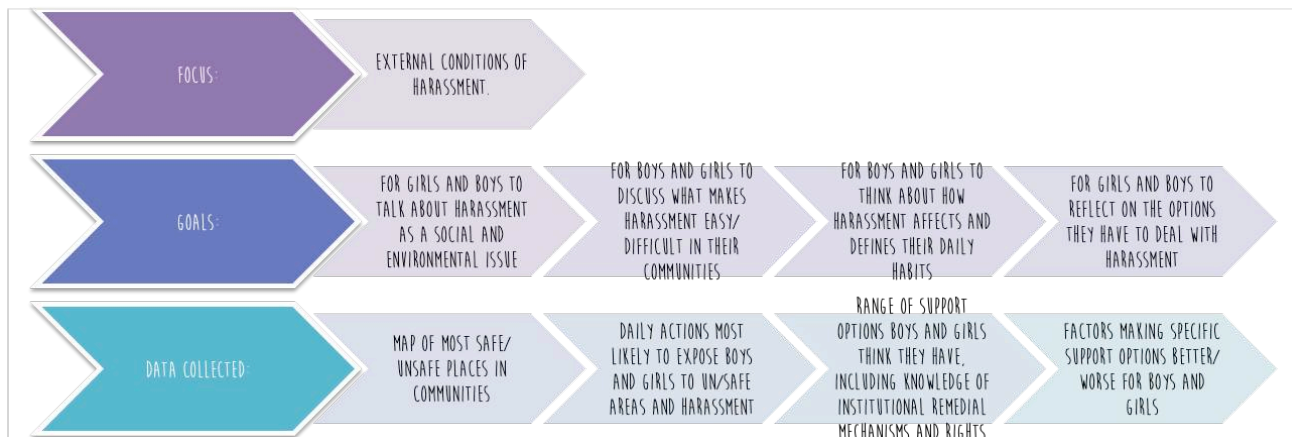
WEEK 1



	Activities	Tools	Info	Comments
10'	<p>Opening and Introduction:</p> <ol style="list-style-type: none"> Catalyze energy with ice-breaker games Foster trust and comfort with 'truth circle' Create momentum by letting kids know they will help others with information they give Give overview of next 2 months 	<p>Create a 'truth circle' with tape, with instructions that whoever is in it has to say the truth or can decide to stay silent. Distribute 'Girls' Safety' stickers to participants as badges.</p>	<p>95% of women in Delhi feel unsafe</p>	
15'	<p>Traffic Light</p> <ol style="list-style-type: none"> The moderator mentions that it is important to know how to distinguish between the different forms of attention we give and receive on a daily basis, to make sure we are understood and not harming. S/he introduces the cards that list specific behaviors. Blank cards are distributed to participants to add other relevant behaviors. S/he goes through each printed card to make sure everybody understands the meaning of the behavior listed (in Hindi and English). Cards are distributed amongst participants. The moderator asks whether each card is always/never/sometimes ok and participants stick the cards in the corresponding place on the traffic light. Participants are prompted to think of other behaviors, and add them to the traffic light using the blank cards. 	<p>Traffic Light printout</p> <p>Harassment cards including one for 'green' light to stimulate discussion on positive attention/flirting</p> <p>Blank cards</p> <p>Tape/blue tack</p>		<p>Moderator can share <i>real</i> personal experiences in order to make participants more comfortable but never ask participants for personal experiences - it might reinforce feelings of shame and guilt.</p> <p>Moderator can also help participants by mentioning different spaces: NGO, home, school, etc.</p> <p>The emphasis has to be on positive as much as suspicious or harmful attention.</p>

15'	<p>Discussion</p> <ul style="list-style-type: none"> - The moderator asks participants who they imagine is giving them attention when placing the card in the different spaces: strangers, acquaintances, or friends? - Friendship or harassment? The participants are asked to answer: why are so many cards in the yellow light? What makes those behaviors always ok or never ok: the identity of the person, the circumstances, and/or the feeling of the person who receives the attention? Some cards are moved to different colors based on discussion. - Flirting or harassment? If the green light has very few cards, the moderator asks participants to add cards with attention they always like to receive. - A photo is taken of the traffic light before and after discussion. 	<p>Traffic Light printout</p> <p>Harassment cards</p> <p>Blank Cards</p>	<p>Relevant Indian Penal Code sections</p> <p>Whether attention is wanted/unwanted, solicited/unsolicited defines if it is OK or not. Violence is never ok.</p> <p>The difference between flirting and harassment in certain cases lies in whether the attention is wanted or unwanted, solicited or unsolicited.</p>	<p>The moderator will find that some cards that describe criminal offenses will be considered "OK" or 'sometimes OK'. S/he needs to step in and clarify with the kids the laws.</p> <p>If questions are raised about harassment becoming 'OK' after marriage or within a romantic relationship, the moderator should openly discuss the issue.</p>
10'	<p>Ranking by emotions</p> <ol style="list-style-type: none"> 1. The moderator distributes another set of cards (or the same taken from the traffic light) to the participants. They are asked to quickly and individually place the cards on the 'Emotions Banner' according to the feeling they associate with the act (from smiley/happy to terrified) 2. Take a photo of the final banner. 	<p>Emotions Banner</p> <p>Harassment Cards</p>		
5'	<p>Discussion</p> <ul style="list-style-type: none"> - The moderator looks at the distribution of cards and raises questions such as: what scares you the most? what do you like the most? - Some cards can be moved based on discussion - The moderator draws a line at the second step (suspicious) and explains that participants should feel entitled to ask for help/support when things happen after that line. 	<p>Emotions Banner</p> <p>Harassment Cards</p>	<p>For any attention or behavior right of the line (suspicious), participants should feel entitled to ask for help and support from someone trustworthy.</p>	
10'	<p>Ranking by Frequency</p> <ol style="list-style-type: none"> 1. The moderator takes every card and asks how often it happens. The group needs to come to a consensus before placing the card in the appropriate stop in the 'Frequency Clock'. 2. Take a photo of the final. 	<p>Frequency Clock</p> <p>Harassment Cards</p>	<p>The behaviors that are considered familiar are often not given much attention; they need to be addressed urgently.</p> <p>Reiterate the message of wanted/unwanted, solicited/unsolicited attention and flirting/friendliness/harassment.</p>	
5'	<p>Homework</p> <ul style="list-style-type: none"> - Write a story about a real event of harassment that you have seen or experienced. 	<p>Homework worksheets</p>		<p>Optional additional activity: set up a harassment log at the NGO where kids can safely "report" on harassment they witness by filling in the details in a chart.</p>

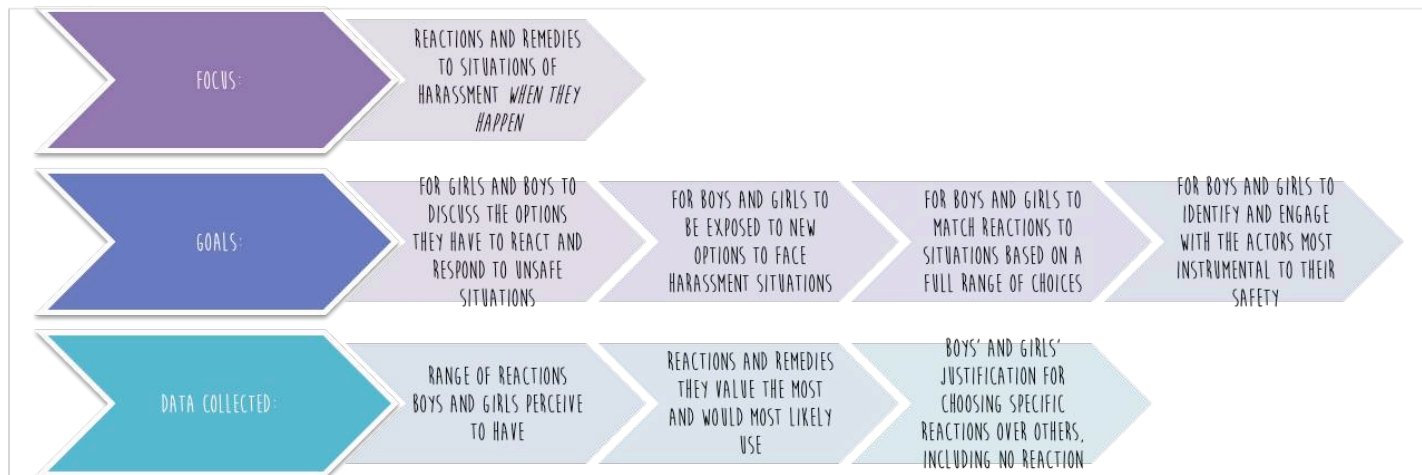
WEEK 2



	Activities	Tools	Info	Comments
15'	<p>Opening and Review of last session:</p> <ol style="list-style-type: none"> Catalyze energy with ice-breaker games Review - what did we do last time? Engage with larger research - ask what the students thought other groups/clubs think about harassment? Inform of focus of the day: understanding what makes daily situations safe/unsafe 	<p>Truth Circle' reminder</p> <p>Powerpoint with key responses from other groups (boys/girls → why do they think differently/the same way?)</p>	<p>Some attention is OK, some is sometimes OK and some is never OK. You should always speak to someone about unwanted and unsolicited attention. Difference between harassment and flirting is how one feels receiving it, not what other people think about it.</p> <p>Boys and girls respond differently to the same question.</p>	<p>Prompt the participants to guess why boys/girls think and feel differently about specific forms of attention.</p>
15'	<p>Board Game</p> <ol style="list-style-type: none"> Moderator creates groups of 3 to 4 people and distributes boards, explains that each box corresponds to a time. S/he asks groups to fill in each time-box with the places they usually are during that time. In between boxes, participants write how they move from one place to the next. Groups are asked to stick/draw a green or red dot on each box and path according to whether they judge each place to be safe or unsafe 	<p>Hour-by-hour' Board Game</p> <p>Green and red markers/ stickers</p>		<p>The moderator should use his/her knowledge of the participants' daily lives to direct them: make sure participants include fetching water, the weekly night markets, the communal toilet, etc. One way to do this is to assign different days to different groups (bazaar day, school day, club day, etc)</p>
5' each	<p>Presentations</p> <ul style="list-style-type: none"> Each group picks a person who will present the group's standard 'day'. They are asked to explain why some moments of the day are unsafe while others are safe. The moderator takes notes (legible, in Hindi) on a large board under 2 categories: 'safe because...' and 'unsafe because...' At the end of the presentations, the moderator asks participants to think about their homework and locate the event of harassment they wrote about on their respective boards 	<p>White board/ Large white paper with 2 columns</p> <p>Marker</p>		<p>The focus has to be on safety as <i>much</i> as unsafety so that kids have a chance of thinking about successful coping strategies and safe places.</p> <p>This is a great opportunity to involve a community role model who can add to and support the students as they are talking about their community's conditions.</p>

10'	<p>Discussion -</p> <ul style="list-style-type: none"> - The moderator 'reads' the board, asking the participants to discuss the fact that harassment happens all the time and happens in the places that they go during their daily routine. S/he points out anything missing (fetching water, etc) - S/he prompts the group to identify a) the safest people and b) unsafe places across the list. (the point is to support coping strategies, not find the culprits) 	Board	<p>Harassment happens at every hour, in every place, in situations you have no control over (like in school, walking home, etc). So "it's not your fault!"</p> <p>Given harassment is so random, gossip about harassment should be avoided: it usually places the blame on the girl without any knowledge of the facts.</p>	<p>This is a great chance to <i>compare ACROSS board games</i> - to see if groups marked the same places safe or unsafe - cross-references time of day as well.</p> <p>This is also a great chance to <i>point out the discrepancy (if any) between where the homework took place and the safety of the same place on maps</i> (for example - the home is often marked as safe but could be the site of homework assignments)</p>
5'	<p>Acting</p> <ol style="list-style-type: none"> 1. The moderator makes 2 groups and asks them to discuss the stories from their homework. Each group picks one story and prepares a skit based on it. 2. Two assistant moderators enact the harasser and victim; everybody else in the group plays the bystanders/witnesses of the event. 3. The moderator engages bystanders on the reasons of the content and timing of their reactions (or lack thereof) 4. In the last skit, the moderator asks the group to change the ending of the skit to show an ideal situation/reaction. 		<p>More than the time and place, it's the people that make harassment happen (or not), including the witnesses to the event and whether they intervene or ignore it.</p> <p>If you want harassment to stop, make it stop when you see it - then it will be less likely to happen to you!</p>	
10'	<p>Discussion</p> <ul style="list-style-type: none"> - The moderator emphasizes the importance of bystanders' reactions and asks participants why, in their opinion, bystanders don't reach when witnessing harassment. 			
5'	<p>Homework</p> <ul style="list-style-type: none"> - Write either a fictional Bollywood movie script including an ideal solution to girls' safety and specific details of people involved or an essay about what needs to change in your community to make harassment stop. 	Homework worksheets		

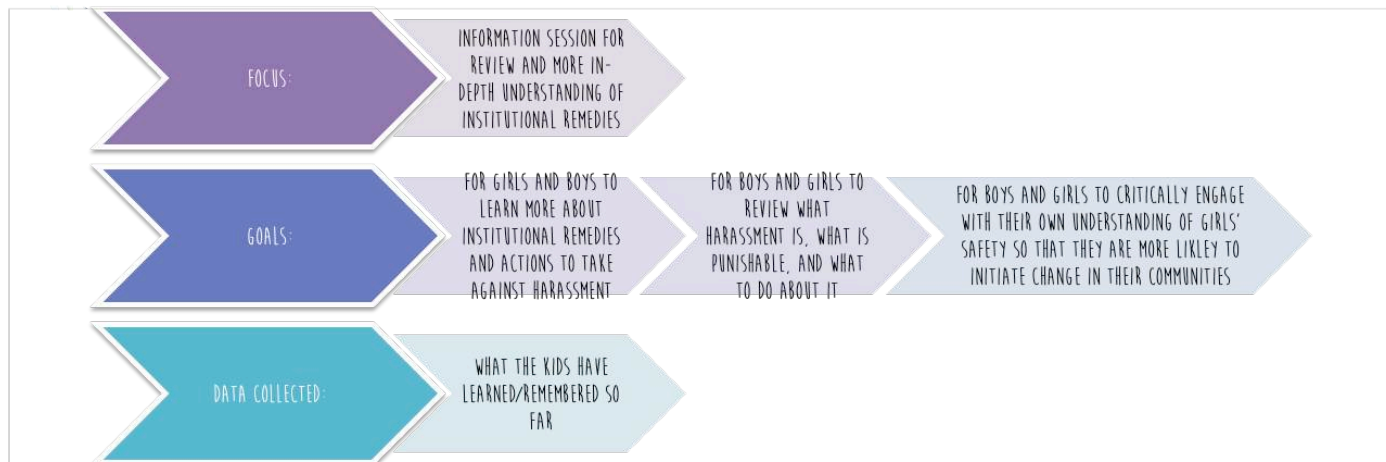
WEEK 3



	Activities	Tools	Info	Comments
10'	Opening and Review of last session: 1. Catalyze energy with ice-breaker games 2. Review - what did we do last time? 3. Engage with larger research - bring up examples of other groups' findings from the map/discussion (for example - power cuts, bullying, school boundaries) 4. Inform of focus of the day: understanding what to do about harassment and when - reactions and remedies	Truth Circle' reminder	Same as last week plus... Harassment happens all the time and everywhere so it's not your fault when it happens to you. What makes a place safe is the space, the time of day, but most of all the people. You also can do something about it.	Prompt the participants to guess why specific circumstances were perceived by other groups as making them feel unsafe.
25'	Survey 1. The moderator distributes surveys in Hindi which prompt participants to think about a) what behaviors are punishable by law, b) what knowledge do they have of helplines, c) what reactions do they think make situations better or worse, d) whom do they talk to about harassment 2. The moderator can help students to understand/read but participants should fill out the survey individually	Surveys Red and green pens	Review of forms of harassment (week 1) Reiteration of importance to talk about it (week 1) Review of possible reactions and options for help (week 2) Introduction to helplines	The moderator needs to be extremely well prepared on the questions in the survey so that s/he can help the students respond in the most accurate way. One-to-one assistance will be needed for illiterate participants.
20'	Reaction Cards: the victim 1. The moderator starts a brainstorm session about 'what a girl can do when she is being harassed' using previously prepared cards and blank cards for new ideas - cards are placed in the first section of the board, under with header 'when harassed I...' 2. S/he adds any additional card left out and explains it to students 3. S/he discusses when each reaction is appropriate, giving specific examples and engaging participants with the difference between situations and reactions	Large board divided into two sections Reaction cards - <i>victim facing harassment</i> Blank cards	Some reactions are unrealistic in certain circumstances , but knowing about them and knowing when they can be effective can give great confidence. Reacting to harassment can be incredibly challenging for the victim , and there should be no expectation that the victim's only 'way out' is self-defense. We are all responsible for giving a happy ending to a case of harassment, if we witness/know about it.	There is a risk of walking the line between realistic and unrealistic expectations of what reactions are likely to happen during an act of harassment. The moderator must be able to convey how difficult it is for a victim to react on the spot <i>without undermining or encouraging overconfidence in participants.</i>

10'	Acting <ol style="list-style-type: none"> Participants are divided into groups and asked to pick a card with a reaction they have never used or never thought about using. They should act out a situation where that reaction is a good and realistic one to use. The moderator identifies and questions the behavior of bystanders in each play in order to transition to the next activity. 	Reaction cards		For example: run if you are alone but shout; embarrass the harasser if you are in a crowd. The moderator should help push kids out of the comfort zone of giving 'easy' answers while still keeping the acting/ reactions realistic.
15'	Reaction Cards: Bystanders <ol style="list-style-type: none"> The moderator starts another brainstorming about what bystanders can do when they see harassment happening, using ready and blank cards (of a different color). The cards are placed in column one of the board, under the victim's possible reactions. S/he adds and explains any additional cards which have been left out/not said S/he discusses when each reaction is appropriate, giving specific examples and engaging the participants with the different combinations between situations and reactions. 	Large board divided into two sections Reaction cards - <i>bystanders during harassment</i>	As a bystander you have a lot of power to stop harassment. Don't let it happen to others and it won't happen to you.	The moderator needs to be very prepared, realistic and creative during this session to help kids realize the bigger picture of stopping harassment - stepping up when you see it happening.
10'	Reaction Cards: Before and After <ol style="list-style-type: none"> The moderator uses the last set of cards to highlight what can be done before and after an event of harassment - and gives the participants chance to add ideas, like above. The cards are placed in the second column of the board Using the survey as reference, the moderator asks students about specific reactions. 	Large board divided into two sections Reaction cards - <i>before and after</i>	Don't wait until something bad happens to know what to do about it, who to talk to, or to offer somebody support.	Cards need to be carefully prepared and selected beforehand and the moderator needs to be very prepared with knowledge about certain cards.
5'	Homework - Write a story from the perspective of a bystander, a parent, or a friend of the people involved.	Homework worksheets		

WEEK 4 (Please note: This session was designed and run by a colleague from KPM's partner JAGORI)



	Activities	Tools	Info	Comments
10'	Opening and Review of last session: 1. Catalyze attention and momentum 2. Review: what did we do in the past 3 weeks? 3. Introduce guest speaker (Jagori) 4. Focus of the day: learn about institutional remedies that address girls' safety	Truth Circle' reminder Game to introduce guests and participants (for examples - groups sing a song based on a word)	Review of all weeks: - Harassment happens all the time and everywhere - there is a difference between flirting and harassment - One should feel free to talk about attention as soon as you are suspicious about it - Stopping harassment when you see it is the best thing you can possibly do	If the guest can lead a fun ice-breaker game (rather than the host organization), it is a great way to start building trust and rapport with the students.
20'	Bindi Game 1. The facilitator asks the students to list all the public place that they know of. 2. Students are split into 4 groups, each group is given a different shape and color of bindi and a time of day and gender (for example: red round bindi for women during the day, red long bindi for women at night. Black round bindi for men during the day, black long bindi for men at night.) Groups stick their bindi on all public spaces which are safe for their category.	Large white paper Marker 4 types of bindis	Review that men and women have different access to safe public spaces	Be sure to point out any areas that have no bindis, only men or only women. Also identify any space which has all 4 types of bindis (there might not be any) *note: this game is similar to the 'Hour-by-Hour Board Game' from week 2 and can be left out if there is limited time.
20'	Power Line 1. Every student gets a piece of paper with an identity written on it (ex: actor, male college student, hijra, female beggar, etc.) Students should keep their new identity a secret. 2. All students start in a single file line. The facilitator says true/false statements - if a student answers 'true' on behalf of their new identity, they should take 2 steps forward. If their answer is 'false' they take 1 step back. 3. Stop when at least one student reaches the other side of the room.	List of identities on small pieces of paper True/False statements to ask about freedom to make life choices, travel, earn money, earn respect, etc.	Certain people get full respect due to their social standing - not only between men and women, but within men and women as well (no 2 women are the same). Respect depends on the situation and who is involved. Because it depends on all these things, no single reaction/remedy to harassment/disrespect is always good for every situation.	The facilitator needs a very clear explanation for this game - otherwise there can be quite jump to the conclusion.

20'	<p>Acting</p> <ol style="list-style-type: none"> In groups, students are given a poster which they have to act out in front of the others explaining what is happening in the poster, who is in the scene, and if they were there, what would they do to stop it? After each act, the facilitator writes on the board what, who and what they will do Follow the acting with a discussion - what can be done about harassment in general? 	<p>Posters with scenes of harassment</p> <p>Board divided into 3 columns: what? who? what will they do?</p> <p>Marker</p>	<p>First one has to have their own confidence to understand harassment before they can ask for help - otherwise those who try to help might end up perpetuating blame on the girl.</p> <p>Steps for change are:</p> <ol style="list-style-type: none"> understand what harassment is and that it's not your fault share your experience with someone you trust do something about it 	<p>The moderator should be prepared to reference the acting activities in the transition between writing in the chart and discussing possible actions to take.</p> <p>In this class, the moderator really carries the burden for <i>teaching</i> things that can be done about harassment.</p>
20'	<p>Bollywood Songs</p> <ol style="list-style-type: none"> Ask the students to sing certain lines of popular Bollywood songs (for example: Honey Singh) Discuss what the lyrics mean and why the songs are so popular. Ask whether the same behavior by men is ok if it was directed at them by someone other than a hero of a film. Draw a tree on the board with 'people' written on the trunk. In the branches/leaves, list all the influences that people have where they learn how to behave (family, friends, school, TV, songs, government, etc) 	<p>Song Lyrics</p> <p>Board</p> <p>Marker</p>	<p>Why do you think boys tease girls? If Salman Khan can stare at girls in the movies, why shouldn't other boys think they can too? Boys are taught to behave the way they do by many influences including popular culture, which makes it more complex and difficult to change.</p>	
10'	<p>Helplines and FIR Procedures</p> <ol style="list-style-type: none"> The facilitator explains that there are institutional mechanisms in place to protect girls against harassment. S/he explains the 3 steps for change once again For the 'do something' portion, the facilitator describes the process for filing a OFIR, police helpline numbers, and reference to sections 509 and 294 of the IPC Finally, the facilitator distributes the helpline booklets and helps students understand how to use them. 	<p>Jagori helpline booklets</p>	<p>OFIR can be filed at any police station and the complainant can write anything they want (or the police is obligated to read the report to them). They also must receive a photocopy of the report. 294 and 509 of the IPC cover most forms of harassment. 1091 and 181 are both women's helpline numbers. 1096 is within 1091. Men can also call women's helpline numbers.</p>	<p>The moderator should be equipped with the factual knowledge to handle this session with confidence.</p>
5'	<p>Homework</p> <p>- Make your own personal girls' safety plan ('My Girls' Safety Plan') with realistic and detailed examples of what you feel confident to do if you are harassed or if you see harassment.</p>	<p>Homework worksheets</p>		

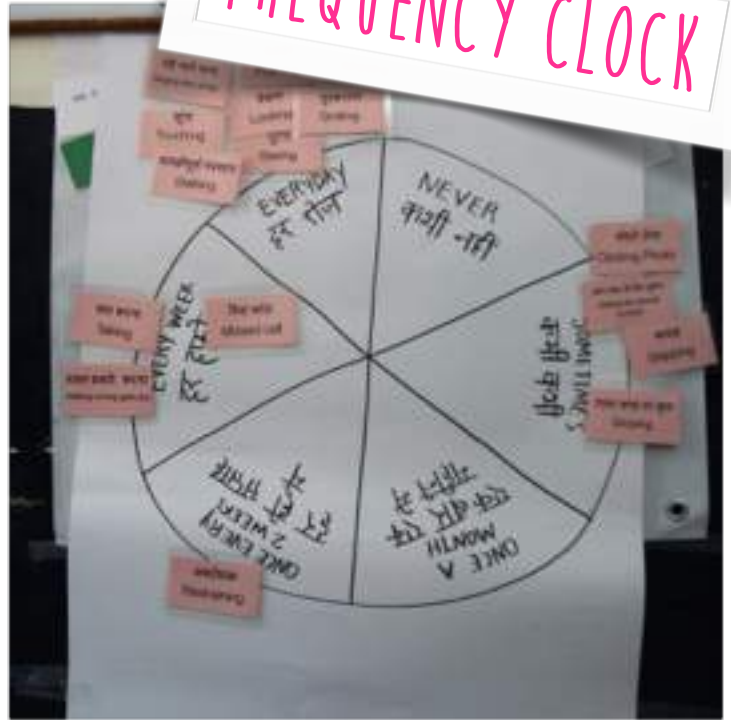
HOUR-BY-HOUR BOARD GAME

The board game is a 24-hour cycle represented by a path of 12 white circles connected by white lines. The path starts at the top left and ends at the bottom right. The time slots are as follows:

- 5:00 - 7:00 AM
- 7:00 - 8:00 AM
- 8:00 - 10:00 AM
- 10:00 - 12:00 AM
- 12:00 - 14:00 PM
- 14:00 - 15:00 PM
- 15:00 - 16:00 PM
- 16:00 - 17:00 PM
- 17:00 - 18:00 PM
- 18:00 - 19:00 PM
- 19:00 - 20:00 PM
- 20:00 - 22:00 PM
- 22:00 - 1:00 AM

Illustrations include a family (mother and father) at the top left, a sun in the middle, a moon at the top and bottom, and colorful buildings at the bottom right. A small blue robot icon is in the bottom left corner.

FREQUENCY CLOCK



TRAFFIC LIGHT

EMOTIONS SCALE



SURVEY - HINDI

Survey: Girls' Safety

1. इनमें से कौनसी हरकत करने पर किसी व्यक्ति को जेल हों सकती हैं?

- | | |
|---|---|
| <input type="checkbox"/> सीटी मारना | <input type="checkbox"/> गंदे चित्र और कार्टून दिखाना |
| <input type="checkbox"/> लड़की को गलत नज़र से घुरना | <input type="checkbox"/> बिना मर्जी के अकेले बुलाना |
| <input type="checkbox"/> बिना पूछे गले लगना | <input type="checkbox"/> तुम्हारी वेबसाइट पर नज़र रखना |
| <input type="checkbox"/> लड़की के पास में खड़े होकर उसके गले पर हवा मारना | <input type="checkbox"/> तुम्हारे फोन के मैसेज पढ़ना |
| <input type="checkbox"/> लड़की के शरीर के ऊपर कमेंट मारना | <input type="checkbox"/> तुम्हारे ईमेल पढ़ना |
| <input type="checkbox"/> फोन पर गंदी बातें करना और गंदे मैसेज भेजना | <input type="checkbox"/> तुम्हारा रास्ता रोकना या तुम्हारा रिक्शा रोकना |
| <input type="checkbox"/> लड़की के मना करने पर भी उसका पीछा करना | <input type="checkbox"/> रेप करना और हमला करना |
| <input type="checkbox"/> गंदी फोटो और विडियो दिखाना | <input type="checkbox"/> तुम्हारे कपड़े उतारने की कोशिश करना |
| <input type="checkbox"/> गंदी आवाज़ें निकालना | <input type="checkbox"/> लड़की को मारना |
| <input type="checkbox"/> गंदे झूठे करण | <input type="checkbox"/> नहाते या कपड़े बदलते हुए फोटो लेना |
| <input type="checkbox"/> गंदी कहानियाँ सुनाना | <input type="checkbox"/> तुम पर नज़र रखना या तुम्हारे फोटो लेना जब तुम घर पर हो |
| <input type="checkbox"/> गंदे गाने गाना | |

2. यहाँ कुछ हेल्पलाइन दी गई हैं जिसे आप मुसीबत में इस्तेमाल कर सकते हैं। क्या आप इन्हे पहचान सकते हैं? नंबर और नाम के बीच में मिलान करें।

100

पीछा कर परेशान करने विरोधी हेल्पलाइन

1098

जागोरी - हिंसा से पीड़ित महिलाओं की सहायता

1091/181

पुलिस

1096

महिलाओं के लिए हेल्पलाइन

011-26692700

SNEHI - तनाव, परीक्षा के दबाव और रिश्तों में परेशानियों के लिए सलाह देना

9582208181

बाल सहायता

3. अगर एक लड़की को छेड़ा जा रहा है, तो इनमें से क्या करने पर लड़की सुरक्षित महसूस कर सकती हैं उसे हरे कलर से मार्क करे। और क्या करने पर वो और ज़्यादा असुरक्षित महसूस करेगी उसे लाल कलर से मार्क करें।

- | | |
|--|---|
| <input type="checkbox"/> भाग जाना | <input type="checkbox"/> फोन पर मदद के लिए बुलाए |
| <input type="checkbox"/> छेड़ने वाले से बात करें | <input type="checkbox"/> अपने फोन से छेड़ने वाले की फोटो ले |
| <input type="checkbox"/> उसे लात मारे, उसे नाखून मारे, या उसे प्रकार या सेफ्टी पिन से मारे | <input type="checkbox"/> छेड़ने वाले को अनदेखा करें |
| <input type="checkbox"/> मिर्ची पाउडर डाल दे | <input type="checkbox"/> लड़की छेड़ने वाले को बोलती हैं कि तुम कानून तोड़ रहे हो और इसके लिए तुम जेल जा सकते हो |
| <input type="checkbox"/> अपनी माँ से बात करें | <input type="checkbox"/> अपने दोस्तों को तुरंत मदद के लिए बुलाए |
| <input type="checkbox"/> अपनी पापा से बात करें | <input type="checkbox"/> वह अनजान लोगों को तुरंत मदद के लिए पुकारे |
| <input type="checkbox"/> अपनी भाई या बेहेन से बात करें | <input type="checkbox"/> वह चिल्लाए |
| <input type="checkbox"/> अपनी दोस्त से बात करें | <input type="checkbox"/> FIR दर्ज कराए |
| <input type="checkbox"/> मदद के लिए शोर मचाए | <input type="checkbox"/> किसी अनजान को तुरंत पुलिस बुलाने को कहे |
| <input type="checkbox"/> अपनी टीचर से बात करें | |
| <input type="checkbox"/> पुलिस को बुलाएं | |
| <input type="checkbox"/> दिखावे के लिए फोन पर बात करना और मदद माँगना | |

4.1 पिछले कुछ महीनों में, किसी ने तुम्हें अजीब महसूस कराया है?

- हा ना

4.2 ये होने के बाद, क्या तुमने किसी से बात की?

- हा, हमेशा एक से ज़्यादा बार हो चुका है लेकिन मैं इस बारे में कभी कभी बात करती/करता हूँ
- मैं इस बारे में कभी बात नहीं करता/करती हूँ

5.1 आपने आज कुछ घण्टे पहले, एक लड़का/लड़की को छेड़ते हुए देखा। आप इसके बारे में किस से बात करेंगे? [नाम या वह आपके कौन लगते हैं]

- 1.
- 2.
- 3.

5.2 अगर आपको कोई छेड़ता है तो इसके बारे में किस से बात करेंगे?

वह है: और मैं उनपर विश्वास करता/करती हूँ क्योंकि...

1. —>
2. —>
3. —>

5.3 आपने पिछले दिवाली से लड़की छेड़ने के ऊपर बात की है?

SURVEY - ENGLISH

SURVEY

1) Do you think a person can go to jail for any of these behaviours? (tick as appropriate)

- | | |
|--|---|
| <input type="checkbox"/> Whistling | <input type="checkbox"/> Showing dirty graffiti, drawings or cartoons |
| <input type="checkbox"/> Staring intently at a girl | <input type="checkbox"/> Asking to be alone with you and be intimate, without your consent |
| <input type="checkbox"/> Unwelcome hugging and kissing | <input type="checkbox"/> Keeping an eye on which websites you check |
| <input type="checkbox"/> Standing very close to a girl or breathing down her neck (for ex., in a bus) | <input type="checkbox"/> Check your messages on your mobile phone |
| <input type="checkbox"/> Passing lewd remarks or comments about a girls' body or looks | <input type="checkbox"/> Read your emails |
| <input type="checkbox"/> Making dirty phone calls or sending dirty sms | <input type="checkbox"/> Stopping you while you walk, or stopping your rickshaw |
| <input type="checkbox"/> Following a girl repeatedly even though she made clear she doesn't want to meet this person | <input type="checkbox"/> Raping and assaulting |
| <input type="checkbox"/> Showing dirty images or videos | <input type="checkbox"/> Trying to take off your clothes |
| <input type="checkbox"/> Making obscene/dirty sounds | <input type="checkbox"/> Beating a girl |
| <input type="checkbox"/> Making dirty gestures | <input type="checkbox"/> Taking a picture while you bath or change clothes |
| <input type="checkbox"/> Telling dirty stories | <input type="checkbox"/> Watching or taking pictures of you when you are in your house or classroom |
| <input type="checkbox"/> Singing dirty songs | |

2) These are some helplines you can call if you are in trouble. Can you recognise any of them? Draw a line between the number and the names:

- | | |
|--------------|--|
| 100 | Anti-Stalking Helpline (you don't need to tell your name or address) |
| 1098 | |
| 1091/181 | TARSHI - Sexuality, HIV and Reproductive Health |
| 1096 | Police – emergency |
| 011-4324503 | Women helpline |
| 011-26472229 | MAADHYAM (harassment at work place) |
| 011-65978181 | SNEHI – Support for Emotional Stress and Relationship Problems |
| | Childline |

3) A girl is being harassed. Mark in green the reactions that help the girl to get out of trouble, and mark in red those that would put the girl at even greater risk.

- | | |
|--|---|
| <input type="checkbox"/> She runs away | <input type="checkbox"/> She calls somebody on the phone |
| <input type="checkbox"/> She talks to the harasser to make him stop | <input type="checkbox"/> She takes a picture of the harasser with her mobile phone |
| <input type="checkbox"/> She kicks the person in his sensitive parts, scratches him with her nails or hits him with a compass or safety pin hidden in her sleeve | <input type="checkbox"/> She ignores the harasser |
| <input type="checkbox"/> She throws mirchi powder at his face | <input type="checkbox"/> She tells the harasser what laws he is breaking and that he could go to jail for his behaviour |
| <input type="checkbox"/> She talks to her mum about it | <input type="checkbox"/> She tells her friends immediately so they can help her |
| <input type="checkbox"/> She talks to her dad about it | <input type="checkbox"/> She tells unknown people so they can help her immediately |
| <input type="checkbox"/> She talks to her sister or brother about it | <input type="checkbox"/> She shouts |
| <input type="checkbox"/> She talks to her best friend about it | <input type="checkbox"/> She files an FIR |
| <input type="checkbox"/> She calls for help | <input type="checkbox"/> She asks a bystander to call the police immediately |
| <input type="checkbox"/> She talks to her teacher about it | |
| <input type="checkbox"/> She calls the police | |
| <input type="checkbox"/> She pretends she is talking to somebody on the phone and ask for help to scare the harasser away | |

4) a. In the past month, did anybody make you feel uncomfortable?

Yes

No

b. After it happened, did you talk to anyone about it?

Yes, always

It happened more than once, but I talked about it only sometimes

I never talk about it

5) a. You have seen a boy or a man harassing a girl or a boy, a few hours before: whom do you talk to about it? (NAMES OR ONLY THEIR RELATION TO YOU)

1.

2.

3.

b. You have been harassed. Who do you talk to?

They are...

and I trust them because....

1.

→

2.

→

3.

→

c. With whom have you discussed or talked about harassment, since Diwali last year? (write as many names as you want)

MY GIRLS' SAFETY PLAN HOMEWORK

OFFICIAL

MY GIRLS' SAFETY PLAN

मैं बचने के लिए रोज़ क्या कर सकती/सकता हूँ:

What I can do everyday to be safe:

जब मैं अकेले बाहर जा रही/रहा हूँ...
When I'm going around alone...

जब मैं बाहर घूम रही/रहा हूँ...
When I travel around...

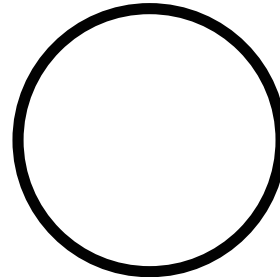
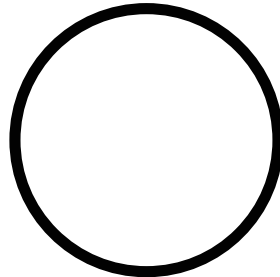
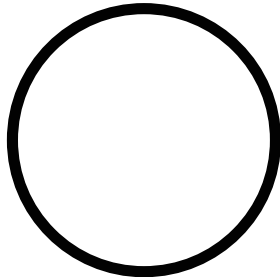
जब मैं अपने दोस्तों के साथ हूँ...
When I'm with my friends...

जब मैं स्कूल में हूँ...
When I'm in school...

अगर मेरे आसपास छेड़छाड़ हो रही हैं, मैं वादा करती/करता हूँ...
If harassment is happening around me, I promise to...

--

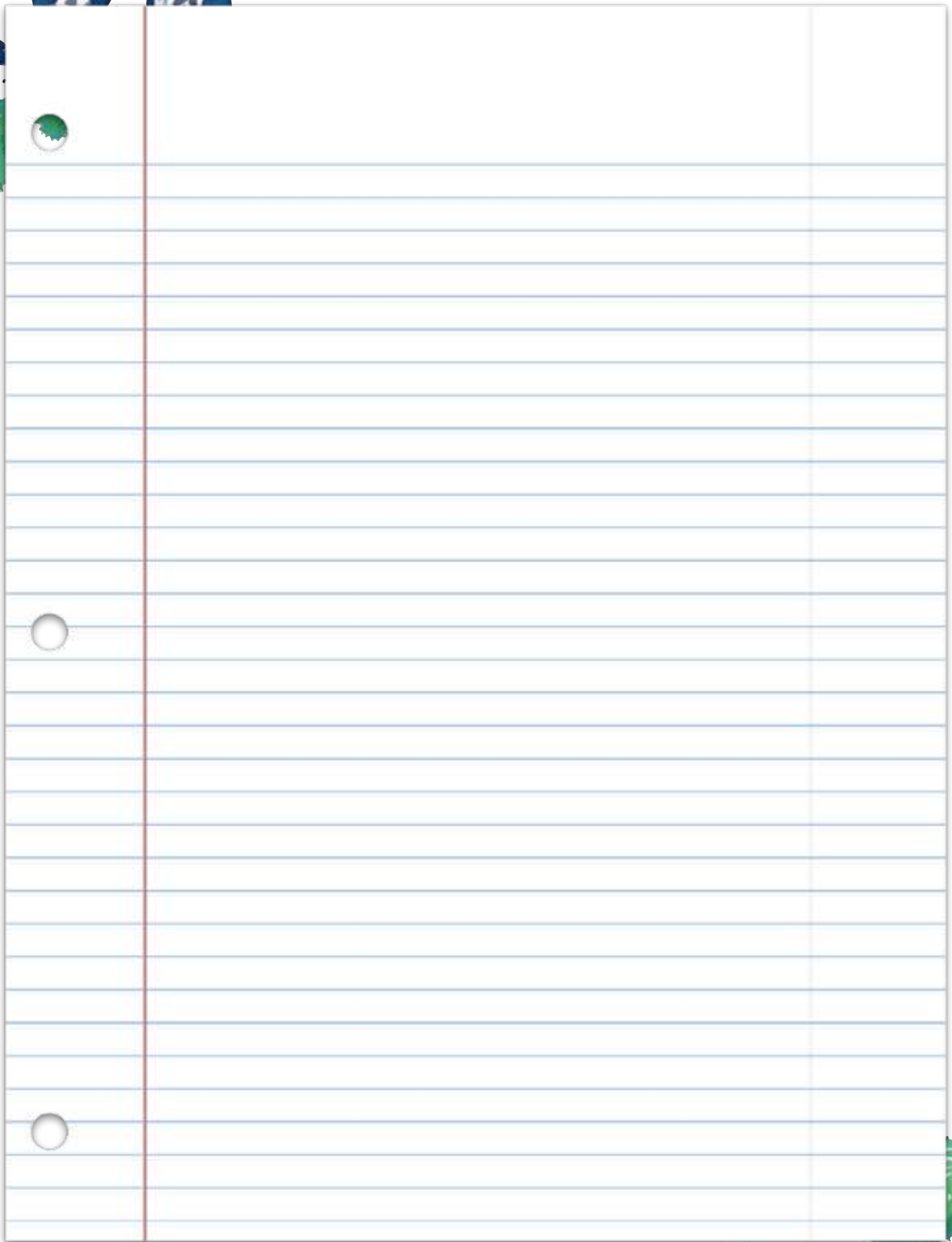
अगर मैंने छेड़छाड़ होते हुए देखा या अनुभव किया है, तो मैं इन लोगों से
बात कर सकती/सकता हूँ:
If I see or experience harassment, these are the people I can talk to:



Date: _____

Signature: _____

NOTES





Kid Powered Media
www.kidpoweredmedia.com

A-89 4th Floor
Lajpat Nagar 1
Delhi 110024

info@kidpoweredmedia.com

Authors can be contacted at:

francescobino@gmail.com

jessie@kidpoweredmedia.com