India’s Daughters
Empowered and Empowering

A case study from India

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Study Hall Educational Foundation
Innovate. Outreach. Impact

730 Students
PRERNA SCHOOL

90 boys
PRERNA BOYS SCHOOL

83 Students
DOSTI SCHOOL

Over 10,000 Students and 14,000 Teachers
DIGITAL STUDY HALL

420 Students
PREP SCHOOL

470 Students
VIDYASTHALI SCHOOL

2000 Students
STUDY HALL SCHOOL
INDIA
Population: 1.2 billion
Sex Ratio: 940 F:1000 M
Literacy: 65 F: 82 M

UTTAR PRADESH
Population: 199 million
Sex Ratio: 908 F:1000 M
Literacy: 42 F: 69 M

LUCKNOW
Population: 2.8 million
Sex Ratio: 906 F:1000 M
Literacy: 61 F: 77 M

Source: Census: 2011; Note: Literacy Rates in percentage terms
50% girls in India don’t want to be girls

- **1 million** girls killed in the womb each year
- **Girls (1-5 yrs) are 75% more likely to die than boys of the same age**
- **Child sex ratio: 914:1000** lowest since independence (1947)
- **10 million child brides** worldwide: 1/3rd are from India
- **Domestic Violence: 40%** of Indian married women are beaten
- **High rates of Sexual Violence at home and on the street: 2 rapes every hour reported.**
52% of the women surveyed reporting that they had experienced some form of violence during their lifetime.

60% of men said that they had acted violently against their wife/partner.

75% and more people across economic classes wanted at least one son in the family. Rural people had a higher son preference.
CHILD MARRIAGE IN INDIA

- 56% girls in India are married off before they reach the legal age of 18 (International Centre for Research on Women, 2006)

- In Rajasthan, 56% girls were forced into marriage before the age of 15 and of these 7% were under 10. (1973)

- In Kolkata, 50% of the women interviewed were married before reaching 15 and the youngest was married at 7

- India has the highest rate of domestic violence (67%) among women married before 18

More girls **come** to school, but they don’t **stay**, and don’t **learn** much.

- 87% net enrolment ratio in primary school for girls (compared to 73% in 2002)
- 59% of 5.6 million out of school children are girls
- 26.5% girls drop out by primary school
- Only 39.5% girls complete secondary school*
- Only 48.2% children can read a simple passage in Grade 5**

*Source: *Das, 2010; Seventh All India School Survey, 2007. **ASER, 2011*
Girls drop out/are pulled out/pushed out “because they are girls”

- Poor, rural, lower caste girls most at risk of dropping out
- Gendered social norms: Girls are not important enough to educate
- Child marriage
- **Schools mirror gendered social norms**
Education and Empowerment: a necessary co-relation?

What is Empowerment?

• Becoming aware of one’s subordination and analyzing its structural causes
• Perceiving oneself as an autonomous equal person, worthy of respect
• Acting from that belief to overcome one’s marginalization.
• Developing VOICE and AGENCY
Pre-school to year 12 Founded in 2003 with 30 girls...now 730 attending

PRERNA GIRLS SCHOOL

Study Hall Educational Foundation
## Prerna Girls School

### Our Students Lives

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average family income</td>
<td>6000 Rs (108$)</td>
</tr>
<tr>
<td>Average family size</td>
<td>7</td>
</tr>
<tr>
<td>60% mothers and 40% fathers</td>
<td>completely unschooled</td>
</tr>
<tr>
<td>46% Alcoholic Fathers</td>
<td></td>
</tr>
<tr>
<td>88% of children report being beaten</td>
<td></td>
</tr>
<tr>
<td>34% of children working</td>
<td></td>
</tr>
</tbody>
</table>
Prerna Girls School
Their Homes

- 43% huts or temporary housing
- 73% no lavatory
- 60% no electricity
Prerna Girls School
Laxmi Nishad
Main Educational Goal of Prerna

To help them emerge as women with a perception of themselves as equal persons having the right to equal participation in an unequal society, and to be equipped with the appropriate skills for such equal participation.
To this end they must:

- Successfully complete Class 12
- Recognize themselves as Equal and Autonomous persons
- Gain a critical understanding of the social and political structures framing their lives
- Develop a capacity to aspire*
- Gain confidence and skills to realize their aspirations

* Arjun Appadurai’s The Capacity to Aspire: Culture and the Terms of Recognition (2004)
EDUCATIONAL GOAL: Empowered Girls

How it achieves its goals

Come

• Affordable fees
• Convenient timings
• Mid-day Meal
• Safe, caring environment
• All female teachers
• Neighbourhood school

Stay and Complete

• Multilevel accelerated learning
• Relevant to life enriched curricula
• Close monitoring of attendance
• Strong community relationship

Learn and Be Empowered

• Participatory pedagogy
• Empowerment classes
• Extra academic support provided in school
• Peer & teacher support network

• Close monitoring of attendance
• Strong community relationship
The goal of all teaching and learning is to enable students to find answers to the central question: **Who am I and what is my relationship with the universe and others in it?**
Critical Feminist Pedagogy

Classrooms as “Radical spaces of possibility” (bell hooks, 1994)

Broader socio-political contexts in which subject positions are constructed and naturalized are critically examined and understood (Gonick, 2007)

Students understand the concept of ideology and how it shapes their lives
“It is to the reality which mediates men, and to the perception of that reality held by educators and people, that we must go to find the program content of education. The investigation of ...peoples “thematic Universe” – the complex of their “generative themes”- inaugurates the dialogue of education as the practice of freedom.”

“...men are searchers and their ontological vocation is humanization”

“To exist, humanly, is to ‘name’ the world, to change it”

“Liberation is a praxis: the action and reflection of men upon their world in order to transform it.”

At Prerna we try to enable students to realize their ‘ontological vocation, be liberated as they reflect upon their reality and be enabled to change it.
Making **Education** Relevant to Life

*Critical Dialogues*: Undoing Gender in Empowerment Classes
To be dehumanized is to have no control over the form one’s humanity takes, to live in a world named and made by others.

To become human is to become more critically aware of our world and gain more control over it.

Critical dialogues are aimed at making people critically aware of their social and political reality. The underlying belief is that being able to name their reality will enable people or empower them to transform it.

Paulo Freire

Key features of the Prerna Empowerment Program

Supportive Relations

Challenging Structures

Individual Change
Universe of Care

Persons worthy of respect

Person worthy of respect

Developing a sense of home in the world

SELF

respect & care

OTHERS

Persons worthy of respect

OTHERS

Persons worthy of respect

OTHERS

OTHERS
Prerna Outperforms in All Subjects

Source: Mean Achievement scores: NCERT Survey 2006/7
Life Outcomes: What Can They Do, Who Can They Be?

- **88% Completion Rate**
- **97.5%** of graduating class continue to Higher Education

78 out of 80 girls in college

13 girls completed BA degrees

8 out of 13 girls enrolled in Masters programs: 2 getting MBA
Laxmi’s Life

What can she do and who has she become
Laxmi at her home
Laxmi flowering in School
Over the past few days we took signatures from several people that they would not participate in domestic violence.
Laxmi: A Supervisor in a Call Center
From Personal Activism to Social Activism

Veerangna
Prema Girls, Lucknow

WOMEN OF COURAGE
From being weak and defenceless to being strong and competent
Empowering every woman....
From Personal Activism to Social Activism Using Theatre
Girls empowered and empowering: Using drama

Child Marriage

Benefits of Education

Domestic Violence
Internalising the “freer”

• Becoming free to feel
• Learning to feel indignant & angry
• Learning that these feelings are legitimate
• The performance gives their feelings public expression and thereby helps them legitimise and dignify their feelings
• And in so doing they ‘internalize the freer’
From Personal Activism to Social Activism: Using Film
With the kind support of Mona Foundation we are scaling the Prerna Empowerment program to 100 girls schools.

100 Schools
9 Districts
10,000 Girls
10,000 Families
EMPOWERMENT TOOLKIT

GENDER TRAINING FOR TEACHERS
Empowerment Curriculum: Print & digital materials

DEVELOPING LEADERSHIP IN WARDENS

COMMUNITY MOBILISATION
Teacher training for community mobilisation

INDIA’S DAUGHTERS CAMPAIGN
COMMUNITY MOBILISATION

Parents’ attendance in the meetings has increased by 55%
India’s Daughters Campaign
child marriage is slavery
India’s Daughters Campaign
child marriage is slavery

In Uttar Pradesh
at least one in two married women ages 20 to 24 years happens to be a child bride

TEACHERS AT KASTURBA GANDHI BALIKA VIDYALAYA

Rally against Child Marriage
all Educational Foundation launched a web campaign “India’s Daughters....

India’s Daughters 2014
Dr. Urvashi Sahni President and Chief Executive Officer, Study Hall Educati....

Child Marriage an Evil
Not Truly Indian
Shalini Sinha Principal, Study Hall School Anything th....

default
COMMUNITY MOBILISATION
Students & Teachers campaign against Child Marriage in their communities

India’s Daughters Campaign
child marriage is slavery
COMMUNITY MOBILISATION

Signature campaigns

India’s Daughters Campaign
child marriage is slavery
COMMUNITY MOBILISATION

Drama staged as part of India’s Daughters Campaign
Outreach of India’s Daughters Campaign

16,000 Lives touch by student processions

98 Villages

43 Processions marched

42 Government Officials Participated
BSA | ABSA | ABRC | NPRC | ARC | GRAM PRADHAN

250 Articles were submitted by students of KGBVs for the web campaign
Gyan Setu
Bridge of Knowledge

NON-FORMAL EDUCATION CENTER
58 million children remain out of school worldwide

At the current pace, the last girl won’t be in primary school before 2086

3.7 million girls are out of school in India

Source: A World At School
In 500 slums (approx) 5,84,000 people

Luckynow

100,000 approx out of school children

SOURCE: District Urban Development Agency
Goals of Gyan Setu

1. Inculcate basic literacy, language and numerical skills in the students. We use print and digital materials
2. Pursue and convince parents to send their children to school
3. Speak to children and make them aware of their rights and duties
4. Introduce them to the English language and develop Basic English speaking and writing skills
10 NECs

400 Students

56% are girls
Maina Abdul Haq
Non-formal Education Center - Ujarinyaon
Maina Abdul Haq is nine years old and lives in a slum. Her father abandoned them when she was very young. Maina works with her mother as a domestic help and earns Rs. 1000 ($17) a month. She works for an hour in the morning and takes care of her 2 siblings when her mother goes out to work. She went to a government primary school for three months but had to drop out. She lives in a rented 10x10 makeshift hut and her family pays Rs. 50 ($1) per month for using a water tap. Her family does not have access to a proper lavatory. Currently she is a student at NEC Ujariyaon and hopes for a better future. She enjoys coming to NEC and never misses a class!
“The true flight of life is yet to be
The test of my intentions is yet to be
Just a fistful of earth have I measured yet
The whole wide sky lies ahead”

- Rama Rawat’s 10th grade graduation speech
THANK YOU

Contact and More Information

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Critical Dialogues can be found at
www.youtube.com/user/dshonline