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KHIDKI



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# Overview

## Capacity Building Of Teachers

- 01.** The training on 'My Body & My Right' was conducted with 30 teachers from TGIPS, West Bengal, India.
- 02.** The training was spread over 4 days, bi-monthly on 14th & 28th August, 11th & 25th September 2021.
- 03.** The training was conducted virtually on zoom.

## Objectives

- 01.** LEARNING
- 02.** BEHAVIOURAL AND ATTITUDINAL CHANGE
- 03.** ROLE IN PROVIDING CHILD/ADOLESCENT AFFIRMATIVE SEXUALITY EDUCATION

## Methodology

The structure and methodology of the virtual trainings was conceptualised to ensure a more meticulous and efficient delivery of content and capacity building, keeping adherence to the timeline. The structure of the training was designed to focus more on covering the curriculum content with more focus on the key messages and perspective building.

- 01.** The training was facilitated with conducting activities, facilitating conversations based on the content from the My Body My Rights module.
- 02.** Resources were provided to further anchor the learnings from the sessions.
- 03.** Pre/Post training knowledge and skills tests were taken to assess Teachers before and after the training.
- 04.** Overall evaluation of the training along with session specific evaluations.

# Themes Covered



## *Body & Growing Up*

***Puberty, body image, sense of self, boundaries, consent, communication, safe and unsafe spaces/touch***

Day 1 focused on the idea of growing up where we discussed the male and female bodies, consent, boundaries, puberty, sense of self and safe and unsafe touches. Public and private parts, which constitute a conventionally important topic were also discussed while learning about the body which are culturally constructed. The important variable mediating these spheres is consent, which allows a person to maintain healthy boundaries. Instead of good and bad touches, safe and unsafe touches should be emphasized on, while engaging with children. We also discussed the biological process of menstruation briefly and had a conversation around normalising it and the role of non menstruators in doing so.



## **Emotions**

***Interpersonal relationships, peer pressure, bullying, anxiety and depression.***

Day 2 conversations revolved around relationships, emotions, peer pressure, bullying, anxiety and depression. Self awareness is an important part of healthy relationships, so we discussed the categories of self-concept, self esteem. Teachers shared their lived experiences around healthy and unhealthy relationships. The importance of having a support system and the provision of a safe space in schools was also highlighted. The importance of discussing mental health and normalizing conversations around it to encourage mental well being was also discussed.



## **Gender & Sexuality**

***Identity, fluidity, gender norms and roles, sexuality and intersection with gender.***

**Day 3** included discussions on the concepts of gender, identity, sexuality, power dynamics and gender based violence. The first step was to distinguish between sex and gender and understand that even sex, which is considered biological, is not as permanent and unchanging as it is claimed to be. The session was informative in nature and was followed by a series of questions which were then discussed thoroughly.



## **Pregnancy, Contraception, Abortion**

***Reproductive Anatomy, Reproductive Health and Rights, Sexual and reproductive health care***

**Day 4** was dedicated to drawing on conversations from the last 3 days and began with a Q&A session where the teachers brainstormed problem statements in detail and discussed the probable causes behind these problems. They also identified indicators which would help them ascertain if their interventions were working – these include change in knowledge, change in habits and change in mindsets. Major themes which emerged were gender, sexuality, identity, social emotional learning and violence.

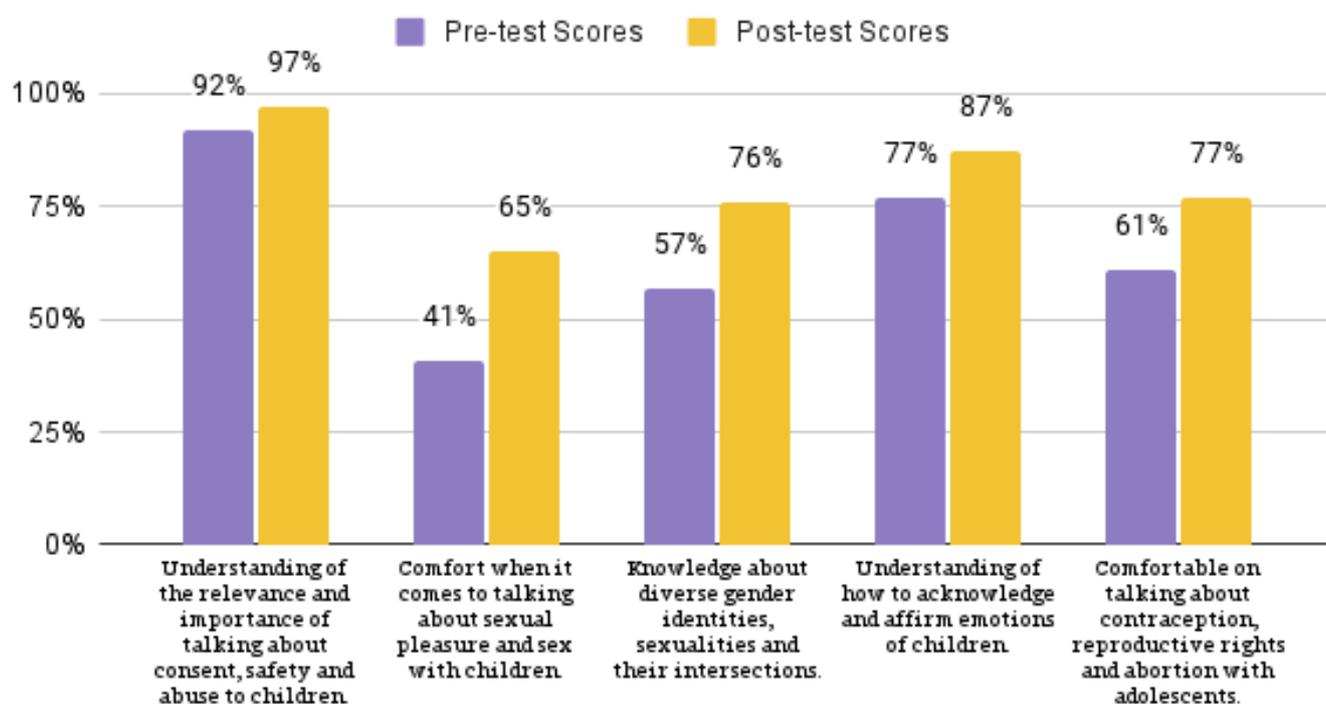
# Training Outcomes

- 01.** Participants scored high in perspective and learning questions around sex, attraction, healthy & unhealthy relationships, gender and sexual identities, contraception, and abortion in their post-training evaluations demonstrating good uptake of content from the Training.
- 02.** All the teachers showed active participation throughout the training and shared their knowledge, experiences, ideas during the course of the training.

## Overall Outcome

Sl. No.	Statement	Pre	Post
1.	<i>Understanding of the relevance and importance of talking about consent, safety and abuse to children.</i>	92%	97%
2.	<i>Comfort when it comes to talking about sexual pleasure and sex with children</i>	41%	65%
3.	<i>Knowledge about diverse gender identities sexualities and their intersections.</i>	57%	76%
4.	<i>Understanding of how to acknowledge and affirm emotions of children.</i>	77%	87%
5.	<i>Comfortable on talking about contraception, reproductive rights and abortion with adolescents.</i>	61%	77%

## Pre-Post Score Analysis



## Strengths

Witnessing effectiveness of the training in knowledge as well as behavioral change. Immediate shifts in knowledge level were identified through feedback and evaluation collected before and after every session. An overall change in perspective and behaviour was also identified through qualitative analysis at the end of the 4 day workshop series.

The My Body My Rights Module was referred to as a recurrent document for all the activities, content, and questions.

The cohort displayed an active engagement throughout the training, with participants enthusiastically participating in the discussion, asking very relevant questions, and prompting responses. Participants were also able to build real-life connections to the content, citing examples from their lived experiences making for a wholesome discussion during the sessions.

Availability of relevant resources to further enhance their understanding of the discussed thematics.

# Limitations

While this was 4-day bi-monthly virtual training conducted with the cohort, logistical and technological hiccups continue to be a cause of concern impacting the interaction with the participants. Internet connectivity and equipment (mic, camera) malfunction were a recurring issue, owing to factors beyond the control making it difficult to navigate discussions with the participants on multiple occasions.

The attendance of the teachers fluctuated throughout the 4-days, making it difficult to keep track of their consumption of content each day. The intensive nature of the training and a strict timeline to wrap up it left very little room for separately spending time on the member who might have been absent one or two days and major restructuring in the agenda - which meant limited space for pausing and reflecting in between sessions.

## Reflections/Feedback By Participants

The lucid way adopted to discuss the topics which are still a stigma for the society and the detailed approach and ways to be followed to handle certain sensitive issues within the students or children were appreciated by the participants.

We got a friendly atmosphere where everybody was treated equally. We also got an opportunity to express our views.

Of all the things that I've learned in this session, one important thing that I have understood is the value of consent and the variations in sex and gender.

The entire concept was a little hard to understand at an initial level but as more sessions were conducted, the objective behind doing the workshop became clear.

We should be clear in our thoughts. The session helped me to understand how to handle different things in different situations related to mental health.

Felt more confident about including sexual behaviors and practice within these sessions.

# Way Forward

It has been strongly recommended to follow up with the teachers through the reading of the curriculum and other resources before in-class implementation and mentor the participants thoroughly. It is also suggested that some of the teachers who demonstrated excellent uptake of content and comfort with knowledge be utilized for continuing capacity building of other teachers.

Rangeen Khidki recommends that this program be scaled up and taken to other teachers either through a Master Training Program which will involve training of teachers or engage in a similar training workshop series with other groups of teachers under the Techno India Group of Schools.

