

# **Attitudinal Transformation of Young Boys to be the Change Makers for ensuring Gender Parity in Society**

## **Period of Proposal**

2019 – 2024

## **Area of Implementation**

5 villages under South 24 Parganas District,  
West Bengal, India

## **Proposed By**

**NISHTHA**

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## **Section 1: Organization Rationale and Strategies**

### **Rationale**

*The problem(s) our organization is addressing and who is most affected by these problems.*

Nishtha is a community based women's organisation operating in nearly 300 villages of the South 24 Parganas district of West Bengal since early 1970s. We focus on empowerment of women and consider education as the best empowerment for all specially women.

Nishtha strives for ushering in a brave new world that would deny all discriminations on the basis of sex, class, caste, creed, religion or colour; where woman and man would have equal rights, equal opportunities and equal dignity; where children would not have to toil hard to earn their food; where all children would go to school; where the old and the infirm would have the respect they deserve; where there would be no violence and no war.

The Mission of Nishtha is to build discrimination free just world where every woman will get equal opportunity, equal rights and equal dignity.

As an organization we want to and have been working on ensuring that people have access to their rights. These rights would not be survival rights but protection, participation and ensuring holistic development of every individual. When we look closely we will realize that over the last few years Women's Rights has been looked up as Women's issues affecting only therefore one half of our population. The participation of men therefore in talking about gender equality and gender based violence has been very limited. It has been the endeavor of rights based organizations, feminists and organizations, to ensure that there is change in the way we think and act. So the participation of men also has been limited.

Gender divides power. Inequalities between men and women are one of the most persistent patterns in the distribution of power. For example women's lack of influence marks political decision-making the world over.

Gender relations are power relations. Often what it means to be a 'woman' is to be powerless (quiet, obedient, accommodating). A 'real man', by contrast, is powerful (outspoken, in control, able to impose his will), particularly in relation to women. These gender roles tend to perpetuate the power inequalities that they are based on. For example, the fact that many men and women think it's not 'natural' for women to speak up in public often poses a key barrier to women's access to decision-making.

Gender shapes institutions and how they affect the distribution of power. Most political and economic institutions, historically dominated by men, are tailored to men's experience. They idealize 'masculine' forms of behaviour and rely on men's

power over women. Therefore these institutions tend to 'lock in' two types of power - men's power over women, and the power of the most 'masculine' men over everyone.

This need to be in power and dominance has led men to become insecure. Men and boys have to constantly prove that they are powerful and to prove this they have to exhibit their masculinity. This could be at the cost of losing their inherent virtues for example a boy cannot be shy or cry if hurt. This back of the mind pressure leads boys to drop out of school. They are in a hurry to earn monies and prove their masculinity. In their workplace again they have to prove their power over not only women but also other men and everyone. Boys will have to work and pal up with older men in their workplace. Masculinity, strength, ruggedness, toughness, powerfulness, bravery, courage are traditional qualities that they have to master. Being sensitive, caring, loving become opposite virtues for them which they never should display.

Men and boys will have to display their manliness by overpowering the other. An easy target for this would be women and girls who can be touched inappropriately or teased on the streets, they can be sexually abused or raped, and they can be violated physically, emotionally for not accepting men as the powerful.

Men are getting labelled as being violent in their families and in the society. This is harming their emotional well-being; hidden within their self-covered by an outside that is supposed to be hard and emotion-less based on societal norms.

In this struggle to keep pace with societal norms and practices, men are losing out. So is our country and society. On one hand women are unable to participate in the economy and on the other hand men will slowly burn out and become totally incapable to contribute to the economy.

Children are growing up in families where they have no emotional support. In economically marginalized communities children are often first generation learners. Unable to cope with education, no support during growing up adolescence stage, children grow up denied their basic rights and so do not also show any responsibility towards themselves or the society.

The scenario in the realm of education can pertinently be perceived from the following data.

- a) Over all literacy rate in India is 72.99 per cent but the rate in rural area is quite lower.
- b) As regards Gross Enrolment Ratio (GER) from Class I to XII in the age group of 6-17 years is 86.5 and scenario is certainly very much grave in rural India. This GER is extremely alarming at the Higher Secondary level which is 39.3 per cent. (Source: Statistics of School Education, 2010-2011, Govt. of India.)

- c) Overall dropout rate in India from Class I to X for boys is 50.4 per cent while among girls is 47.9 per cent so, the gender gap is 21.6. Condition of both the sexes is grave in rural areas. (Source: Statistics of School Education, 2010-2011, Govt. of India.)
- d) With regard to Percentage Distribution of Persons of Age 15 years and above by Level of General Education in rural areas is thus not literate is 26 per cent, 25.3 per cent belongs to Literate & Up to Primary Level, in the Middle level the percentage is 20.5, 14.7 per cent in Secondary level, 8 per cent in Higher Secondary Level, 1 per cent having Diploma while 4.5 per cent people are in Graduate & above category. (Source: Report No. 543 of NSS 66<sup>th</sup> Round, Govt. of India).

There is also a glaring difference between male and female literacy in West Bengal; the former being 46.9%, the latter 24.8%. In rural areas the literacy rates for male is 40.8% and for female 18%.

According to ASER Survey in West Bengal as in other states more than 96% children are enrolled into school. However in West Bengal only about 50 – 59% is attending school regularly.

Coming to the education level in schools surveyed by ASER, in West Bengal of all children enrolled in Class V about 50% cannot read Standard II level (Source: Annual School Education Report, January, 2017).

So, all these statistical data substantiate the legitimacy of retention of boys in school as well as to mobilise the young boys to take active part in diminishing gender disparity in all spheres

According to National Health and Family Survey (NFHS-3), Government of India, 54% of girls in West Bengal are married by the age of 18 years making West Bengal one of the top four states in this regard. The trend is higher in rural areas which accounts for 63%, urban areas account for 33%. Early pregnancy is prevalent amongst 25% girls between the age group of 15-19 years. The total number of underage married girls, who have also become mothers before attaining the age of 15 in Bengal stands at a whopping 27,082, which is the second highest in the country.

The extent and severity of domestic violence against women in India, an especially married woman is chilling. As per **NFHS-3**, more than one-third of women in the age group 15-49 have experienced physical violence and about one in 10 have experienced sexual violence. Two thirds of the women have not only ever sought

help, but have also never told anyone about the violence. Sadly more than half of women (54 per cent) and men (51 per cent) agree that it is justifiable for a husband to beat his wife in certain circumstances.

Domestic Violence does not just affect the woman but the entire family adversely, especially children. A 2006 UNICEF report says 69 million children witness violence within homes in India. Children who are affected by Domestic Violence often bully other children and are three times more likely to get into fights. They can lose interest in school work, get depressed and even have suicidal tendencies. Several studies have revealed that children who witness Domestic Violence are more likely to be affected by violence as adults; either as victims or perpetrators. There is a common link between domestic violence and child abuse. Among victims of child abuse, 40 per cent report domestic violence in the home.

Low status of women, lack of social and economic security, neglect and violence are some of the reasons for trafficking of girls and women.

In rural areas, percentage of *Ever-married women who have ever experienced spousal violence* is 36.9, *Ever-married women who have experienced violence during any pregnancy* is 4.8 per cent and 47.6 percent of women aged between 15&24 years who use hygienic methods of protection during their menstrual period. 22.3 per cent women who worked in the last 12 months who were paid in cash, only 22.9 per cent women owning a house and/or land (alone or jointly with others), 38.3 per cent women having a bank or savings account that they themselves use, 33.9 per cent Women having a mobile phone that they themselves use. (Source: NFHS 4, 2015-16, Govt. of India)

All these above related information portray the gender based violence and disparity in terms of gender disparity point of view.

## Section 1: Organization Rationale and Strategies

### A ) What social change are we trying to achieve?

Beginning 2016 governments, businesses and civil society together with the United Nations have started to mobilize efforts to achieve the Sustainable Development Agenda by 2030.

We believe as a civil society organization, collective efforts are needed so as to reduce the problems in the present society towards a developed nation and society.

As per the Agenda no. 4 i.e. Quality Education for children and no. 5 Gender Equality and Women Empowerment are the two focus areas where we are trying to achieve change.

We are trying to work on building the self-esteem of children and adolescents; providing them access to quality education; providing them opportunities for a better world view and exposure.

The widely accepted definition of power is getting someone else to do what you want them to do. Arguably this reflects a specifically male experience of the world: a place inhabited by hostile 'others' with whom, to survive, you are forced to forge some kind of social relationship.

**Women, particularly in their socially assigned roles of wife and mother, may more often understand themselves as being in continuity with the people around them rather than in opposition. They often aim to build capacity in others rather than to dominate. This would suggest an alternative idea of power: the capacity to transform and empower yourself and others.** Amongst other things this alternative perspective highlights that women can have special forms of influence on decision-making because of their specific social status.

We believe the tables have turned and it is now time to think like women do. It is time to help young boys and men to change their attitudes and mind-sets to believe that power means to empower yourself and **others**. Our work with men and boys will help them believe that equality is needed and possible.

## **Section 1: Organization Rationale and Strategies**

### **Contribution**

#### ***B ) Our organization's contribution to addressing these problems***

Nishtha is often known as a woman's organization working towards rights of women and girls and these activities are highlighted through our different programmes and projects. Nishtha's milestone achievement has been formation of volunteer based groups who offer their services to challenge and fight against all sorts of atrocities and violence against women and girls.

Nishtha over the years has been working with children forming Balak-Balika Vahini. Adolescents and young boys and girls are formed into groups called the Kishor-Kishori Vahinis. In both these groups the numbers of girls is more over boys.

The Kishor-Kishori Vahini members have been trained on different issues so that they can work in their communities to address different rights violations. This includes checking the high drop out of boys and girls from school. It also addresses early and child marriage where not only is the girls underage but the boys are immature and underage too. The young people have been also working towards their ecological rights.

Nishtha has also been working with fathers and men sensitizing them on gender equality and non-violence through home visits, meetings, workshops, trainings, rallies and other techniques.

Apart for that other important programmes of Nishtha are-

- Night Shelter and Day Care Centre for the children, both boys and girls, of sex workers who are highly neglected and vulnerable to face abuse, violence and later on become in conflict with law or girls are forced to take up their mother's profession.
- To make the community more sensitized to prevent violence against women and girls, every year Nishtha organises a campaign during Anti-Violence Fortnight in several Districts of West Bengal and beyond with active participation of men and boys.

## SECTION 2: Request for Project Funding

### Project Rationale

|                      |  |
|----------------------|--|
| <b>Project Title</b> | Attitudinal transformation of Young Boys to be the Change Makers for ensuring gender parity in society   |
| <b>Project Goal</b>  | To make a band of young boys to be gender sensitive for restoration of gender parity in society  |
| <b>Objective</b>     | <ol style="list-style-type: none"> <li>i. To ensure retention of 200 young boys in formal school.</li> <li>ii. To sensitise them about prevalent gender inequality in the community through trainings, information &amp; real life exposures.</li> <li>iii. To equip them as peer educators for mobilising others to take active part in social actions for ensuring gender parity in society.</li> </ol>  |
| <b>Strategy</b>      | <p><b>The Project is envisaged as a five-year Pilot and subsequently will be spread to other districts</b></p> <ol style="list-style-type: none"> <li>1. <b>Ensuring 80 % retention of the targeted 200 vulnerable boys in formal school</b> <ul style="list-style-type: none"> <li>• Identify 200 vulnerable boys in 5 village area in the age group of 14-16 years.</li> <li>• These selected 200 boys shall be admitted to formal school or those boys who are already admitted in the formal school, their regular attendance shall be ensured.</li> <li>• Provide them tuition fee every month as they are first generation learners, to ensure their retention in formal school.</li> <li>• Provide them required education materials to encourage their retention.</li> </ul> </li> <li>2. <b>Provide yearlong trainings to the boys to build a cadre of boys gender trainers</b> <ul style="list-style-type: none"> <li>• Trainings specialized on gender with focus on role of men and does being a 'real' man mean - creation of an interactive gender module for the training based on inputs from experts</li> <li>• Exposure visit and cross group interactions to realise the real life situation</li> <li>• These boys would start gender based work division at their own homes to minimise the gender discrimination</li> </ul> </li> </ol> |
|                      | <p><b>3. Create 100 Adult Community Members from 5 villages both males and females being Gender sensitive responsible human beings:</b></p> <ul style="list-style-type: none"> <li>• The strategy is to ensure that they would create a congenial environment in their respective homes so that there would be</li> </ul>  |



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|  | <p>automatic prevention of discrimination against girls, drop-outs of girl-children and gender based work-division at home will be Changed.</p>  |
|  | <p><b>4. Working with youth boys of local youth clubs and train-up them as Gender Sensitive young man :</b></p> <ul style="list-style-type: none"> <li>• As we propose to work with adolescent boys to develop them as future gender sensitive change makers , and as they work towards change and ensuring gender sensitive society , it is important that their entire Circle of Influence – i.e. people and places that influence them and their actions, are also made aware and to bring overall change.</li> <li>• The action projects executed by the boys' group members would also reach out to youth club members of 5 villages. Because most of time we get to hear that these youth club members tease the girls, create nuisance and even attack them together in groups. Due terror of these boys many of parents don't allow their girls to attend the schools and keep them confined within the walls of the house restricting their movement. As these youth clubs are much united and backed by political support so it is quite difficult to protest them. Sometimes it is seen that through sensitizing the youth club members, many good activities can also be done. So we want to target these youth clubs through our projects so all these youth club members and community people can together take up various social actions.</li> <li>• There will be discussion on gender discrimination for village youth clubs consisting of 10 club members in each village so; altogether 50 members of 5 youth clubs in 5 villages will sit together once a month. These members will enlighten their peer group members with regard to ill effects of gender discrimination and gender based violence.</li> </ul> |

## SECTION 3 : Request for Project Funding

### Project Outcome

| Activities  | Outcome   | Indicator  |
|---|---|--|
| Identify boys in 4 village area in the age group 15-17 years                              | <ul style="list-style-type: none"> <li>▪ Cadre of about 200 boys created at village level</li> </ul>  | <ul style="list-style-type: none"> <li>▪ No. of boys enrolling for the project</li> <li>▪ No. of boys completing the different stages of the project - training, exposure visit, felicitation</li> </ul>   |
| Provide yearlong trainings to the boys to be sensitised and a cadre of change makers      | <ul style="list-style-type: none"> <li>▪ Boys understand gender equality</li> <li>▪ Boy gender trainings created with special facilitation skills;</li> <li>▪ Boys are role models to the other younger boys</li> <li>▪ Boys demonstrate leadership skills that also demonstrate gender equal attitude</li> <li>▪ Boys demonstrate leadership skills that are not mere demonstration of power but show 'soft', 'mild' and 'kind' as virtues of a man</li> </ul> | <ul style="list-style-type: none"> <li>▪ No. of boys selected for leadership training</li> <li>▪ No. of boys taking up actions with peers</li> <li>▪ No. of boys demonstrating leadership skills</li> <li>▪ Actions of boys that demonstrate 'soft' 'kind' 'mild' virtues</li> </ul> |
| Trainings specialized on gender with focus on role of shouldering equal responsibilities. | <ul style="list-style-type: none"> <li>▪ Boys are able to demonstrate gender equality through actions in the community</li> <li>▪ Boys are able to demonstrate what does being a 'real' man mean - shouting, hitting, beating, abusing, treating someone low, etc. as not being the virtues</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Demonstration of gender equal actions of the boys in their homes, school, clubs, and other circle of influence</li> <li>▪ No of times boys intervene actions by boys and men that show inequality</li> </ul>                                |

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|---|--|---|
|   | <ul style="list-style-type: none"> <li>▪ Boys are able to stop other men and boys in community from being violent</li> <li>▪ Boys are able to take small actions that demonstrate equality within the family where both men and women take equal responsibility, equal decisions, have equal rights - of speech, of mobility, of choice</li> </ul> |   |
| Create 100 Adult Community Members from 5 villages both males and females being Gender sensitive responsible human beings | <ul style="list-style-type: none"> <li>▪ Organise 20 gender sensitization meetings in 5 villages in a year.</li> <li>▪ The average attendance shall be 20.</li> <li>▪ These 100 adults shall disseminate the information gathered from the meeting with the other community members</li> </ul>   | <ul style="list-style-type: none"> <li>▪ 80% attendance shall be ensured in these meetings.</li> <li>▪ 25% of the targeted sensitized adults shall reduce gender based work division in these families.</li> <li>▪ 25% of the targeted sensitized adults shall take part in different protest activities against gender violence organised by boys group .</li> </ul> |
| Working with youth boys of local youth clubs and train-up them as Gender Sensitive young man                              | <ul style="list-style-type: none"> <li>▪ Selection of 5 youth clubs in 5 villages.</li> <li>▪ Organise 10 gender sensitization meetings in 5 villages in a year with 5 youth clubs.</li> <li>▪ The average attendance shall be 10.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ 80% attendance shall be ensured in these meetings.</li> <li>▪ 20% of the members of the targeted youth clubs shall take part in different protest activities against gender violence organised by boys group .</li> <li>▪ 20% of the members of the targeted youth clubs shall help the</li> </ul>                           |

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|  |  | members of boys group in different activities for reduction of gender discrimination . |
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### **Timeline**

A period of 5 years from 2019 to 2024

### **Area of Implementation**

5 villages under the South 24 Parganas District.

### **Budget**

Budget for 1st year (2019 – 2020) is Rs. 10, 50,600.00

# **Budget for 200 Secondary Students.**

Project Period 01.04.2019 to 31.03.2024

| S.L No.    | Line Item   | Cost X No.of Unit X Months                                  | Budget 2019-20      | Budget 2020-21      | Budget 2021-22      | Budget 2022-23      | Budget 2023-24      | Total Budget        |
|------------|---|---|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| <b>1</b>   | <b>Personnel</b>  |   |                     |                     |                     |                     |                     |                     |
| <b>a</b>   | Part Honorarium to Project Manager  | Rs 15000 X 1 head x 12 Months with 10% increment every year | 180,000.00          | 198000.00           | 217800.00           | 239580.00           | 263538.00           | 1098918.00          |
| <b>b</b>   | Honorarium to Supervisor  | Rs 6000 X 1 head x 12 Months with 10% increment every year  | 72,000.00           | 79200.00            | 87120.00            | 95832.00            | 105415.00           | 439567.00           |
|            | <b>Sub Total</b>  |   | <b>252,000.00</b>   | <b>277200.00</b>    | <b>304920.00</b>    | <b>335412.00</b>    | <b>368953.00</b>    | <b>1538485.00</b>   |
| <b>2</b>   | <b>Program Cost</b>   |   |                     |                     |                     |                     |                     |                     |
| <b>a</b>   | Tuition Fees for 200 boys Scondary/Higher Secondary Students ( V - X) Class | Rs 300 X 200 students x 11 months                           | 660,000.00          | 660000.00           | 660000.00           | 660000.00           | 660000.00           | 3300000.00          |
| <b>b</b>   | Supplement educational Materials  | Rs 300 X 1 x 200 students                                   | 60,000.00           | 60000.00            | 60000.00            | 60000.00            | 60000.00            | 300000.00           |
| <b>c</b>   | <b>Boys Group Leader's Training</b>   |   |                     |                     |                     |                     |                     |                     |
| <b>1</b>   | Food cost   | Rs 50 X 40 boys X 4 Times                                   | 8,000.00            | 8000.00             | 8000.00             | 8000.00             | 8000.00             | 40000.00            |
| <b>2</b>   | Travel cost   | Rs 60 X 40 boys X 4 Times                                   | 9,600.00            | 9600.00             | 9600.00             | 9600.00             | 9600.00             | 48000.00            |
| <b>3</b>   | Resource person fees  | Rs 2500 X 4 Times   | 10,000.00           | 10000.00            | 10000.00            | 10000.00            | 10000.00            | 50000.00            |
| <b>d</b>   | Sensitization Programme with Youth club                                     |   |                     |                     |                     |                     |                     |                     |
| <b>d.1</b> | Refreshment   | Rs.20 X 10 Heads x 5 Villages x 2 times in a Year           | 2,000.00            | 2000.00             | 2000.00             | 2000.00             | 2000.00             | 10000.00            |
| <b>d.2</b> | Equipment & Materials   | Rs.2000 x 5 times   | 10,000.00           | 10000.00            | 10000.00            | 10000.00            | 10000.00            | 50000.00            |
| <b>e</b>   | Sensitization Programme with community adults                               |   |                     |                     |                     |                     |                     |                     |
| <b>e.1</b> | Refreshment   | Rs.10 X 20 Heads x 20 times in 12 Months                    | 4,000.00            | 4000.00             | 4000.00             | 4000.00             | 4000.00             | 20000.00            |
| <b>g</b>   | TA for Social Worker,Volunteers and others                                  | Rs.1000 x 1 x 12 Months                                     | 12,000.00           | 12000.00            | 12000.00            | 12000.00            | 12000.00            | 60000.00            |
|            | <b>Sub total</b>  |   | <b>775,600.00</b>   | <b>775600.00</b>    | <b>775600.00</b>    | <b>775600.00</b>    | <b>775600.00</b>    | <b>3878000.00</b>   |
| <b>3</b>   | <b>Administrative Cost</b>  |   |                     |                     |                     |                     |                     |                     |
| <b>a</b>   | Printing, Postage and Stationary  | Rs.500 x 1 x 12 Months                                      | 6,000.00            | 6000.00             | 6000.00             | 6000.00             | 6000.00             | 30,000.00           |
| <b>b</b>   | Tele, internet, electricity,Repairing , Maintenance & Mise.                 | Rs. 1000 x 1 x 12 Months                                    | 12,000.00           | 12000.00            | 12000.00            | 12000.00            | 12000.00            | 60,000.00           |
| <b>c</b>   | Audit & Legal Expenditure Fees  | Rs 5000 lump sum  | 5,000.00            | 5000.00             | 5000.00             | 5000.00             | 5000.00             | 25,000.00           |
|            | <b>Sub total</b>  |   | <b>23,000.00</b>    | <b>23000.00</b>     | <b>23000.00</b>     | <b>23000.00</b>     | <b>23000.00</b>     | <b>115,000.00</b>   |
|            | <b>Total Cost in INR</b>  |   | <b>1,050,600.00</b> | <b>1,075,800.00</b> | <b>1,103,520.00</b> | <b>1,134,012.00</b> | <b>1,167,553.00</b> | <b>5,531,485.00</b> |