

# the gender lab



**Annual** 2022  
**Report** 2023





# What's Inside?

## 1. About The Gender Lab 03

## 2. Impact summary 05

## 3. Empowering Adolescent Girls and Women 09

- Stories of Change 10
- Kehkasha 17
- Feedback & Impact assessment 21
- TGL Fellowship 28
- Learnings from the year 35

## 4. Redefining Masculinities 38

## 4.1 The Gender Lab Boys Program 39

- Stories of Change 41
- Feedback & Impact Assessment 44
- Annual Event for boys at G5A 48
- Facilitator Engagement 49
- Learning & Reflections 51

## 4.2 How We Raise Our Boys 52

- Learning Together 54
- Sexuality workshop 55
- Feedback and impact assessment 55
- Learnings & Challenges 57

## 5. TGL Hub 58

## 6. Other engagements 61

## 7. Gratitude 64





# About The Gender Lab

The Gender Lab(TGL) has been working towards empowering adolescents and youth (in rural and urban India) to question existing gender narratives through critical thinking and meaningful engagement with their communities.

**Currently, TGL's work spans across the following verticals :**

## 1. Empowering Women

**The Gender Lab Fellowship** is a 10-month program for those who identify as women, aged 20-25, who are passionate about working with adolescent girls. The fellowship is hosted in Mumbai and Jind (Haryana). It aims to develop leadership skills, self-awareness, and sisterhood through a multi-layered 'service learning' model. Women from all over India can apply for the Mumbai fellowship and work with urban girls, while the Jind fellowship is for local women to work with girls in rural villages and create a community of women leaders. The fellows work towards empowering adolescent girls to be more confident, socially aware, better communicators, while fostering sisterhood.

## 2. Empowering Adolescent Girls

### **Avanti Young Women Leadership Program**

AYWLP is a program designed for 13-14 year old girls with a focus on leadership, self-awareness, and challenging gender stereotypes. The program is delivered over 20-25 hours in schools in Mumbai and Jind by TGL fellows. AYWLP is based on a service-learning model which combines classroom instruction with community action projects. This approach allows the girls to apply what they learn in real-world settings, enabling them to develop important skills that will be valuable throughout their lives.

AYWLP is a collaborative effort between The Gender Lab & Avanshali Foundation.

Avanshali Foundation was established in memory of Avanti Desai, daughter of Ashank & Padma Desai. This program is a testament to the power of partnerships and shared commitment towards making a positive impact on the lives of young girls.

AYWLP alumni become Avanti Community Leaders upon completing the AYWLP journey. Small groups of alumni are engaged through events, opportunities and workshops so they can continue their learning and leadership journey.







### 3. Redefining Masculinities

Redefining Masculinities vertical of The Gender Lab works with adolescent boys and relevant stakeholders through creating spaces for them to engage with their own experiences around gender and masculinities:

**3.1 The Gender Lab Boys Program :** The Gender Lab Boys Program (TGLBP) engages school going adolescent boys to explore different aspects of masculinities with them and challenge gender stereotypes at the grass root level. Encouraging the boys to share, express, and care, while creating a trusted and safe space for the same, is a core principle of the engagement. The key objective of the program is to have conversations about the privileges that are associated with being a man through critical thinking and build awareness of the impact of patriarchy on the boys themselves.

**3.2 How We Raise Our Boys :** started as an annual engagement with stakeholders of the adolescents TGL works with through The Gender Lab Boys Program. This included their parents, the school staff - teachers, principals - and others from the community who hold an influence in the upbringing of the children. Now, HWROB is a multilingual program that is organized for educators and

teachers working with children. The program has so far been organized in 10 languages including English with the intent to create gender inclusive classrooms. The program works towards:

01. Building awareness and knowledge on masculinities and gender with educators.
02. Curating regional conversations and building resources for educators to aid in building gender-inclusive classrooms.
03. Building a community of educators across India who are curious to work on gender sensitivity to act as a support system for each other and as a knowledge-sharing community.

Across programs, the team at TGL has been able to impact **40000+ adolescents, 55 fellows, 12 part-time facilitators** and **500+ educators**. TGL has also worked **with 200+ schools**, many of which belong to low income backgrounds and has collaborated with private and government schools in Mumbai and Delhi/NCR. TGL has collaborated with the Jind district administration in Haryana to work in the schools of its villages of Alewa and Uchana blocks. It has been awarded the Lotus Leadership Award 2020.



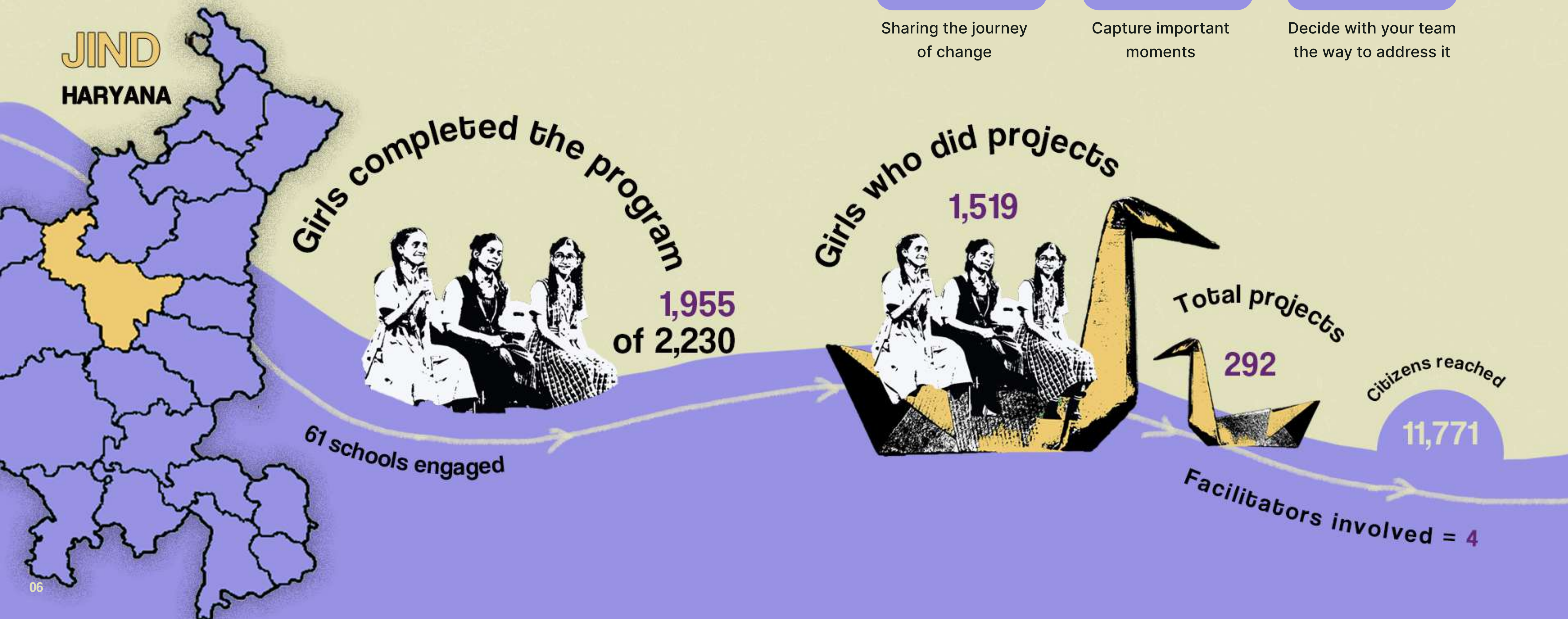
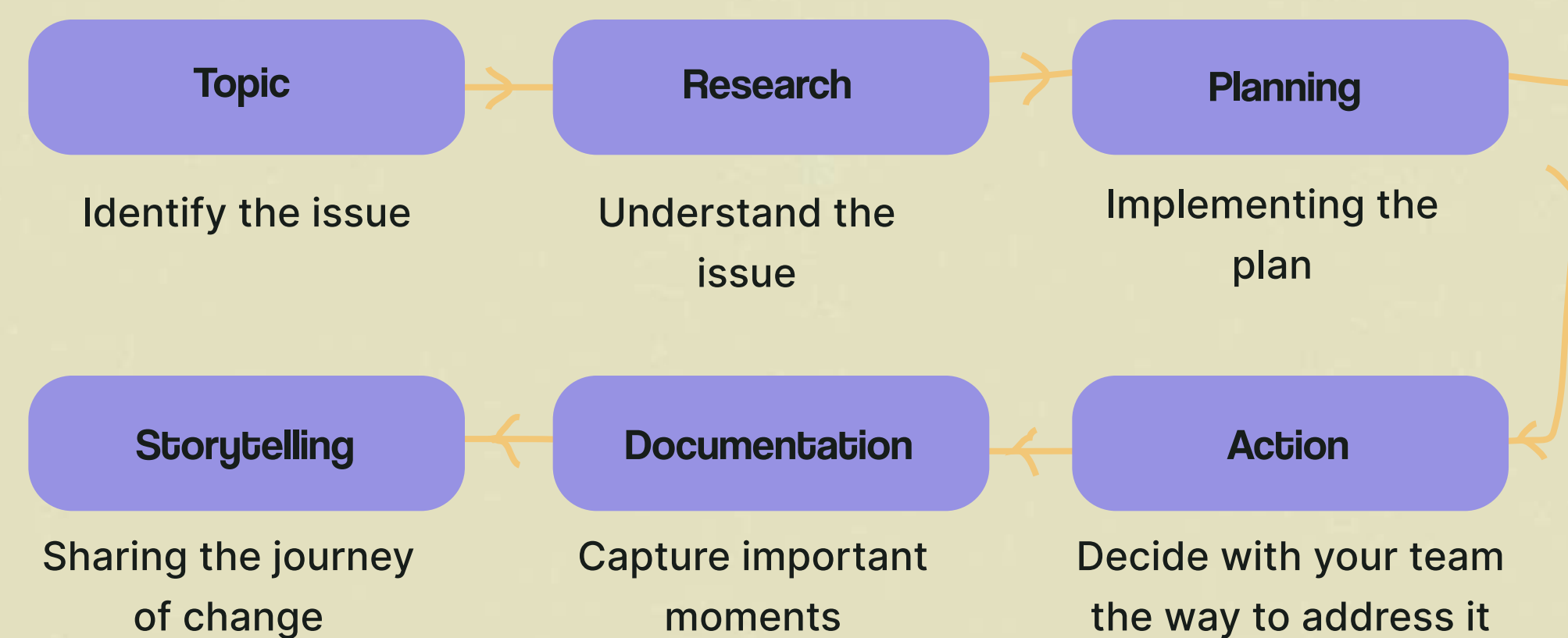
# Impact Summary





## Community Action Projects

As a part of the service learning model, participants are encouraged to take up community action projects on various social issues that impact them. The following process is followed to identify and implement projects. Here is a summary of the kinds of projects taken up this year. More detailed stories are part of the report as you read ahead:







MUMBAI

Girls completed the program



2,544  
of 2,789

69 schools engaged

Girls who did projects

1,935



Total projects

420

Citizens reached  
15,911

Facilitators involved = 9

Boys completed the program



818  
of 1,116

33 schools engaged

Boys who did projects

351



Total projects

70

Citizens reached  
875

Facilitators involved = 8



# How We Raise Our Boys

## In-person Workshops

LOCATION &  
LANGUAGE

AVG. TOTAL  
PARTICIPATION / TARGET  
OUTREACH



### Mumbai

Combination of  
Hindi and English

16/20



### Delhi

Combination of  
Hindi and English

21/25



### Assam

Combination of  
Assamese and  
English

13/25

Total

50/70

## Online Workshops

LANGUAGE

AVG. TOTAL  
PARTICIPATION / NO. OF  
REGISTRATIONS

English

31 /103

Hindi

67 /111

Marathi

28 /45

Bhojpuri

7 /23

Tamil

28 /40

Bangla

12 /31

Total

173 /353

\*It has been challenging to foster participation among teachers/educators who speak regional languages other than Hindi in online conversations. Dominant languages, namely English and Hindi, have consistently had the highest number of registrations, while regional languages have seen fewer registrations. The graph also illustrates that online workshops have had low average attendance, gradual drop outs, and it has been a challenge to find consistency in the participation throughout.



# Empowering Adolescent Girls & Women





## Avanti Young Women Leadership Program

AYWLP is a part time service learning model based leadership program for 13-14 year old school going adolescent girls. The program aims to create safe space for them to learn leadership skills, self awareness and gender stereotypes. After going through workshops based on different themes, they successfully complete the program by doing a project on any one social issue in their community. They are able apply the learnings and skills learned during the session on the field while doing the project and also develop some of the values/skills.

### Following are the sessions conducted in AYWLP

01. Introduction & my unique identity
02. Building a relationship with my voice
03. Courage & self-confidence
04. Gender stereotypes & its impact
05. Understanding my community
06. Team work
07. Project mentoring sessions
08. Closing session

# Stories of Change

The goal of community action projects for girls is to create an opportunity where they practice their leadership and agency by being responsible to think about their community, identify issues, understand them, create an action plan and then to implement it. It is encouraged that this process be driven by girls themselves. The fellows mentoring them facilitate this process, extend support as needed and create a space of reflection at the end.

The fellows play a crucial role in supporting and mentoring the participants throughout the journey. Along with 4-5 touchpoints with each group, fellows also support the participants with field visits, knowledge-building and motivation from time to time.

### Project categories

Every year, a diverse range of project topics are taken up by the participants. Depending on the demographics of the participants, project topics range between broader categories as referred on the right.



Gender

● 134  
● 36



Civic Issues

● 36  
● 41



Mental health

● 45



Health & Hygiene

● 61  
● 119



Child Rights

● 29  
● 12



Substance Abuse

● 14  
● 34



Any other identity based discrimination

● 43  
● 32



Environment

● 39  
● 9

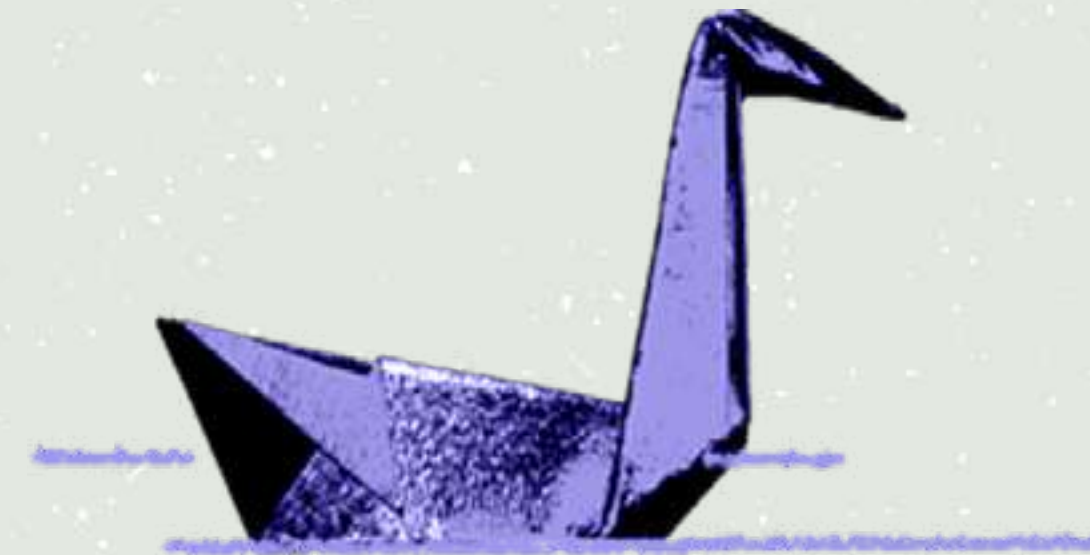


Miscellaneous

● 19  
● 9

- Project category
- No. of projects in Mumbai
- No. of projects in Jind





The majority of topics in **Mumbai** over the last year were focused on creating awareness on or solving gender based issues. This includes topics like awareness on gender stereotypes, girls' education, sexual harassment, etc.

Easier access to stakeholders in a city like Mumbai enables the participants to demand action on various civic issues - garbage, access to water, etc.

Followed by this, participants have conducted workshops, door to door awareness, awareness using poster, video screening on topics like awareness of LGBTQI+ spectrum, identity-based discrimination, victim blaming, domestic violence, unemployment, child sexual abuse and menstruation.

A small number of groups also took up projects on Sexuality, Mental health, SRHR, religion-based/ class-based discrimination which is accounted for in the miscellaneous category.



In **Jind**, atleast one project in each school was based on access to clean and safe washrooms or creating awareness on keeping the washrooms clean. The participants have used approaches like writing letters to their principals for having doors, dustbins and water for the washroom, made models to explain the issue and solutions for the same, conducted surveys and shared the results with the concerned stakeholder using chart papers.

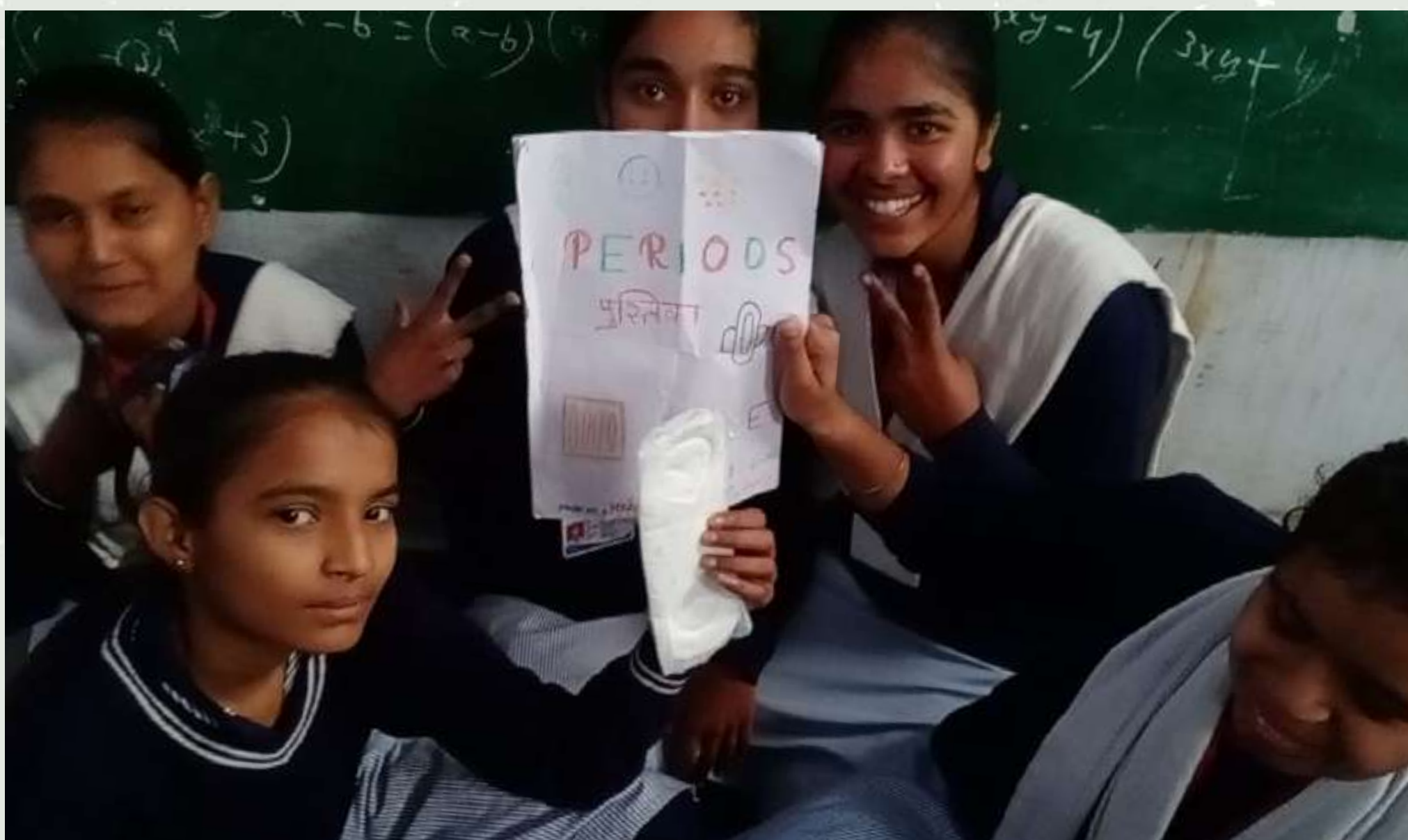
Projects enabled an opportunity for the girls to speak up about topics like the impact of substance abuse on their lives. Project topics like socio-economic impact of the same on families, health impact, and safety issues were taken up under this category. A high number of projects were also focused on demanding garbage free spaces in the village, better systems to collect and disposal of waste.

Due to challenges like the burden of unpaid care work on adolescent girls, lack of support from schools and the community, lack of access to the internet, lack of access to stakeholders in leadership positions, participants in Jind struggled to complete the projects they took up.





Since the pandemic, there has been a significant drop in implementing projects in the community. **Around 56% in Jind and 79% in Mumbai, were school-based projects.** It has been very difficult for the fellows and AYWLP participants to get permission from schools to engage in community projects wherein students step out of the school space and engage with people in the community. This led to many of the projects being focussed on social issues observed by the participants solely in the school space.



"मुझे सुमन दीदी से पीरियड के बारे में जानकारी मिली जिसके बारे में मुझे जानकारी नहीं थी अब मुझे पता है कि जब भी किसी लड़की को पीरियड होंगे तो पैड कैसे यूज करना है।"

लविश, GHS Kheri Masania



## Project Story : Jind



### School GHS Dhankeri

#### Group Diamond

Project topic **Caste based discrimination in the classroom**

Having experienced the use of class and caste-based verbal abuse in their classroom leading to in-fighting and breaking of friendships in the class, the Diamond Group made a plan to create awareness in their class through stories. They wrote stories about caste discrimination and its effects within the class with help from their mentor Reena Didi. All the stories were displayed on a wall like an exhibition of stories and the students were made aware in small groups, after which their takeaways were also collected. The Diamond Group gained confidence when the teachers and principal of the school participated.



### School GHS Shahpur

#### Group Pariyan

Project topic **Understanding about white discharge**

The Pariyan group at GHS Sahapur School discussed the issue of white discharge and periods and decided to speak openly about the same. They sought the help of a male doctor to understand the problem and were advised to meet a female doctor in Jind. This doctor educated them on the causes and types of white discharge and periods and assured them that it was not a disease. The girls then decided to educate their peers in classes 6-10 by gathering them together and answering their questions. However, they faced a lack of support from their parents and the school. Nonetheless, the girls gained the confidence to speak about periods and white discharge without hesitation.



### School GHS Shahpur

#### Group Mohtarma ji

Project topic **Domestic violence**

The Mohtarmaji group from GHS Shahpur school worked on domestic violence and its impact on mental health. With the help of their facilitator, they prepared questions related to women's rights and visited the Women and Child Development Department to gather information. They also met with a Women and Child Development Officer for answers and collected pamphlets with support center information. They used this information to educate their school and village, gathering students from grades 6 to 10 and distributing pamphlets to women in the community.







School **GSSS Intal Kalan**

Group **Intelligent group**

Project topic **Awareness on safe and unsafe touch**

Intelligent girls group realized that they had not been able to access adequate knowledge about safe touch and unsafe touch before, and decided to educate themselves and other children through the project. They watched and screened a YouTube video for boys and girls from the 6th-8th grades, explaining what they learned about safe and unsafe touch. After screening the video, they asked the children to draw or write what they understood. Even though they were nervous, the girls bravely shared the information with the other children, ensuring that they understood how to stay safe.



School **GSSS Model sanskriti**

Group **Beauty girls group**

Project topic **Access to clean and safe washroom in school**

Beauty girls group noticed that their school's washrooms were dirty and caused many health problems. So, they decided to take action and conducted research on the causes and effects of dirty washrooms. They prepared questions and spoke to 200 girls about their experiences. They even spoke to the principal about the issue. With the principal's support, they created a model to educate 210 children on proper washroom etiquette so that washrooms could be kept clean and disease-free. The children succeeded in improving the hygiene of their school's washrooms.





## Project Story : Mumbai



School **Anjuman Islam, Turbhe**

Group **Honey bees**

Project topic **Period Awareness**

The Honeybees group from Anjuman Islam school aimed to create awareness among girls about menstruation and its importance. They conducted online research, workshops and screenings to help 100 students, including 75 girls and 25 boys, understand the period process, products, cycle, diet, and symptoms. Through their efforts, they successfully broke the taboo surrounding menstruation, normalizing it and increasing comfort levels while talking about it. Today, they can confidently answer questions related to menstruation.



School **NMMC Turbhe Store, School no 22**

Group **Strong girls**

Project topic **Cleanliness and waste segregation**

The strong girls group aimed to make people more sensitive towards waste collection workers and raise awareness about waste segregation. They spoke with residents and tried to understand the issues they faced with waste segregation. The group performed a skit in the Turbhe Store area, which gathered a crowd of people who appreciated their efforts. With only two of the girls knowing the play, they worked together as a team to perform the play and learned the true meaning of team spirit and supporting each other. The group hoped to inspire others to practice cleanliness and keep the area more clean.



School **Chhatrapati Shivaji School**

Group **Main Bolungi**

Project name **Dress shaming and victim blaming**

Main Bolungi was a group of young girls who were determined to tackle the issue of victim blaming and dress shaming. Through their project work, they created thought-provoking questions and posters with slogans to educate others and raise awareness. The group performed in front of their school community, and each member learned something new about themselves during the process of creation and performance. By taking small steps like these, individuals can create a safe and supportive environment for survivors of assault, and society can slowly overcome the deeply ingrained culture of victim-blaming while holding perpetrators accountable for their actions.





School **Suvidyalaya**

Group **SMJ group**

Project topic **Superstitions**

The SMJ group from Suvidyalaya School aimed to create awareness among students in their school about superstition through a play and experiments. They also watched the video "Breakthrough" and collected responses to three questions related to the topic. They organized a workshop in their school through Andhashraddha Nirmulan Samiti which helped them in understanding the issue better. The group successfully created awareness among around 280 students and received positive feedback for their efforts, making them more confident and creative.



School **Sir DS**

Group **PRAGNA FOUNDATION respect for Teachers**

Project topic **Disrespectful behavior towards teachers**

The Pragna Foundation, a group from SIR DS school, conducted a survey with 10 teachers to understand how they feel when students use abusive language. They then created posters and a feelings board with the responses to encourage empathy and discourage negative behavior. The group held conversations with 7 classes, reaching about 90 students, and documented the impact of their efforts. Nisha, Gudiya, and Ranjana were standout members who contributed significantly to the project. The group demonstrated great camaraderie and completed the project on time while making sure all members' ideas and opinions were heard.



## Kehkasha



After waiting eagerly for 3 years, TGL was finally able to bring back “Kehkasha.....A Galaxy of Stars” in Mumbai, the annual event celebrating the leadership journeys of adolescent girls. In light of women’s day, this year the theme of ‘मैं बोलूंगी’ was continued. 470 girls from across 27 schools in Mumbai came together this year to enjoy the opportunity to meet girls from various schools, step outside their comfort zones, and make new connections and friendships. This is the day the girls were welcomed into the bigger alumni community. It was most exciting this year to have 19 girls from this alumni community facilitating, hosting, managing logistics and even performing during the event. It was a matter of immense pride and a manifestation of the power of this work to see these young women are taking up bigger responsibilities and carrying this work forward.

Kehkasha is also an opportunity to bring together people from civil society to create spaces of learning for the girls participating in this event. TGL is grateful to have a community of such organizations and individuals who are willing to join this effort. This year, 14 different workshops were conducted for the participants on various topics such as mental well being, gender discrimination, menstruation, child sexual abuse, Creating Mindful Self- Esteem And Positive Self-Image, consent and safety, and sexual reproductive health over the last year.

Kehaksha 2023 was also a day to celebrate the journey of TGL Fellows from the last 2 cohorts, a day for the girls (whom they have mentored) to shower them with love and make some fun memories. All the fellows who completed their fellowship journey were felicitated with pride and gratitude.





## Some glimpses of the day

Sessions by other organisations



### CORO India

Girls participating in CORO's workshop on gender-based discrimination



### Aftertaste Foundation

Women from aftertaste taking girls through their journey of becoming artists through an art based-based workshop.



### Qknit Foundation

Sumit who's a founder of Qknit conducted a workshop around creating safe spaces for everyone around us.



### One Future Collective

Shreya from OFC conducted a workshop exploring what feminist leadership means for girls in today's world, and their life.world, and their life.







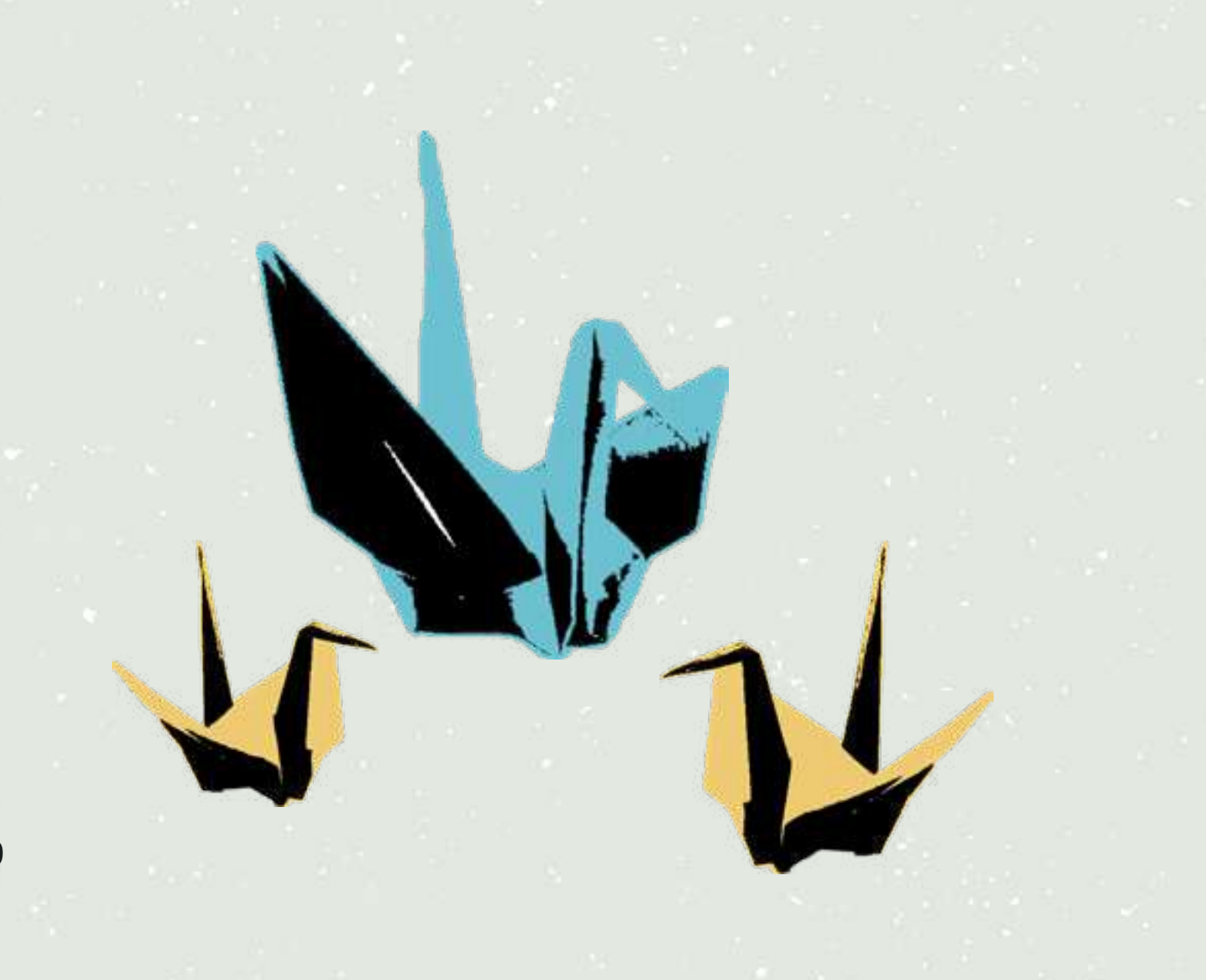
Nazmeen moderates a panel of our participants as they share their experiences.



Kajal moderates a panel of our alumni participants as they share their journey with TGL Hub.



Haseena from TGL Team sharing the purpose of the day.



AYWLP alumni singing मैं बोलूंगी



Ashank & Padma Desai address the audience by sharing the dream behind this program.





TGL Fellows 2021-22 and 2022-23 being acknowledged and celebrated together



Preeti Arya, co-founder from Manzil Mystics, shares her story and journey with music.



TGL Fellows 2022-23 perform for their girls

#### List of NGOs/ Individuals that did sessions

CORO India, Majlis Law, VACHA Trust, One future collective, Preeti Arya from Manzil Mystics, Goonj, Maitrayana Charity Foundation, Touching Lives Welfare Trust, Kranti, The Plane Jar, InterPlay India, Aftertaste Foundation, QKnit Foundation, Uninhibited, SNEHA.





# Feedback & Impact Assessment



"हम कभी भी समस्या का हल निकालेंगे यह नहीं सोचा था परंतु हमने कर दिखाया अंजलि दीदी की वजह से।"

Simran, GMS Gobindpura

**Process** : In the last workshop of the AYWLP, participants came together to celebrate their leadership journey. As part of this workshop, they also reflected on their experiences and learnings throughout the sessions and action project with their facilitators. Through an art-based activity and a group discussion at the end of which they also filled a form. The objective was to capture their learnings on below mentioned points:

- New experiences and its impact on the participants
- Learning of leadership
- Key learnings from the program



Smart Girls Group talking to their community about periods



Precious Pearls present their project on food wastage.

Below are the learnings of the AYWLP participants from the analysis of the data:

## 1. Overall experience of the program

- In **Jind**, over 33% of participants mentioned how they used to be silent, unaware or afraid to speak before but now feel empowered to speak up. Overall most girls enjoyed participating in the program and want such sessions to be **incorporated into their usual curriculum**.
- Several respondents seem happy to have understood themselves better through the activities and experienced **an increase in their self confidence**.
- Some of the participants also expressed that through the program they got the **opportunity to learn and talk about social issues**.



A group from Chogle High School presents its project



- Majority of girls expressed that they were introduced to gender norms and discrimination for the first time in these sessions and would like to do something to challenge gender stereotypes

"इस प्रोग्राम से पहले मैं सोचती थी कि मैं एक लड़की हूँ मैं ज्यादा कुछ नहीं कर सकती लेकिन दीदी से मिलकर मैंने सीखा लड़की सब कुछ कर सकती है लड़की लड़कों से कम नहीं है ।"

तनु, GHS Pandu Pindara

- Dancing and playing were appreciated by the girls throughout the program. It was powerfully enriching to have used them as tools of self-expression in the girls' journey.



A memorable moment during the last session at GHS Pehlwan School

- For many, this was the **first opportunity of public speaking, expressing their thoughts and dancing, and the girls participated willingly.**

**2. The responses from Mumbai also had many emotions ranging from excitement to gratitude. Over 92 responses have stated that the program was fun and the key takeaways included:**

- Girls realized that **gender-based discrimination exists and were able to identify its negative impact in their lives.**
- Having a platform to learn and talk about social issues was a good opportunity for them.
- Activities that enabled them to understand themselves better worked for the girls.



"अपने बारे में डीपली सोचना, लीडर बनना, दीदी क साथ मिलकर प्रोजेक्ट करना, अनजाने लोगों से बात करना, उन्हें समझाना आसान नहीं था पर हमने किया" Ambika, Sir D S High School



A project on child labour by group 6

### **3. About their 'voice'**

- Majority of participants across Mumbai and Jind expressed that they enjoyed participating in the first three sessions of the curriculum which are based on the themes of 'dreams and desire, my unique identity and VOICE.' Out of these three, the activities during the voice session created a unique experience for the participants to share their story on a made-up stage and showcase the strength of their voice in front of their classmates.
- In Jind, the session based on gender stereotypes and understanding social issues in their community were also useful for the AYWLP participants.



"दीदी ने मुझे खुद से मिलवाया और मुझे बताया कि मेरी एक अलग पहचान है।"

Annu, GGHS Karsindhu

- The feedback process at the end of the program also highlights the girls' fascination when they realized they can and should speak-up for themselves and for the problems in the society. The fact that they were active participants and their voice should be heard was a revelation to them.

"we are girls, we can change the world"

Naba Ansari, Anjuman Islam begum sharifa High School, Mumbai Central



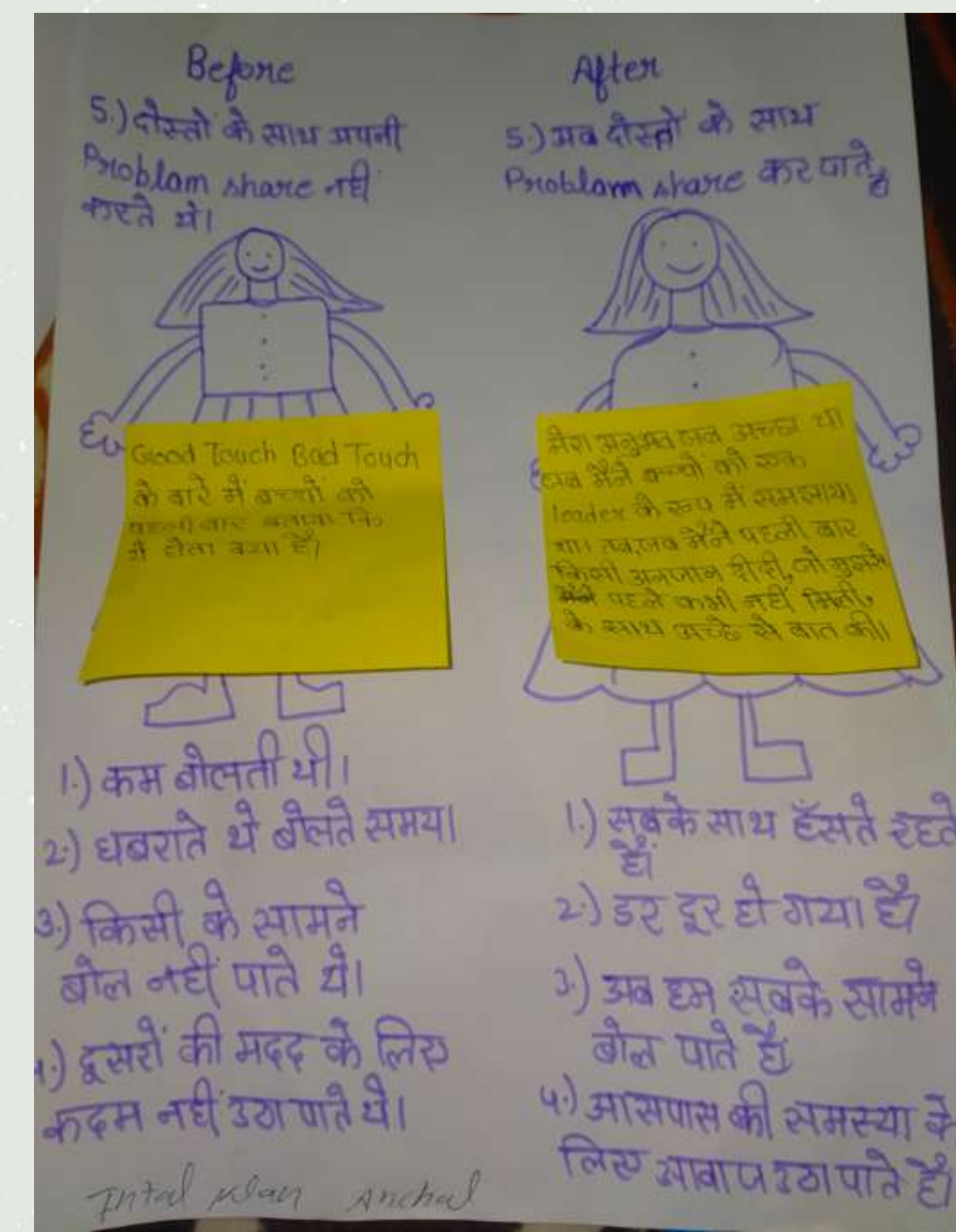
"पहली बार गांव में चक्कर लगाया गांव में बड़े बूढ़ों से पहली बार बात की हमने बहुत इंजॉय किया डांस भी किया फर्स्ट दिन तो हमने बहुत अजीब लग रहा था लेकिन अब अच्छा लगने लगा मजे भी आए दीदी के साथ बहुत अच्छा लगता है।"

रेखा, GSSS Kandela

- Most responses also indicated that the sessions started off slow but slowly progressed to be fun and enriching. 4% of respondents enthusiastically indicated that this program will remain an unforgettable part of their life, which goes to show the lack of exposure to learning that is simultaneously empowering and fun.
- The facilitators / didi most certainly left a positive impact since a lot of responses indicate they enabled a space for them to express, enjoy and learn.

"जब मैं दीदी से मिली तो मुझे बहुत अच्छा लगा वह अपनी बातें भी सुनाती और हमारी बातें भी पूछती है वह बहुत अच्छी है मुझे इस कक्षा में बहुत अच्छा लगा क्योंकि दीदी टीचर की तरह नहीं है उन्होंने हमें नई नई चीजें कराई थी जैसी मेरी अनोखी पहचान मैं लीडर हूं मैं बोलूंगी।"

तन्नु, GSSS Manoharpur





**"With the help of this session I got to know myself more. I loved this session so much. I liked everything about the session. There is nothing that I could complain about. But the thing i loved the most was support, love, care and the most important: Rugveda didi the best"**

Maryam, Anjuman - I - Islam's A.A.K. English High School, Vashi

#### 4. About Leaders and Leadership

- Overall in Jind, a popular understanding seems to be that a leader is someone who is shrewd, can stand up for themselves and speak up without fear. The sentiment of being able to vocalize their thoughts appears to be a common aspect the girls aspire to have and appreciate.
- In Mumbai, the majority of participants were more articulate in sharing their learning and covered empathy, articulation, inclusivity in their understanding of leadership. The girls perceived a leader to be someone who took a stand and speaks up for the community.

**" दूसरी लड़कियों भी अपने आपको सुरक्षित समझ सके अपनी प्रॉब्लम को शेयर कर सकें "**

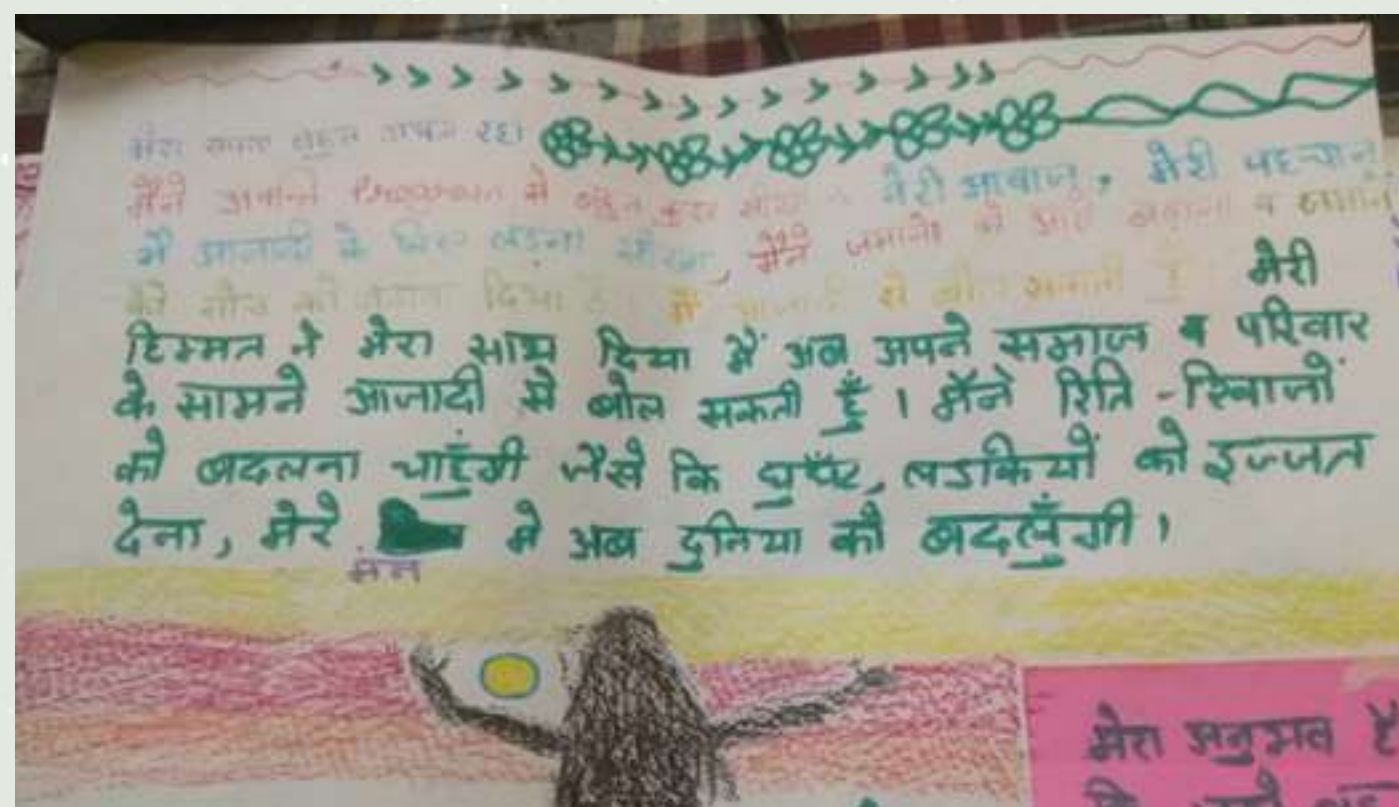
AYWLP participant, GSSS Mangelpur

- When asked why adolescents should learn about leadership the participants expressed that only with leadership will adolescent girls learn the freedom to express and build the freedom

to venture out of their homes. They also felt that leadership is seen as a position of power/ validation which can enable girls to confront and speak up for themselves and others. The participants also strongly felt that if adolescent girls emerge as leaders, then it would create safety and security for other girls around them.

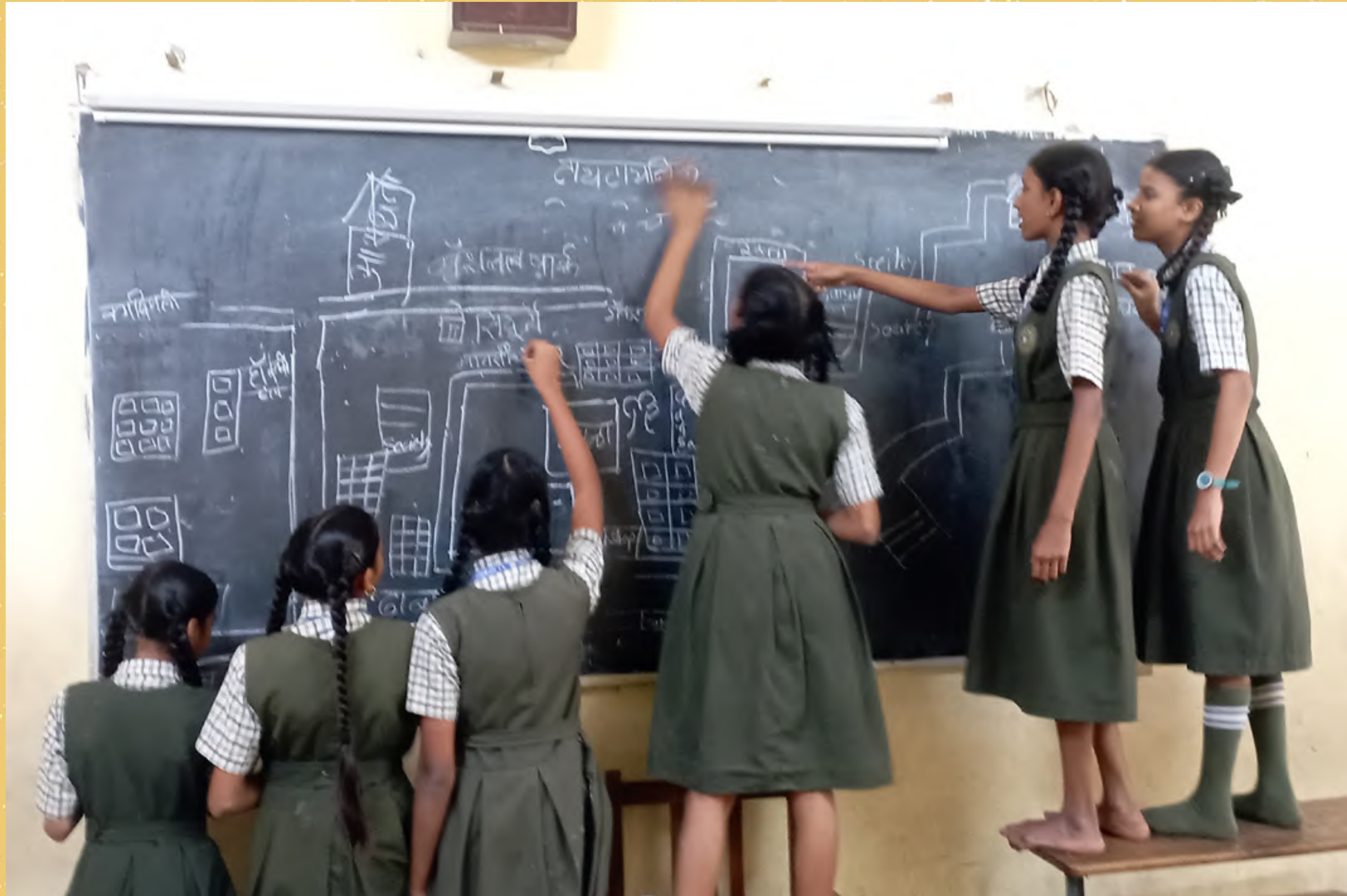
- There was a strong correlation between having female leaders or facilitators and the comfort of girls to engage during sessions. Over 39 responses recorded that girls felt safe if they were represented by someone who understood them, i.e. a woman. Two main themes shared in explanation for this were that they would be able to talk about periods and domestic violence without discomfort or fear.

**"मेरी उम्र की लड़कियां बोलने से डरती हैं इसलिए लीडरशिप की जरूरत है"** AYWLP participant(9th grade), NMMC Sanpada



- Participants in Mumbai saw leadership as a source of power which would not only give them the opportunity to speak up but in turn, instill courage and confidence in others.
- Similarly to Jind, a large number of girls (46%) Participants in Mumbai saw leadership as a source of power which would not only give them the opportunity to speak up but in turn, instill courage and confidence in others.
- Similarly to Jind, a large number of girls (46%) seem to value the importance of standing up for oneself and the community by voicing out.

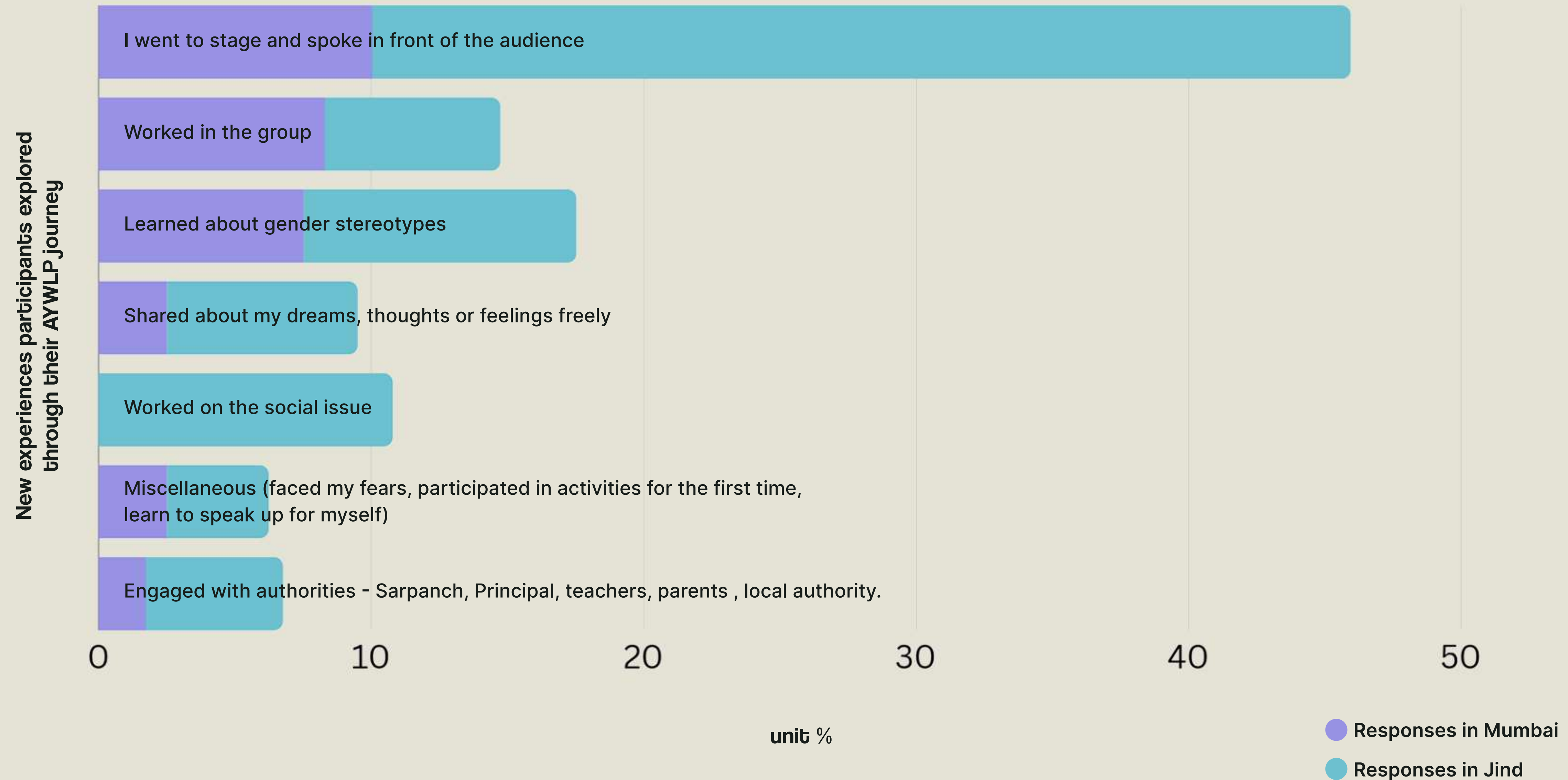




- Independence (31%) is another compelling factor for the girls. They were able to recognise and appreciate the value of freedom and the ability to choose. The girls (24%) valued the power to make decisions and solve problems, and saw leadership as a way to address important issues that plague the society.
- Several answers were bustling with the hope that with access to education and right mentorship, they will be able to grow and build a career for themselves. 14% girls spoke about how women in leadership positions will help other women realize their dreams and create progress.



All of the above impact was possible because of the new experiences that participants had during the AYWLP program





# Avanti Leaders



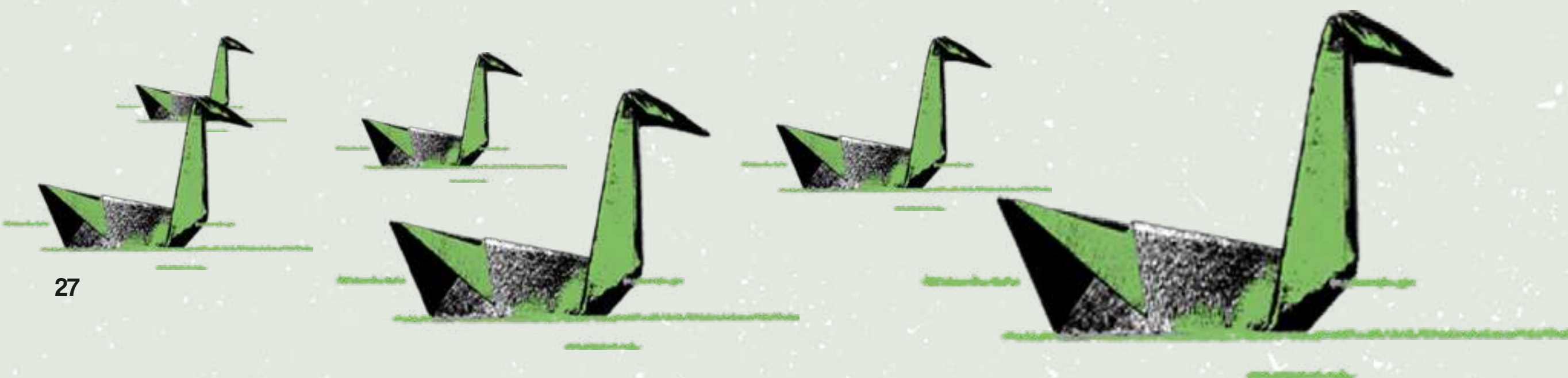
01. As a part of the Alumni engagement with participants of the AYWLP, several collaborations with external organizations were enabled which included some learning opportunities for the girls over the last year.

02. 13 girls, alumni of past 4-5 years from Mumbai were selected for Akshara center's 3 year Saksham, a scholarship program last year. This program supports girls by giving Rs.7000 to each one of them for their college fees. Along with this they also get to participate in various learning sessions like self awareness, relationship with self and parents, attraction, safety, mental health, gender stereotypes, understanding sexuality and learning English.

03. Naziya, from the Dharavi community, got an 18 Month paid fellowship called YPI program at Maitrayana Charity Foundation. Her role is to mentor adolescents through sports and provide life skill training.

04. Anjali from Jind, Haryana got a certificate and cash prize for participating in essay writing. This competition was organized by National Coalition Advocating for adolescent concerns (NCAAC). They have also created their very first book of essays which has stories of many adolescent girls along with Anjali's.

05. Sheetal Jain (TGL Fellow 2018-19) conducted art based therapy sessions for a group of 8 girls.





# TGL Fellowship



Top row L-R:  
Suman, Pooja, Kanchan, Rubina, Nazmeen, Priyanshi, Rugveda, Delzine;  
Bottom row L-R: Sharada, Akshata, Priyanka, Anjali, Anjal

## Meet the 2022-23 cohort

The 2022-23 cohort of The Gender Lab fellowship consisted of individuals from across different regions (urban and rural) in India representing various identities across age, educational backgrounds, caste, class, sexuality and religion. The Mumbai cohort had fellows coming from Delhi, Yavatmal, Nagpur, Pune, Andhra Pradesh, Ratnagiri, Udaipur and Mumbai. Fellows for the Jind fellowship joined from the nearby villages of Khatkad, Nagura, Karsindhu and Jind city. Together, they brought their academic, professional and lived experiences into the fellowship and created a powerful impact on their girls while also uplifting each other in the process. Out of the 16 fellows who joined, 13 of them completed the fellowship.







## Structure of the TGL Fellowship

The Gender Lab fellowship consists of two parts:

**1. School Track :** where fellows' major role involved working with adolescent girls in creating a safe space for them with the help of a workbook designed by the team, 'My Safe Space workbook'. As part of this intervention, the fellows also initiated action projects with their girls in their community. As part of this track, the fellows undergo various training sessions around classroom training like creative facilitation methods and holding space, managing school stakeholders, policy training, and periodic update meetings for tracking action projects.



**2. Self Track :** was a separate learning journey designed specifically for the fellows' growth. In this, the fellowship hosted various types of learning sessions, workshops, and experiences for the fellows. The objective of these sessions was to build self awareness, expose our fellows to numerous world views, different feminist interventions, build leadership skills, and to equip them with the skills needed to run a grassroot-intervention for adolescent girls.

These tracks enable the following competencies to get built / explored:

### School Track

- Facilitation
- Social Awareness
- Leadership Skills - Getting things done/ taking initiative/ Listening/ Interpersonal skills
- Communication Skills
- Working in an urban/rural school eco-system - Engaging with stakeholders
- Program management
- Documentation Skills- Email, Excel, Word, Powerpoint, Google Drive

### Self Track

- Self-awareness
- Critical thinking
- Agency and Choice
- Relationship Management
- Community and Sisterhood
- Mental Health & Well-Being
- Perspectives on Gender and Feminisms





## Glimpses of the fellowship learning journey

These were some of the learning sessions as part of this year's fellowship:



Mumbai fellows visited the office of **AfterTaste Foundation** in Malwani, Malad to get to know in-depth their **work with women using arts and crafts**, and how these women's leadership is contributing to the overall economic development of their community.



**Shreya Joshi and Anvita Walia from One Future Collective** conducted a workshop on trauma informed communication covering various sub topics like identifying trauma, types of trauma, responding to trauma on the ground, etc.

Mumbai and Jind fellows watched the play **Aaen** which was centered around the themes of freedom of speech and freedom itself in the present political scenario in India.



**Swati Joshi and Meera Devi from Chambal Media** conducted a workshop on non-fiction storytelling enabling fellows to build an in-depth understanding of components of surveying, ground reporting and writing stories from the field with a feminist lens.





**Zayan from Delhi's Nazariya Foundation** conducted a session on 'Gender, Sex, Sexuality and everything in between' as part of our SRHR curriculum. His session was a unique blend of theater, conversations, videos, and activities through which the fellows built a sound knowledge of what gender is, the nuances of sex, intersex, and sexualities, brief history of the queer activism movement, and gender performativity.



**Jind fellows visited the office of KatKatha in Delhi**, an organization working with sex workers. The fellows got to visit their residential place called DREAM Village, where the women are trying to rebuild their lives.



**Lochana Anand**, one of our TGL Fellowship alumni currently working with Oscar Foundation conducted a workshop on **reproductive and menstrual systems, female anatomy, and body positivity** as part of the SRHR curriculum.



**Priyanka Gaikwad**, TGL Fellowship alumni and program officer at Catalyst for Social Action Goa conducted a **reading session on introduction to Dr. B.R.Ambedkar** and a brief discussion on the importance of reading Bahun literature.







**Shubham from the Movevent Project** facilitated a workshop on mental health using body movement and art as a medium for Jind fellows.



A series of in-house sessions and training were conducted by the TGL team on various topics like **creative facilitation, storytelling methods and tools, action projects ideas, documentation training, understanding government systems in Jind and Mumbai, etc.**



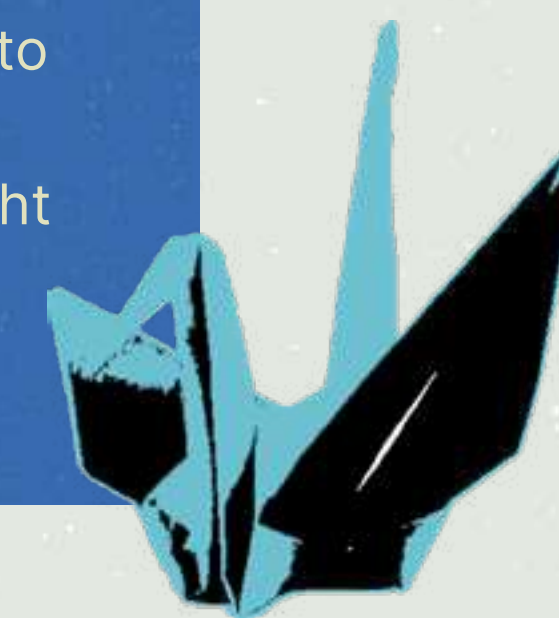
**Buddy Ups-** Every month, each fellow is assigned a Buddy along with whom they were also given an activity to complete together. Some of the activities included **visiting feminist spaces in the city, creating a list of non-sexist songs and hosting a musical soiree, making weekly TGL Mumbai or TGL Jind news updates, supporting each other on school track documentation and many more.**



**Hazel and Hetal from Interplay India** facilitated a series of 5 workshops around mental well-being through body movement activities which helped the team to get some pause and time for self-reflection. These workshops mainly focussed on **using play, silence, dance, journalling, and songs as mediums to build self-awareness, connect with each other, and to process one's ongoing journey.**



Mumbai fellows **visited the office of Kranti, an organization working with daughters of sex workers in Mumbai.** They gained a glimpse into Kranti's work and also went on an awareness walk to Kamathipura, Mumbai's largest red-light district.





## Quotes of fellows from the year

**"Earlier it was difficult for me to put forth my opinion, speak up my thoughts. I saw how difficult it was for my girls as well during their projects. It was this difficult for me as well during my childhood. Hence I felt if I don't step up how could I expect this from my girls and from there I started speaking up for myself."**

Priyanshi Toshniwal, Mumbai Fellow



**"मैं एक ग्रामीण महिला के तौर पर उनकी (लड़कियों) समस्याओं को उनकी तरफ लेकर गई। इसीसे अपनी लड़कियों के लिए, मेरे खुदके लिए, मेरी बहनो जिनको मैं अपनी रोल मॉडल मानती थी उनके लिए रोल मॉडल बन पाई।"**

Suman, Jind Fellow



**"अब मुझे लगता हूँ की मैं आपने लिए ज़िद कर सकती हूँ, इंडिपेंडेंट वाली फीलिंग आ रही है, इसे बरकरार रखना है। मुझे मेरे को - फेल्लोव्स ने मैं क्या हूँ, मेरी काबिलियत से मिलवाया।"**

Rubina Shaikh, Mumbai Fellow

**"अपनी ही लाइफ में अपनी ही चलानी हैं।"**

Pooja Rani, Jind Fellow



**"When we tell our girls you are important and special, similarly i realized that i need to do the same for myself as well."**

Delzine Wankadia,  
Mumbai Fellow

**"प्रिंसिपल्स प्रोजेक्ट्स के द्वारा ज़्यादा बॉन्ड बना पाई, और उसका प्रोजेक्ट पर भी प्रभाव देख पाई। मेरे अंदर भी कॉन्फिडेंस आया लोगो से बात करने का।"**

Anjali Karsindhu, Jind fellow







"मेरा ये सफर था खुद को खोजने का सफर, खुद को एक्सप्लोर करने का सफर, अपने साथ कम्फर्टेबल होने का सफर, अपनी आजादी को चेरिश और सेलिब्रेट करने का सफर..."

Nazmeen Shaikh,  
Mumbai Fellow



"मेरे दोस्त मेरे साथी(को-फेल्लोस) तुम से मिलना विचारदारा का टकराव था, संस्कृति का मेड था , तुम से मेरी दुनिया का दायरा बदला। तुम से मिलना ऐसा था की एक बार और मिलने के बाद एक बार और मिलने की इच्छा कभी ख़तम ही नहीं हुई।"

Kanchan Kumari Verma,



"मैं अपने आपको एक प्रामाणिक, आत्मविश्वास, नए रास्ते पर निकलने वाली निडर लीडर के तौर पर देखती हूँ।"

Akshata Pankar, Mumbai Fellow

"अपने सपनों को पूरा करना जैसे कि हम सपने तो देखते हैं लेकिन किसी को बता नहीं पाती थी अपने सपनों को बताने के लिए मुझे शब्द या कहूं तो तरीका मिला कि कि कैसे दूसरों के सामने मैं अपने सपनों के बारे में बात कर सकती हूँ।"

Anjali Khatkhad, Jind Fellow



"फील्ड पर काम करके अपने कम्युनिकेशन स्किल्स पर काम करते करते मेरे अंदर डर नाम की चीज कम हो गई है। मैंने यहां आजादी महसूस की। और यहां आकर मैंने खुद को स्वतंत्र और मजबूत महसूस किया"

Priyanka Bagade, Mumbai



"When I came here, I saw everyone was from different backgrounds and had different ways of thinking which challenged me a lot, confused me a lot. It was very enriching and helpful also. I've built a lot of beautiful friendships"

Rugveda Sawant, Mumbai Fellow



"रूरल से आना और अर्बन से जुड़ना , और जेंडर के बारे में जानना नया था। मैंने सीखा की मैं भी किसी को एक रास्ता दिखा सकती हूँ, और उसके आगे जाना वो उनकी ज़िम्मेदारी है। ये मैं आगे भी सीखना चाहूंगी।"

Sharada Ingole, Mumbai fellow



# Learnings from the year



## Challenges

01. Although Mumbai and Jind are different in terms of culture, accessibility and mobility in the context of adolescent girls, one common problem observed in the post COVID-19 year was a stark decrease in the participants' ability to comprehend, concentrate or collaborate within the classroom. This decline in their ability to overall concentrate or understand concepts drastically affected their interest and ability to carry out micro action projects in their community. To respond to these situations, in many schools, facilitators had to prepare and go with ready-made, executable project materials otherwise put together by the participants. The scope of a lot of projects had to be confined within the school premises to not override the program's time constraints.
02. The objective of the program is to provide a space for the participants where they can understand themselves, recognize the power in their voice, learn about the impact of gender on personal lives and challenge it. This is an effort against the patriarchal system, which is risky and particularly challenging for women and adolescents coming from marginalized communities. In such a situation, it was challenging for facilitators to keep their morale high and take care of their mental and physical health consistently.
03. Many women are unable to be independent in rural districts like Jind because public transport facilities are very poor to go to work. Struggling to make a place for themselves in society by battling all these difficulties forces many women to quit their jobs. Such struggles were also faced by the fellows in Jind. While TGL was able to support them in a limited manner due to financial constraints, what is needed is for the district administration to be held accountable for this issue at a systemic level.
04. Throughout the fellowship in both the cities, since lived realities and experiences of the fellows were very different, there were a significant amount of challenges on a personal level. Some of the challenges included some fellows struggling to learn new skills, matching the rigor of the fellowship, English language proficiency, understanding and learning facilitation, using laptops and online tools regularly, and physical and mental health issues. Since these challenges varied from person to person, they were also addressed in different ways keeping in mind what would work best for the fellow, having conversations with them to together figure out a solution, and in some cases the team members stepping in to take on extra work and provide additional support.
05. Unpaid care work has always affected the lives of adolescent girls and women. There was a looming fear of violence if their 'duties' wouldn't be fulfilled due to which the time chosen for completing projects was reduced. Girls couldn't be fully present in the program or step out of their homes despite their interest and willingness.



06. In Jind, unpaid care work had a deep impact on the learning journey of the fellows. They were always trying to balance home and office work, which was very difficult to do. Due to this, they could not connect with their own needs. From time to time, a place has been created by the team to check-in and discuss this problem from a different perspective. The team also understood that continuous discussion on this, and finding creative solutions related to it is necessary.

07. A significant decline in community projects was observed as parents and school stakeholders denied permission for girls to step out. The reasons given were safety concerns and in some cases reluctance to take responsibility or being unable to provide support for the girls. Despite TGL's best efforts and offers to have the facilitators accompany the girls, there was a lot of resistance from the stakeholders. While this is not a new issue, it occurred in proportionally more schools than before.

08. To better understand their project topic, groups in Mumbai largely use the internet, but last year, many participants couldn't work on projects independently because of very limited internet access, phone/computer availability. In Jind, this problem was more grave as the progress of projects- finding and providing accurate information for research depended entirely on the facilitators. This also defeated the whole purpose of creating a sense of independence within the girls thus limiting their growth.

09. In Mumbai, the team faced challenges when girls wanted to take up projects on LGBTQIA+

awareness, sex education, and suicide prevention. Schools were reluctant to take these ahead stating that they were considered age-inappropriate topics. Exposure to such information was perceived as misleading. In the case of Jind, some of the topics such as poor school infrastructure and violence in the community/school were rejected as schools were of the opinion that "adolescent girls, at this age shouldn't take up such issues." It was a challenge to not be able to follow through with the curiosities of the participants.

10. In Mumbai, some fellows faced discrimination on the basis of their religious identity and choice of clothing. While TGL hoped for a space to have a dialogue and a respectful approach to disagreements, a few schools were not willing to engage on the issue. This not only resulted in humiliating experiences for the fellows but also an incomplete program for the girls in some of these schools, since it resulted in a decision to not engage any further with them.

### Learnings

01. Running programs in schools comes with its unique challenges and TGL faced its own share of specific limitations too. While running a program that nurtures questioning at its core, it is a prominent question of how much of a safe space will it really be possible for the facilitators to create for children amidst such limitations. As a feminist organization, TGL's approach is to have the fellows represent diverse communities. If certain identities and gender expressions face



violence and rejection within the school systems, it significantly affects the objectives and intention of the program itself

02. All these challenges, especially those related to unpaid care work, violence, women and adolescent health, and safety, served as a continuous reminder of the importance of continuing this work carried out by not just TGL but also other organizations working at the intersection of gender and other social issues. Therefore, it is necessary to connect and build relationships with the systems that affect the lives of women and adolescents

03. TGL's efforts to support adolescents with the projects on social issues have instilled confidence in them that they can talk about the problems they see. This step provided them with the opportunity to interact with stakeholders and unknown people. It was seen that this simple opportunity worked like magic. Adolescents gained self-confidence and belief in their voice. It is important that such opportunities start for them at a young age so that they can develop their abilities. For



this, stakeholders from different sections of the community need to come together and enable this for the adolescents.

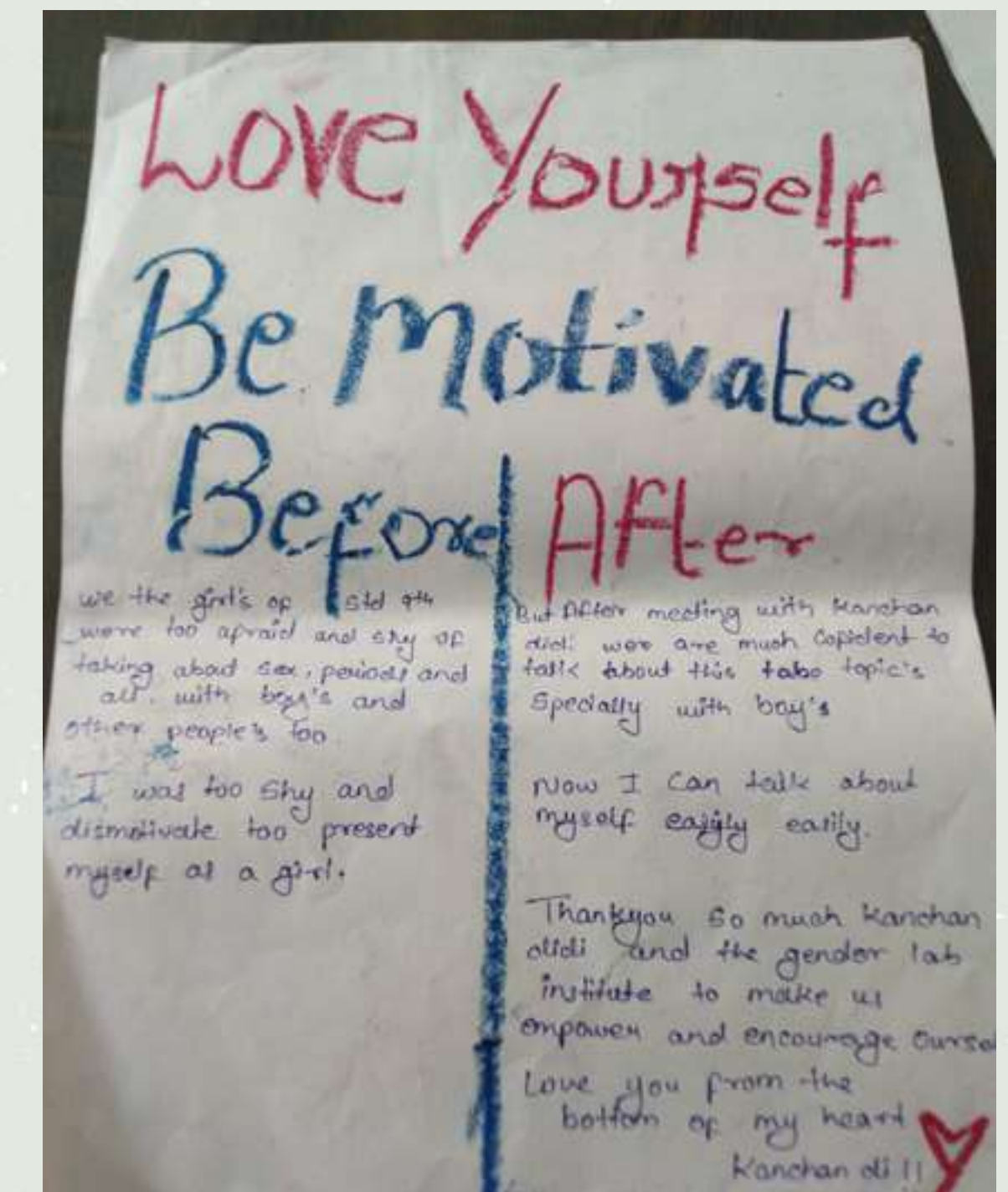
04. Overall, it was a learning that adolescent girls seek places where they can talk about self care, their needs and dreams.
05. Post pandemic, socio-political circumstances have become even more challenging for adolescent girls and women from marginalized communities. Hence providing such learning opportunities, safe spaces has become even more necessary, and continuous work is essential in this regard.
06. Throughout the fellowship in Mumbai, having fellows from diverse backgrounds, experiences, and lived realities brought about an enriching journey for the girls they mentor as well as for each other. Fellows were able to understand each other, meet each other at their respective



starting points and hence, support each other on this journey. Diversity is a powerful thing to bring to any group and at the same time, can also challenge the team leading the said group.

07. While running an experiential journey has its own benefits, it also calls for a strong system of mental health support within the fellowship structure. At some junctures, having group sessions using different tools work while at some junctures, having personal sessions or therapy would be more beneficial to address the fellow's needs.
08. One of the other biggest learnings was also to have different types of learning sessions in order to create an inclusive learning environment that can best suit this diversity. For example, sessions with tools like theater, journaling, reading, videos, creative facilitation, meeting with role models, visiting organizations, visiting other cities for residential circles or sessions, peer to peer activities, etc. helps address the diverse needs of the cohort.
09. The Gender Lab is the only organization in Jind working on gender and leadership for 5 years at the grassroots level. Learning resources are scarce in Jind. Being able to bring resources like group therapy and exposure visits for the fellows has been a challenging task but also fills TGL and fellows with the joy of learning and making more such opportunities happen. Bringing these opportunities is crucial for the fellows to maintain their learning journey or build their independence. Without it, they're limited by household duties, marriage, and other responsibilities.

10. Although women in Jind earn money through their hard work, they have never had complete rights over it. They compromise their safety, needs, and desires because they have limited access to the money they earn. While they were able to share the struggle with the team, it has been difficult for them to talk about it at home. We understand that it is essential for the economic independence of our fellows, we create opportunities where they learn to save money for themselves and make decisions related to it from a gender-based perspective. Otherwise, they will continue to be dependent on someone else and will find it difficult to break out of this cycle.





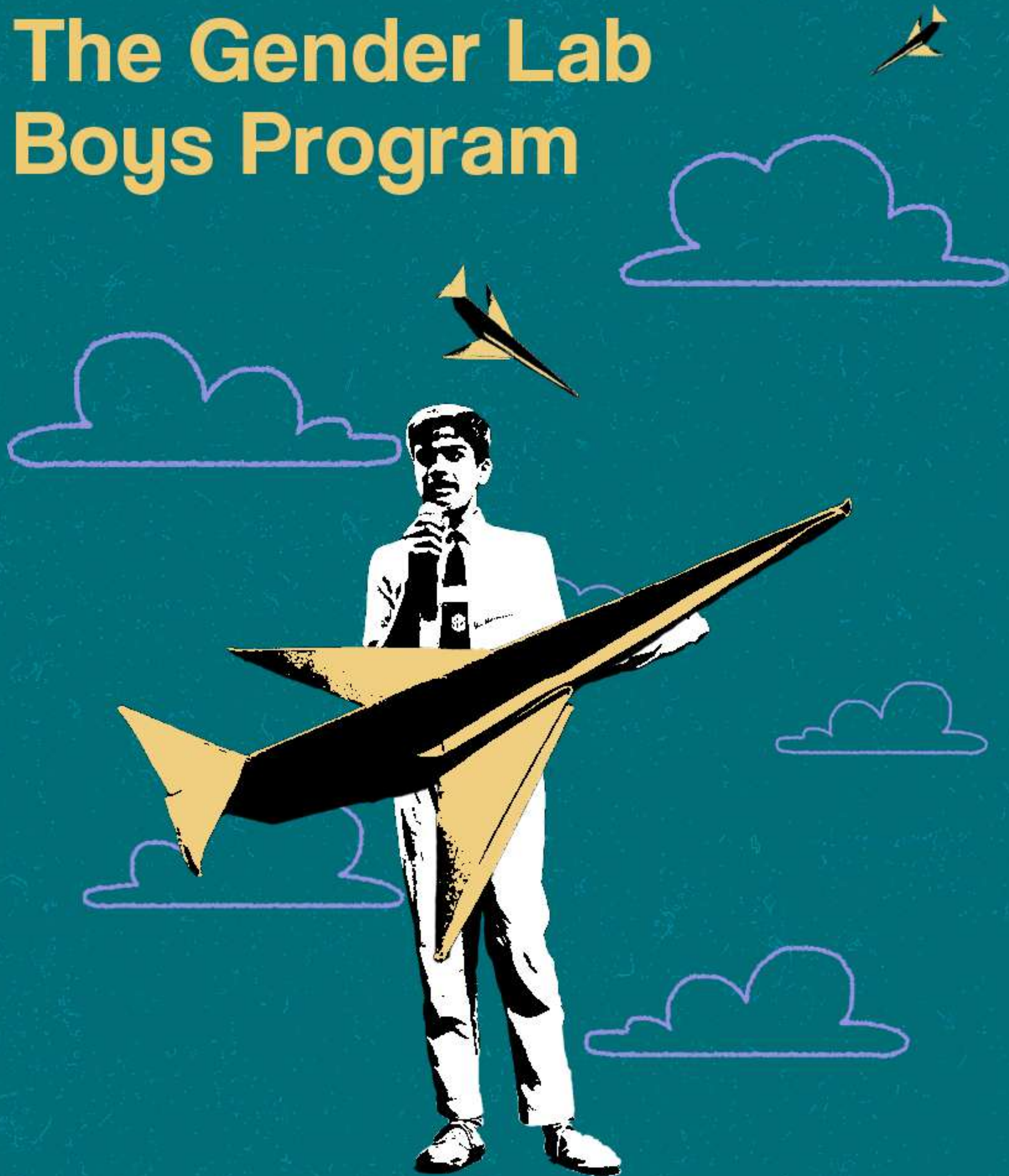
# Redefining Masculinities

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# The Gender Lab Boys Program



The Gender Lab Boys Program (TGLBP) engages school going adolescent boys to explore different aspects of masculinities and challenge gender stereotypes with them at the grassroots. The key objective of the program is to have conversations about the privileges that are associated with being a man through critical thinking and build awareness of the impact of patriarchy on the boys themselves. Below are the themes on which the program was designed.

01. Introduction and getting to know each other
02. Gender Stereotypes : Identifying what shapes our narratives
03. Distinction between biological sex and gender
04. Notions of masculinity
05. Violence
06. Safety
07. Unpaid Care Work
08. 2-3 sessions for community action project
09. Reflection and closing

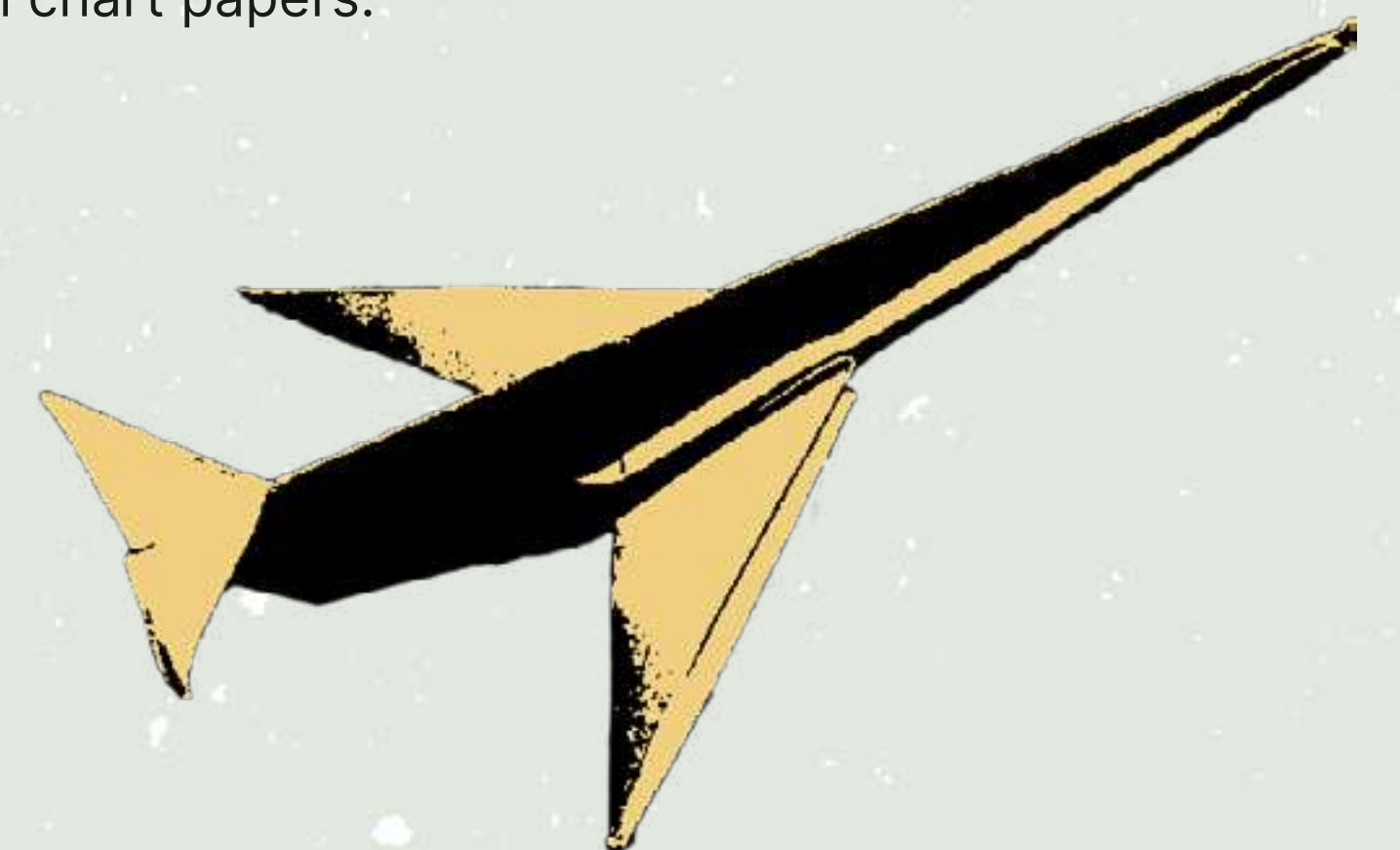
The above-given curriculum was divided into 11 sessions out of which the first ten were of 90 minutes each. The final session that included the project presentation and a workshop was four hours long.





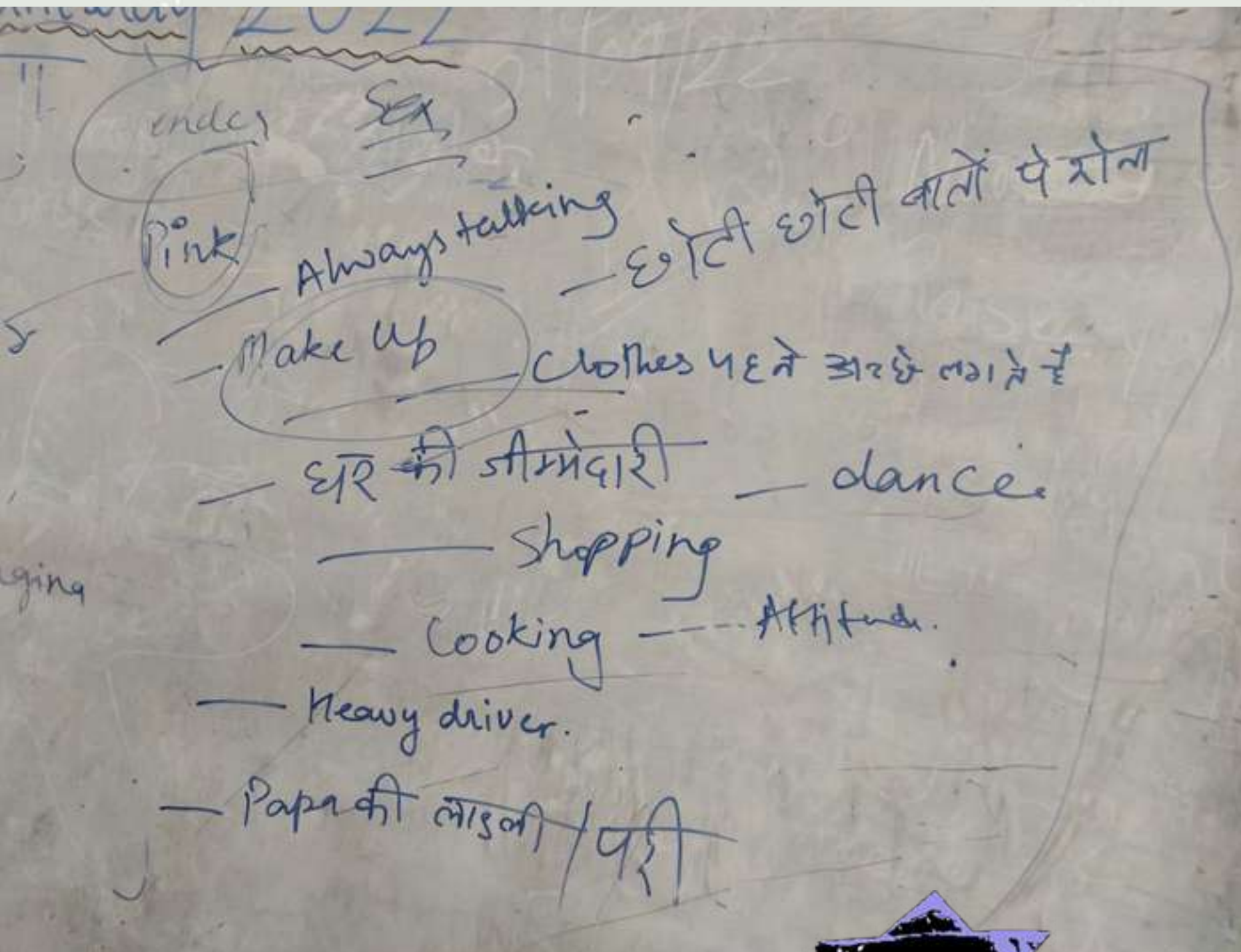
### About Projects

As part of the service learning model of the program, participants are encouraged, individually or in groups, to choose a social issue from their school or community, observe it from a gender lens and try to solve it through community interaction. Facilitators guide the participants in identifying an issue by asking relevant questions and guiding the project to completion by supporting them wherever necessary. Groups use various creative ways to do these projects such as using media as a tool to spread awareness, storytelling, playing short games, presentations through chart papers.





# Stories of Change



## Project Summary

Many of the issues that were taken up as projects lie on the intersection of multiple themes that were covered in the program. The categorisation of each project was done based on the approach taken by the group and how the facilitators guided them.

- Majority of the projects were taken up on violence, because the participants found the content covered in this theme to be relatable to many of their daily life experiences. The projects focused mainly on spreading awareness about what violence is and why it is not normal to use violence.
- The projects that were centered around the theme of masculinities provoked critical thinking about what it means to be a man. The motivation for these projects was how men and boys are not allowed to do certain things because they are considered feminine. The key message behind some of these projects was that men and boys should feel free to be themselves.
- Some of the projects taken up on safety were in the context of violence. Some exceptions were projects around safe sex practices and creating a safe space for menstruators.
- The groups that took up projects around unpaid care work focused on increasing participation of men and boys from their communities in unpaid care work.

# 21

Violence

# 17

Notions of Masculinity

# 15

Gender Stereotypes

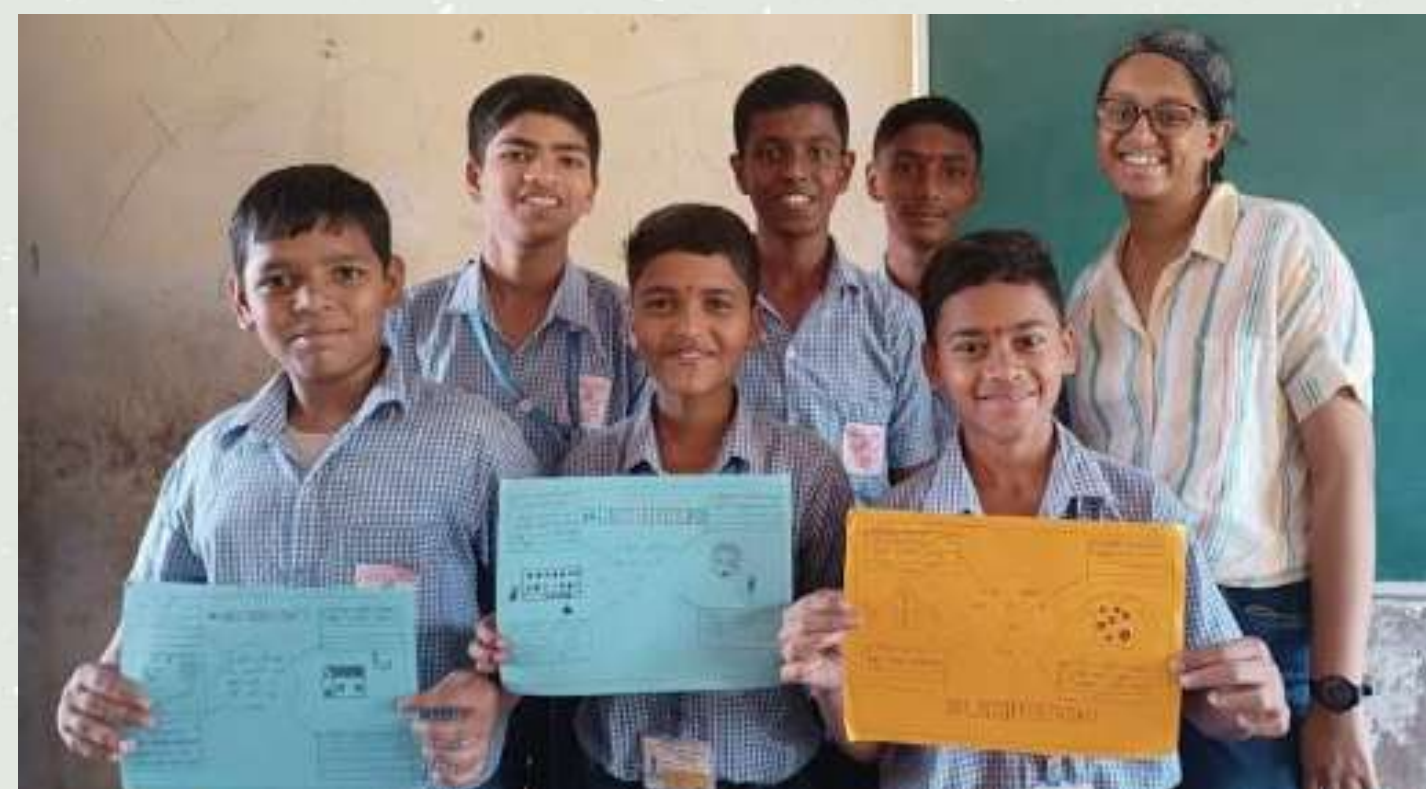
# 11

Safety

# 6

Unpaid care work





### School Chogle High School

Group VK18 & CR7

Topic **Gender Identity & Stereotypes**

Story: VK18 & CR7 group from Chogle High School took up the topic of how everyone should have their own choice of presenting themselves. The group spoke to 2 teachers and 4 boys to understand their views on what happens when people do not subscribe to the stereotypes associated with their assigned gender. Their intention was to understand the bullying that takes place in such cases. Through conversations with 3 people, they urged people in the school to put themselves in the shoes of the people who are discriminated against because of certain gender expressions. Both the boys and the principal appreciated that they were able to critically think about things overall now after doing this project and following through with the action.



### School Sri Sri Ravishankar Vidya Mandir

Group **We Unbeatables**

Topic **Division of games based on gender stereotypes**

Story: We Unbeatables group of Sri Sri Ravishankar Vidya Mandir was keen on breaking the stereotype that certain games like football & cricket are for boys and langdi (hopping) & chippi (hopscotch) is for girls. To do this, they spoke to 9 different people and told them about men who have created records in certain games that are traditionally considered as women's and vice-versa. This made it clear for the group that there are actually no categories as boys' game and girls' game.



### School NMMC Turbhe Gaon, School no. 107

Group **Cute Boys**

Topic **Challenging stereotypes around how a man should be**

Story: Cute Boys group from NMMC Turbhe Gaon, School no. 107 took up a project to challenge the notion that there is a certain definition of how men should be. They engaged 34 students from the 8th grade with a creative activity in which they first asked each student to write one thing men should be and one thing that men shouldn't be in a chit each and then asked them to put the first one inside a paper box that the group made while the other one was put outside the box. They then removed the paper box, which depicted the structure of a man made by society to bring attention to the fact that every man is different. And they concluded by sharing that as they removed the paper box from the chart paper, we as a society also need to remove the structure of an ideal man.





## School Mohammadi Urdu High School

### Group AAAAK Season 1

#### Topic **Mental Violence and its impact on men and boys**

Story: AAAAK Season 1 group from Mohammadi Urdu High School decided to work on reducing mental violence. They chose this issue because they could relate to the story that they heard during the session on violence and it reminded them of some personal experiences. By using the same story they spoke to 25 students of their own school and explained to them what psychological or mental violence is. They specifically highlighted the instance in the story where the boy is mocked for crying. The group not only gained confidence by doing this project but also developed empathy by understanding the impact of mental violence.



## School Elia Sarwat High School

### Group Lucky Five Group

#### Topic **Being masculine doesn't mean being violent**

Story: Lucky Five group from Elia Sarwat High School had identified that violence among boys in their school is a big problem that needs to be dealt with. Through conversation with the facilitator, they realized how this issue is directly related to the idea that to show one's masculinity, they have to use violence. To challenge this the group used a story to show an alternate reality. They narrated a story halfway through and paused to ask the audience what would happen next. While they predicted that the story would end with violence, the group ended the story with a peaceful resolution. The group wanted to drive the point that being masculine does not mean using violence to deal with situations of conflict.



## School Ramkrishna High School

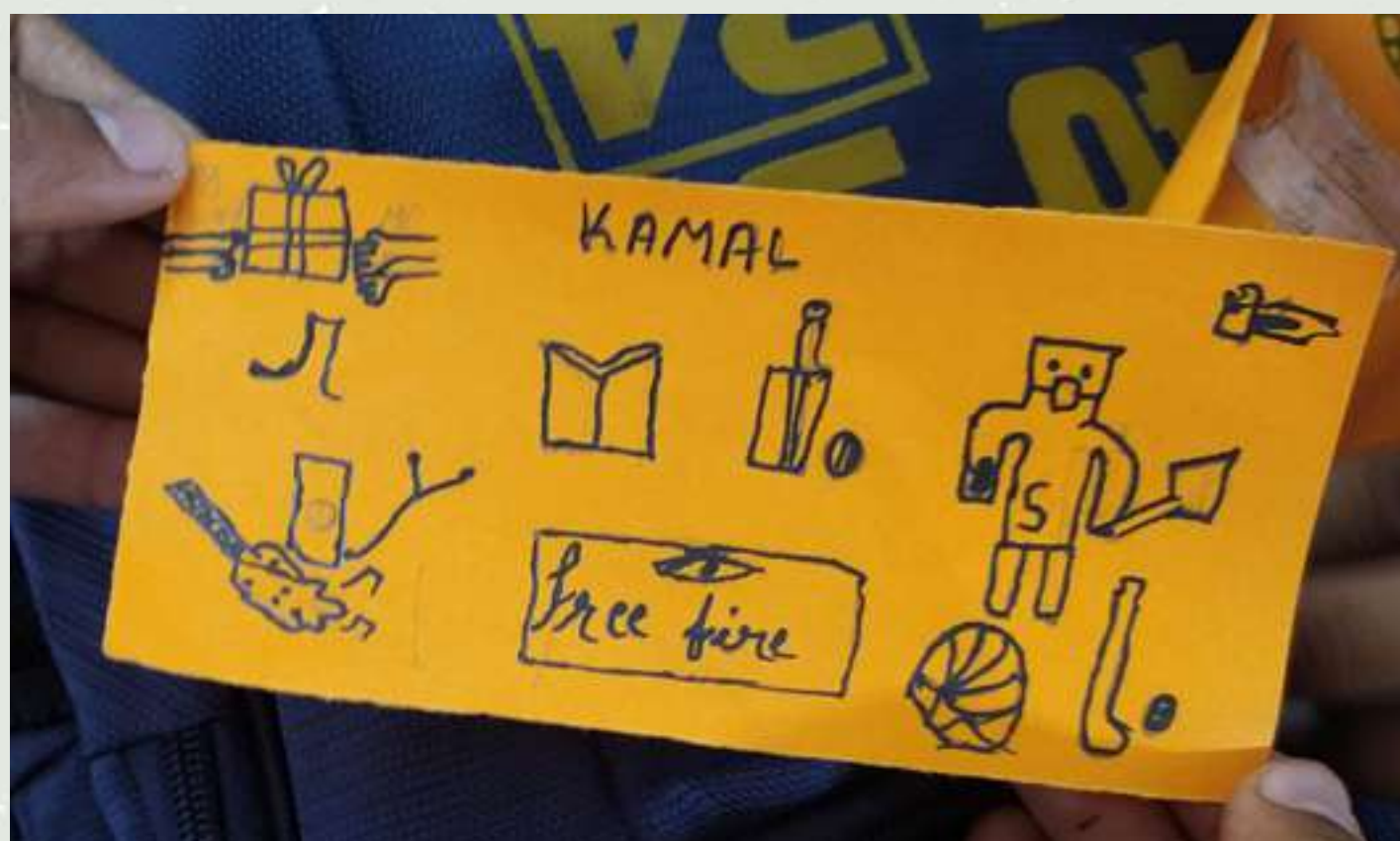
### Group Tiger Group

#### Topic **Addressing Bullying As A Form Of Violence**

To solve the problem of bullying in their school, Tiger Group from Ramkrishna High School took up a project on sensitizing the students, especially boys about this issue. The group had a conversation with 24 students from 7th grade in a creative manner. They asked one student to volunteer for the activity, gave them a piece of paper and asked them to crumple it. When asked if the paper can go back to its original plain state, everybody responded by saying no. The group stressed that the experience of bullying can leave a similar mark on them too. Apart from this activity, the group also grew more sensitive towards this issue and realized their mistake from when they used to bully others.



# Feedback & Impact Assessment



## Process

To gather together learnings and feedback, participants were asked to fill a feedback form post program. They were given the liberty to write in their preferred language and script to encourage authentic answers and a total of 642 forms were collected.

Additionally, a qualitative evaluation was conducted, led by Probox Consultancy to measure the program impact. The baseline study involved an activity and a focused group discussion in 6 schools with 54 participants. The endline study, which had the same format as the baseline, was conducted in the same 6 schools with 47 participants, out of which 44 were present in the baseline study making the data highly comparable. Based on the Theory Of Change created in the previous year, the aim of this study was to measure the effectiveness of the program across the following four outputs: participants identify norms of masculinity and gender stereotypes

01. Participants identify norms of masculinity and gender stereotypes.
02. Participants gain self confidence, communication, interpersonal and problem-solving skills.
03. Participants identify violence around them and recognize that it is not normal.
04. Participants start recognizing unpaid care work as work.

## Impact

- The endline evaluation results found that Outputs 01, 03 and 04 were all achieved. However, issues with the data available made it difficult to determine whether these outputs were achieved because of the program.
- While the participants were not motivated to challenge gender norms at the start of the program, upon completion of the program, most boys did not subscribe to either of the 2 stereotypes measured, indicating a willingness to challenge gender norms.
- The baseline study found that approximately three-quarters of participants were already aware of non-violent actions they could take to respond to the scenario given to them. Upon completion of the program almost all boys demonstrated an awareness of non-violent actions they could take. Although, this data could not be triangulated and hence currently there is only moderate evidence that boys learned conflict resolution through the program.
- In the feedback forms, some participants spoke of how they would respond to a potential situation of violence by approaching a trusted adult. They also shared their aspiration to grow up and become a law enforcement officer themselves to be capable of dealing with such situations.



- The endline study also found that in two-thirds of schools, boys recognized sexual harassment and/or the use of bad language as forms of violence beyond the physical.
- The responses to output IV indicated that most of the boys could recognize chores like cooking and washing clothes as constituting work.
- **Output 02 was difficult to measure** using activities rather than self-reporting, as it required a skilled facilitator and more precise definitions of skill levels. Interestingly, 50 feedback responses noted an improvement in soft skills because of the program, including overcoming stage fear and positive self-assessments of “change in behavior” as well as confidence levels, way of speaking, way of thinking, etc. Many reflected on the fact that the program has helped them learn how to work within the team, encouraged them to develop social skills, patience, and communication skills.

**“I learnt a lot more than what school teaches. We have broken the barriers of male and female. We have come to know there is no difference between male and female. Also we come to know how does it feel to present over many people. I also took over stage fear,”**

Soham Singh, Lokhandwala Foundation School

- **Gender Stereotypes:** 129 feedback responses spoke about learning that gender discrimination should be curtailed, that both boys and girls are equal, or that persons of both genders should be respected equally. However, some responses (less than 10) did indicate that participants continued to discriminate based on gender. Positive reflections on gender and sexual identities, especially on transgender identities and the hijra community came from 35 students, some of whom study at schools where there were projects made on a related topic. Additionally, they also learnt that certain behaviours do not necessarily indicate somebody’s gender identity.

**“Pala mai sohe tha tha ki ladka dance girls ke Tera kar tha tha to vo ek transce gender ha abhi pata chal gaya asha kuch nahi hai,” (Earlier, I thought a boy is transgender when he danced like a girl, but now I know that there is nothing like that”)**

Amir Sayyed, Holy Star English School

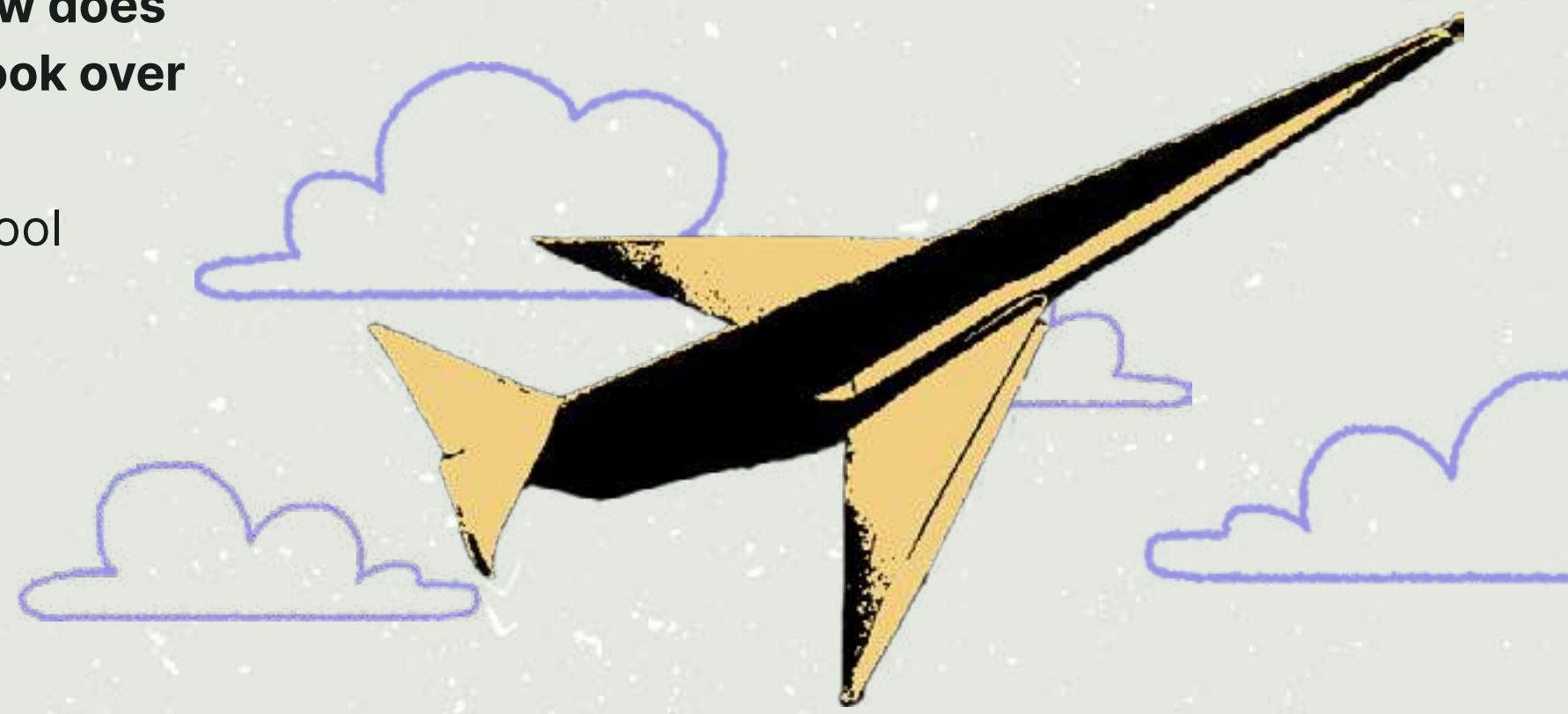
- **Norms of masculinity:** Learnings of participants on masculinities entailed a deeper understanding of the problems faced by boys, an openness to talk about the subject and allied topics related to girls and mental health, understanding that vulnerability is good, and undertakings to not tease boys about their appearances.

**“Yes we can understand that boy hairs are long, he behaves like girl, and the neighbor thalk that he is a girl but he is not a girl just because he is keeping long hair and we should not tease him about the same”**

Rishabh Vishwakarma, Gala Pioneer English High School

**“Ladka apna choice ka kpda pahan sakta hai Gender, sex ke bich ka difference samzha.”**

Kaif Khan, Chahatrapati Shivaji Vidyalaya





- **Recognising Violence:** 52 responses made general reflections on violence, primarily on physical violence, and including an understanding of safe and unsafe touch and sexual violence. 36 unique responses reflected particularly on takeaways related to bullying, while 15 particularly spoke of “verbal violence”. These included statements indicating a deeper understanding of the impact of bullying on others and an undertaking to oppose bullying in the future, among other reflections. “किसीका मज़ाक नहीं उड़ाना चाहिए” (we should not tease anybody) was a common response noted in responses from multiple schools. Other takeaways included an understanding that shouting and swearing at others is ill-advised and amounts to verbal violence.

**“मुझे लगता था कि हिंसा मतलब सिर्फ मारना पर अब समझ आया कि हिंसा मतलब मारना नहीं गाली देना किसी को चिड़ाना वह भी हिंसा होता है।” (Earlier, I thought that violence just means hitting but I now understand that teasing and swearing are also forms of violence)**

Ayush Kasar, Ramkrishna High School.

**“Maine sekha hai ke kuch bolne se pahele ek baar soch na chaheye kyuki humare bolne se kisi aur ko bura lag sakta hai”**

Mondal Ali, Holy Star English School



- **Recognising Unpaid Care Work:** Over 35 responses spoke of how they had started to notice the ways in which people care for them since the program and how they had learnt that it is essential to contribute to care work and support their mothers in the same way at home. Most of the responses indicated a readiness to help mothers with work at home.

**“Maine apne ghar me dekha ke roj mere didi ghar kaam karti hai to mai socha ki ghar ka kaam sab kar sakte hai to maine kal ghar mai jhadu aur bartan dhona sab karna chalu kiya”**

Jawahar Gupta, Sir JR High School

- **Behavioural changes:** While many participants generally stated that their way of thinking has changed post the program, there were specific responses in this connection that demonstrated exactly how the program has impacted their outlook. 183 such unique statements were identified. Four major changes seen were that participants had stopped discriminating between genders, that they had started helping caregivers at home, that they had understood the implications of verbal and physical violence and bullying and stopped perpetrating the same, and that they had adopted a policy of non-judgment in their lives.

**“Ab se mai chidhane ke pehle sochunga ki koi hurt to nahi hora,” (I will think about whether I am hurting somebody before teasing them from now on).**

Rehan Mondal of Anjuman Islam School

**“मेरे मन मे पहले आता था कि लडकी लडके से कमजोर होते है पर प्रोग्राम के बाद मेरा मन बदल गया. और किसी का मन किसी चीज पर नहि लगरा है तो जबरदस्ती नही करना चाहिए.”**

**(I used to think that girls are weaker than boys but that has changed now. Moreover, I know now that you should not force anybody for anything)**

Aniket Mahajan, Shri Gauridutta Mittal High School



- **Becoming a changemaker:** When asked what they would do differently to challenge gender discrimination, many participants responded by showing an understanding of the need for advocacy and an inclination towards spreading further awareness. 150 responses displayed an understanding that there is a need to talk to people about these things and showed inclination towards working further on their own projects and going out and talking to people about things learnt in the program. Some participants shared their willingness to intervene in a situation of violence. Many also expressed that social media would be an excellent tool to use to attain these goals. Considerably fewer were inclined to protest to bring change. Others expressed that they would make small changes in their own lives to effect greater change in society.

**“The best way to make people feel happy and comfortable is to like them as they are not judge them with way we want them to be.”**

Raghan, Lokhandwala Foundation School





# Annual Event for boys at G5A




Participants and facilitators sharing project stories and experiences from the program.

The Gender Lab organized an annual gathering for some of the participants of TGLBP and other stakeholders with the objective to celebrate their journeys, create a space of co-learning and build on the narrative of engaging men and boys. A total of 44 adolescent boys from 14 schools accompanied by 3 teachers and 12 family members were present.

The flow of the event was as follows:

- For school principals: Introduce more subjects in school that allow the breaking of stereotypes. Home science, carpentry, mechanics etc.
- Actively taking initiative to know about the realities of boys & incorporating that in the decisions we make.
- The idea of gender shouldn't exist so that we can talk about anything regarding girls and boys freely.



Discussion held by TGL facilitators in small mixed groups of boys and stakeholders to reflect on the roles of different characters in the 'Sheela Ki Jawaani' Movie of the Bombay Talkies anthology that was screened for them



Attendees writing recommendations and needs addressing schools and policy makers alike.



# Facilitator Engagement

With the objective of delivering the program at the same scale, engaging more men as well as individuals from diverse identities in this work by building their capacity and awareness about the cause a part-time model was piloted in the previous year. The idea was also to keep a smaller student to facilitator ratio in order to enable a deeper engagement.

The role entailed dedicating 8-10 hours of field work each week, attending necessary training and completing relevant documentation. Out of 35 applications, 9 were selected. 2 facilitators prematurely discontinued their engagement. One facilitator from the previous year was brought on board to support the program.

## Facilitators

- Pranav Trivedi
- Sajid Bhat
- Niharika Ravi
- Snehanshu Shome
- Masoomali Sayyed
- Anam Killedar
- Sarthak Rajabhoj
- Mayank Kalyani





## Activities



- Facilitators preparing for a conversation with Tulika Bhatija on working with adolescents in an inclusive and sensitive manner.



- A discussion on facilitation as a skill using the IGNITE model by Pravah.



- Closing Bootcamp: A 3-day closing residential bootcamp was organized with the intention to reflect on the experience of each facilitator on a personal as well as collective level. This included sharing key highlights, learnings, challenges and reflections of experiencing the program as individuals holding diverse identities and experiences. The Boys Program Facilitators also shared their final year presentations in creative ways showcasing their journey over the past 9 months.



- Facilitators with Chintan Modi after a constructive session using contemporary visual art, popular print, etc. to discuss the pressures that participants may feel around embodying and performing masculinities and the use of these mediums when working with adolescents.



- Tracking progress throughout the year through reviews to identify and address challenges and learning about the individual journeys of facilitators through creative presentations.



# Learning & Reflections



Having external experts hold different sessions for the facilitators running the program was helpful and enriching. It brought in new perspectives and questions for the group and helped in their knowledge building and program delivery in different ways.

Despite the value that this diverse group added, the part time nature of the facilitator engagement made it difficult to organize everybody for training and review meetings.

With respect to the content of the program, while talking to the participants about one's sex being biological and gender being a social construct, a lot of questions around sexuality come up. Since it is not a part of the curriculum, facilitators were not fully equipped to answer these questions. There was a genuine need for answers and curiosity around different aspects of sexuality among participants.

Logistical and technical constraints during the execution of the program had unintended negative impacts on the quality of delivery of the content. One example of this being that facilitators did not find enough time to be able to establish the difference between sex and gender, which also resulted in reinforcement of existing gender stereotypes in some cases.

Although the story used in the session for violence was relatable for the participants, the session

content lacked the nuance required to navigate the everyday lived experiences of the participants which also lies at the intersection of their different identities. Even though the participants were clear about not using violence, their personal struggle was also to find alternative and practical resolution methods.

Similarly when talking to participants about Unpaid Care Work, the discussion with the participants needs to happen in a more nuanced manner, considering the different family structures in which they might belong.

Through the feedback forms, many participants expressed that the greatest challenge they faced was non-cooperation from their peers during the sessions which distracted them from the programme.





# How We Raise Our Boys



With the intention of making conversations accessible, the HWROB program was run in 5 regional languages in addition to English last year. Drawing from learnings of previous years, a hybrid model of online and in person approach was rolled out last year. As part of this, a 3 day online workshop was conducted in the month of January in English, Tamil, Bengali, Hindi, Bhojpuri and Marathi. In addition to this, 2 day in person workshops were conducted with Vidya & Child Schools in Noida, Delhi and Gala Pioneer Public School in Mumbai, Maharashtra in the combination of English and Hindi. A 3 day workshop was organized in collaboration with the nonprofit Bodhana in Guwahati, Assam in a combination of Assamese, Hindi and English.

Through the workshops, three key aspects were covered with the participants.

**DAY 1: Unlearning gender** - learning about key concepts and terminologies around gender while locating it in the larger context of identities and power

**DAY 2: What are masculinities** - continuation from day 1 bringing focus to masculinities and experiences around the same.

**DAY 3 : Lessons to action** - looking at ways to adapt knowledge on gender into classroom & spaces with children through identifying tools for the same.





## Action module

Following the workshops, in the past year, an action module component was introduced under this program. This module was designed for participants to deliver a short interactive session with the children they work with, to support participants translate the learnings from the workshop into actionable steps and learnings. 3 participants from Hindi program and 1 participant from Tamil program completed the module delivery. This was followed by a reflection meeting with interested participants to bring together their experiences, learnings as well as understand challenges faced during the process.

**"बच्चों के साथ वर्कशॉप का अनुभव बहुत अच्छा रहा। कुछ बच्चों को कहानी बहुत अच्छी लगी तो कुछ बच्चों को थोड़ी कम अच्छी लगी। बच्चों ने अपने अनुभव भी साझा किए। अलग नजर से देखते हैं। इज्जत नहीं करते हैं। मजाक उड़ाया जाता है। कोई शादी नहीं करता है। छक्का बोलते हैं। घर और बाहर दोनों ही कैमिंट करते हैं। लड़कियों से कोई कुछ नहीं बोलते हैं। बच्चों ने बताया।"**

Urmila, Hindi language, How We Raise Our Boys Participant



# Learning Together

## How We Raise Our Boys



Towards achieving the vision to bring together a community of teachers and educators to collaboratively work on HWROB and further knowledge building exercises, some efforts were made this year to consistently engage with participants from HWROB across languages from the previous years. As part of this, many active participants from the community joined hands to support in different capacities of implementing the HWROB and LT activities of the year. This included members supporting language translations, facilitating sessions, moderating sessions and providing inputs and guidance on building the work.

### LT gathering

An in-person gathering was held in Pune at the beginning of this year with the objective to collaboratively strengthen the How We Raise Our Boys Program with representative members from the community. The intention of the gathering was also to come together in solidarity with educators and experts from the field as individuals working towards transforming gendered learning spaces for children. The participants united in solidarity to pursue their shared cause and engaged in insightful discussions on various aspects of gender, facilitated by external experts and facilitators from the program. Evolving collaborations and networking among the participants were a highlight from the gathering.

"कोविड के ढाई साल की कैंद के बाद मैंने अपने वर्तमान शहर से बाहर एक वर्कशॉप में हिस्सा लिया जहाँ ख़ासी संख्या में लोग जुटे। मुझे इस वर्कशॉप की विविधता सबसे ज़्यादा पसंद आयी, यहाँ विविधता के कई मायने हैं: जेंडर को समझने के विविध तरीक़े, विविध इलाकों के लोगों की हिस्सेदारी, विविध भाषाओं की हिस्सेदारी। इसमें मैं भाषाओं की हिस्सेदारी पर विशेषतौर से टिप्पणी करना चाहूंगी। यहाँ मेरी मातृभाषा भोजपुरी भाषा को ट्रेनिंग की भाषा के रूप में समझा गया - ये काफ़ी ज़रूरी कदम है. हिंदी भाषी इलाके में दूसरी भाषाएँ भी हैं जिनमें आधुनिक ज्ञान के सृजन की ज़रूरत है, यह स्वीकार्यता एक नया कदम है"

Asha, Facilitator, How We Raise Our Boys Bhojpuri Workshop

A critical conversation brought forth by the participants was about the importance of continuing to organize the program in Bhojpuri and the impact it could bring about in Bhojpuri speaking regions. The group discussed the significance of engagement in regional languages including Bhojpuri, in not only interacting with the cultural contexts that are relatable while dissecting gender but also in facilitating effective and inclusive communication in native tongues.

This was a group of individuals either gender enthusiast or working on gender in different fields like social work, activism, and academia. All of them in this space came from different states, spoke different languages, cultures, and ethnicity, and still felt connected to each other through the will to build inclusive spaces for our children.





## Sexuality Workshop

In the last year, a one-day online sexuality workshop was organized for members of the Learning Together community. The workshop was conducted by Neelu Grover, an experienced sexuality educator and an active participant in the program from the previous years. The workshop facilitated deeper conversations around sex, gender, and sexuality in a combination of English and Hindi language. Participants shared back learnings and knowledge building on gender identities and experiences of gender in the context of LGBTQIA+ rights. A critical question that emerged was around how to translate these learnings in the classroom spaces with children.

## Feedback & Impact Assessment

### Process

As the first year of implementing HWROB through a hybrid model of in person and online workshops, the program brought forth many highlights this time in the engagement with educators. Similar to TGLBP, a qualitative evaluation of the program with Probex was conducted for the program along with which feedback was collected from participants during and post workshops.

### Overall program impact

The feedback forms received from both the online and in-person workshops yielded valuable insights. From the 120 feedback responses that were received from the online workshops, across 6 languages, a critical learning has been recorded around new concepts and knowledge being built around the same.

Interestingly, from the 29 feedback responses received from the in-person workshop participants from across 3 regions, similar were the learnings as from online workshops, with learnings on difference

between sex and gender, notions of masculinities and its impact on men and boys and how gender shows up across different spaces, came up most in proportion.

Being able to hold the workshops in physical spaces as opposed to virtual spaces allowed for enhanced learning due to the furthered possibilities of relationship building. Feedback was documented from participants from the in person workshops in which most of the participants shared that including more visual aids and activities would benefit in the engaging and learning process during and after workshops. Questions and curiosities to learn more about these issues were shared as well. Listening to experiences of others and being able to have open conversations on issues around gender was a highlight for many participants.

The endline evaluation study's sample size was only 11 participants, which is half of the originally planned 24 participants. As a result, the evidence supporting the insights obtained from this comparison is limited. Nevertheless, the program's impact on educators was evaluated through two outputs, which are as follows:

- increasing awareness of norms of masculinity
- gender discrimination in their surroundings
- becoming more aware of their own practices that normalize violence and discrimination in classrooms.



A majority of educators who participated in the HWROB program reported experiencing a change in their **perspectives and attitudes towards gender**.

- Notions around masculinities and its impact on boys and men: Educators described these changes as including a greater openness to considering men's perspectives in thinking about gender, becoming more observant and receptive of people belonging to different genders, and being more conscious of not forcing their thinking on others. They also reported becoming more open and receptive towards students' experiences as adolescents and understanding the importance of creating spaces for deliberation among educators, parents, and communities.
- Participants learned about the difference between sex and gender

**"The whole workshop enhanced my knowledge about masculinity, spectrums of gender, new thoughts experiences. Also, I was enlightened to learn these things to apply in the school set up."**

Participant, Assamese language, in-person HWROB Workshop

- Participants learned about how classrooms are gendered and the significance of acceptance for children in the context of gender.
- In addition to a change in perspective, a small minority of educators (2) reported making changes in their actions and behaviors while interacting with children. One educator mentioned that she strictly quoted school rules against applying nail paint to a boy student instead of questioning his action based on gender. Another educator said that she started to make girls and boys sit next to each other (instead of segregating them) and she also started engaging in conversation with boys consciously which she wouldn't do earlier.
- Participants learned about the basics of gender, identities and expressions.

**"हम काफी समय से बच्चों के साथ काम कर रहे हैं पर यह पता नहीं चला की ऐसे बातों से भी हम जेंडर का भेदभाव करते थे जैसे भारी काम लड़की नहीं करेगी इस तरह के कई उदहारण हैं अब मैं अपनी क्लास में इस तरह से चीज़ों का ध्यान रखूँगा।"**

Participant, Delhi, in-person How We Raise Our Boys Workshop

**"I learned about the spectrum of gender rigidity on one side and gender fluidity on the other, and how one is awarded/punished depending on their rigidity/fluidity. I learned that gender is an expression that can change, rather than a fixed identity for life. I understood the terms 'sex', 'sexuality' and 'gender' better. Today's workshop also gave me self awareness of my triggers as a teacher in a classroom."**

Participant, Tamil language, HWROB Online Workshop

- Participants learned how gender is interconnected to as well as shows up in our language, media, school and families.

**"जेंडर विषयी मतभेद आहेत आणि ते बदलायला हवेत आणि त्याची सुरुवात आपण स्वतः पासून करावी"**

Participant, Marathi language, HWROB Online Workshop







## Learnings & Challenges



- Availability and time constraints due to the hectic schedule of teachers.
- Mobilizing resources for translations, finding regional resources.
- It was difficult to keep up with the needs of all the participants as they came from diverse demographics.
- Accessibility to the online conversations was limited.
- Due to their busy schedules after the workshop, only a few participants were able to execute their action plans. Out of the total participants, 3 were from the Hindi workshop which had 29 girls and 21 boys, and 1 participant was from the Tamil workshop with 15 girls and 18 boys.
- A key learning over the last year has been the significance of sustaining the program in regional

- languages as there are many strides to be made in holding conversations around gender, masculinities and sexuality in native languages while also curating resources around the same.
- Another key learning from the past year is that it is important to talk about sexuality when discussing gender and masculinity because many questions and learning opportunities have emerged from the participants.
- The experience of a workshop where one is engaging with themselves and their own emotions, comfort etc are critical to be able to look at inclusive classrooms or any other spaces.
- The feedback received during the reflection phase highlighted the need for more knowledge building on gender and the importance of relatable tools to have meaningful conversations on gender with children.





# TGL Hub







The Gender Lab established TGL Hubs across 15 schools, divided into 3 regions. Each hub consisted of 2 alumni from the year 2021-2022 from both the programs i.e. AYWLP and TGLBP, who were selected as representatives of their school. One teacher from each school was also invited to become a part of these hubs along with these alumni. These hubs were started keeping in the centre the need of adolescents to continue their journey of learning about leadership, gender and having access to safe space after their 1 year program.

As a part of TGL hub we organized 5 regional meetings which were a mix of learning, knowledge and community based projects. The topics for the sessions were chosen based on the needs and interests of our participants :

### Girls

01. Child Rights \*
02. Love, Attraction and consent
03. Storytelling for social change

**\*Some of the adolescent girls were asked to facilitate the session on child rights with their peers.** Girls who conducted the workshops for their classmates got to learn more about facilitation skills, become more comfortable with speaking and sharing their opinion in front of new friends/ representatives from other schools.

### Boys

01. Recap of The Gender Lab Boys Program
02. Consent, love and attraction
03. Exploring questions around sexuality

Session 4 - Combined session for boys and girls on gender stereotypes based on which they were to take up action projects in their schools.

While the groups were unable to implement projects this year, below are the topics that were discussed :

01. Equal and inclusive sports : Awareness on stereotype belief
02. Corporal Punishments
03. Awareness around gender biases of textbooks
04. Bullying
05. Inclusive and equal roles in schools annual function/activities
06. Change sitting arrangements
07. Equal Representation of Women Leaders on posters in school

Session 5 - A reflection of the learnings and experiences.

आज के दिन में  
मैंने अपने विचार  
सबके सामने बोले।  
अपने विश्वास के साथ।



"सब की पसंद एक जैसी नहीं होती है।"

TGLBP Alumni

"आदमी का अपना हक है वह किसी से भी प्यार कर सकता है और हमें इस बात का विरोध नहीं करना चाहिए"

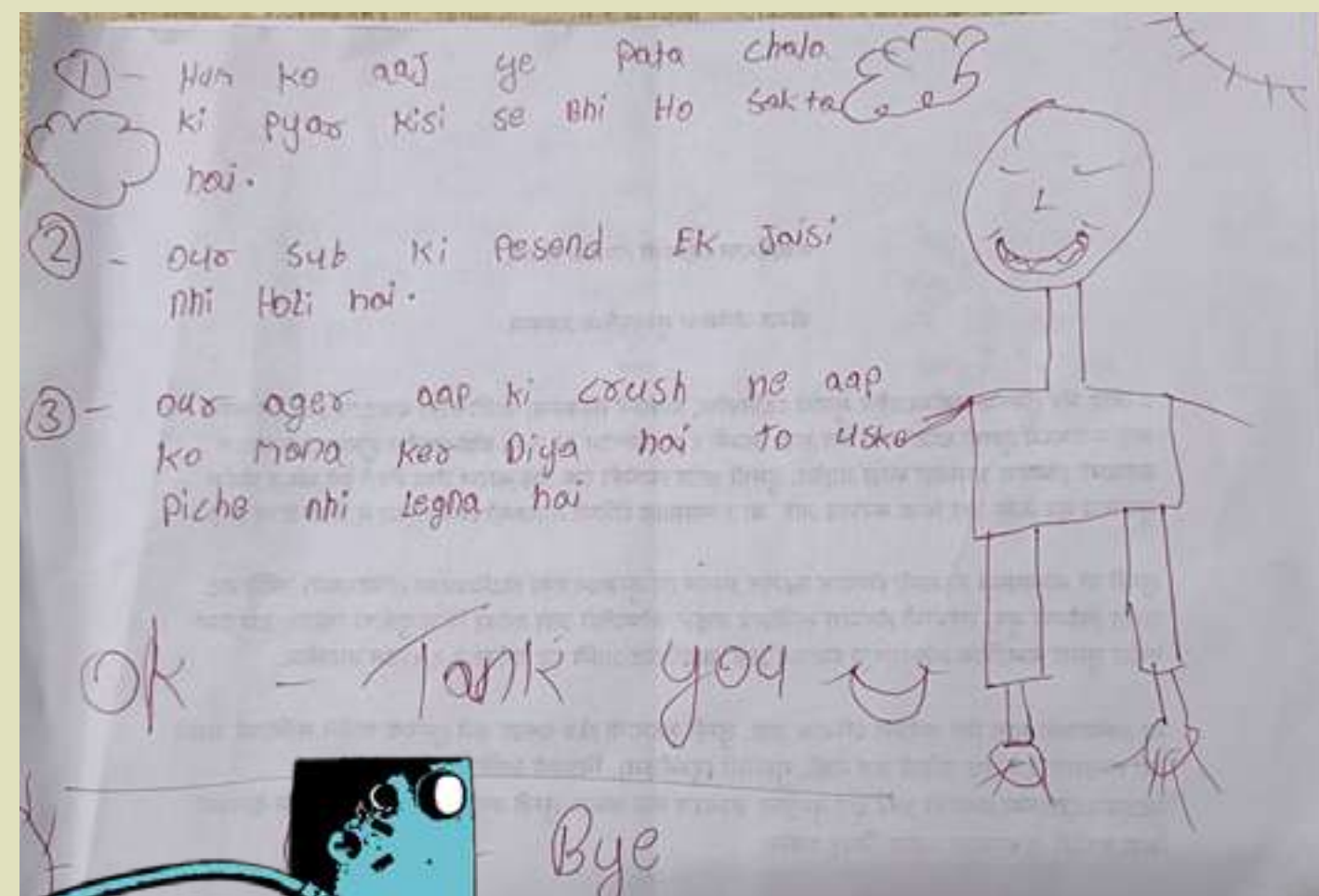
TGLBP Alumni

"मुझे अपने अधिकार के बारे में जानकर confident महसूस हो रहा है और मन करता है, जाकर लोगों को भी बताऊ की मेरे क्या क्या अधिकार है ताकि वे मुझे कुछ बोलने से पहले सोचे"

AYWLP Alumni

"हब में आकर समझा की जेंडर नॉर्म्स के कारण केवल लड़कियों को ही नहीं बल्कि लड़को को भी कई रुढ़ि- वादी विचार और समस्याओ का सामना करना पड़ता है।"

AYWLP Alumni







# Other Engagements





## 1. Advocacy

- TGL became a member of Global Alliance for Care and MenEngage Alliance
- TGL was at the Bali Care Economy Dialogue—that took place in November 2022 to leverage global momentum around transforming the care economy while elevating perspectives on care from Asia and the Pacific. It was led by The Asia Foundation.
- Akshat was invited to speak at the UN Side Event "Embracing the principle of Co-responsibility in Care and Domestic Work" held in the context of the 77th Session of the United Nations General Assembly.
- C20 Policy Dialogue: Aniket represented The Gender Lab to give policy recommendations under the 'Gender Equality' working group's sub theme Social-Cultural Implications including Engaging and creating awareness in men and boys toward Gender Equality at the C20 Gender Equality policy dialogue in Kashmir.
- Asia Feminist Coalition at Bangkok brought together key stakeholders across the sector from South Asian Countries to work in solidarity on post covid feminist recovery. The coalition identifies three key areas; care, gender budgeting and climate crisis, as their priority areas. Aleena

## 2. Learning opportunities for the team

- Vishu at 'Youth Alliance's Earth-Shastra' - an immersive journey around 'Community in the age of Climate Emergency'
- Vijeta participated in Pravah's Big Ticket Program to learn design and facilitation.
- Aleena at Nirantar Trust's 'Looking in, Looking Out' program on sexuality.
- Manisha at 'Youth Alliance's Gramya Manthan' a program on rural immersion.
- Vaishali as an alumni got selected to attend SI Advocacy Lab in Sweden
- Team at 'Build Together' and 'Nlighten' events organised by Rohini Nilekani Philanthropies.
- Akshat attended Asia Foundation Development Fellowship Alumni gathering in Bangkok





### 3. TGL Team at various forums

- Kajal invited to Young Leaders Conclave and Build Together as a panelist.
- Ayushi's workshop at Acumen India Fellows Gathering on Organisation Culture
- Vaishali as a panelist at TATA Steel Foundation's event on International Women's Day
- Aleena was invited by the Gender Club of Stella Marys College, Chennai to hold a workshop on Gender called Back to Basics.
- Redefining Masculinities team was invited to share about their learning on engaging men and boys with the Vacha Trust team.
- Nisha has been invited to interact with young adolescent girls from Hazaribaugh and Ranchi at Udaan Advocacy School-Point of View as a speaker.



### 4. Other highlights

- The World Bank, under the Chennai City Partnership (and the Chennai Gender Programme), has assisted the Government of Tamil Nadu (GoTN) in establishing a 'Gender and Policy Lab'. As a part of it, The Gender Lab was invited to conduct research & prepare a training program to bring behavioral changes and contribute to Toolkit for Enabling Gender Responsive Urban Mobility and Public Spaces.
- Visit by Adelphi students to Mumbai to learn about TGL's work with adolescents.
- NGO Story Awarded TGL under the Empowering Rural Communities Category.





# Gratitude





# Thank you to our community

To partners and advisors  
who shaped our work in  
different ways

## Jane Sloane

Senior Director, Women's Empowerment Program,  
The Asia Foundation

## Deepa Narayan

Author, Senior Advisor at The World Bank,  
TED Speaker

## Paula Mariwala

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## Acumen India

## Ujwal Impact Advisors

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Visual Designer

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Senior Consultant, PwC South East Asia Consulting

## Men Engage Alliance

## Asia Feminist Coalition

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**Dhruvi Kanabar**

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## Facilitators for Boys Program

**Afsana Ahmed,**  
Facilitator, The Gender Lab Boys  
Program, 2021-22

**Chintan Modi,**  
Freelance Facilitator and Writer

**Hritik Lalan,**  
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Mavelinadu Collective

**Tulika Bhatija,**  
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For strengthening TGL's theory  
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To all the schools, principals, teachers,  
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# the gender lab

@thegenderlab



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