Case Studies 13-18 years

Age	13-15 16-18
Context	Rural Tribal Urban
Insight URL	https://uninhibited.notion.site/Case-Studies-13-18-years-2c4074573adb80ab8f42e6677f0019e2
Outcome	Advocacy Allyship Awereness Empathy

Case Study 1: (by Red cycle)

Menstrual Health Education for Adolescents (Age 13–15) in Urban setting with private management school (religious alignment-Christian Management)

Background and Context

In an effort to improve menstrual health literacy among adolescents, a menstrual health education session was conducted for students aged 13–15 in a school setting. The mixed gender session aimed to increase awareness about menstruation by using puberty education as the entry point for discussion. Every year the school conduct similar program, with an assumption that conversations around gender, sexuality and bodily rights are important when they enter high school.

Objective

The primary goal of the intervention was to increase awareness and understanding of menstruation, break the silence around the topic, and initiate conversations that could foster long-term openness and acceptance.

Intervention Design

- Duration: 3 hours
- Entry Point: Puberty education was used to ease into the topic of menstruation, allowing students to relate to the bodily changes they were already experiencing.

Key Success Factors

● The session was successful in initiating conversations around menstruation, a topic often considered taboo in schools.

● There was a marked increase in basic knowledge about menstruation and the human body.

● The use of anonymous questions significantly deepened the discussion, allowing students to voice personal doubts and explore issues that extended beyond menstruation, such as sexual and reproductive health and myths around bodily functions.

▼ Observed Behavioral Changes

● Students became more willing to engage in discussions on menstruation.

● The initial hesitation and awkwardness were overcome fairly quickly, suggesting the session successfully broke the ice.

● Students began to articulate questions around related areas such as hygiene, stigma, sexual and reproductive and emotional changes during puberty.

▼ Stakeholder Support

● The session was made possible with the support of the school principal, a few proactive teachers, and administrative personnel who believed in the importance of menstrual health education.

● Their endorsement created a relatively safe space, though not without limitations.

▼ Challenges and Navigation Strategies

● Time Constraints: The most pressing challenge was the limited time schools were willing to allot for the session. A 3-hour window was insufficient to explore the topic in depth or establish continuity.

● Faculty Discomfort: Some teachers expressed discomfort, questioning the need for discussions around gender and sexuality in a menstrual health session. This revealed the need for parallel orientation and sensitization for educators.

▼ Sustainability and Follow-Up

Unfortunately, due to the time constraints and lack of commitment from the school for continuous engagement, sustainability beyond the session

was minimal. No long-term follow-up or curriculum integration was possible.

▼ Unexpected Outcomes

- The level of engagement from students exceeded expectations. They showed openness, curiosity, and a strong willingness to learn.
- The session unintentionally sparked debate among staff about the boundaries of school-based sexuality education, with some teachers questioning the relevance of talking about gender and sexuality into the conversation. This highlighted the need for more inclusive training and orientation for educators themselves.

▼ Reflections and Way Forward

If given the opportunity to conduct this again, a one-day workshop format would be preferred, incorporating interactive activities, body mapping, role plays, and reflective exercises. This would allow more room for comfort-building and deeper exploration of topics like gender norms, emotional well-being, and rights-based approaches to menstrual health.It would be appropriate if every month, the school could hold a session on the any topics which is relevant to adolescents within this spectrum.

▼ Case Study #1 (by Gender lab)

- Age group: 13-15
- Context: Urban, Delhi, School during COVID year (online)
- Initial outcome target: Identifying norms of masculinity and gender stereotypes
- Entry point used: Personal identity
- Duration of intervention: 2-3 months
- Key success factors:
  - His own interest in gender around him
  - Something we are not able to identify stayed with him through the program
- Specific behavioral changes observed:
  - He started talking about gender and stayed in touch with us in different ways over the years

- Stakeholders that played a supportive role: Not sure
- Challenges and ways navigated: We were not able to create a structured engagement for this, and since TGL ceased operations in Delhi shortly after this year, we have never met him in-person
- Sustainability after program end: This has majorly been due to his own interest and deep reflections
- Unexpected outcomes: Overall, his sustained engagement has been an unexpected outcome for us, especially since he is from the COVID batch
- What would you do differently: Not sure.

▼ Case Study #2 (by gender lab)

- Age group: 13-15 (now a part of the 16-18 engagement too)
- Context: Urban,Mumbai, English Med. School
- Initial outcome target: Identifying norms of masculinity and gender stereotypes, identifying care work as work, identifying violence as violence
- Entry point used: Personal identity and what masculinity means to them
- Duration of intervention: 4-5 months
- Key success factors:
  - Program design and space for questions and curiousities
- Specific behavioral changes observed:
  - More openness to talk about queer issues
  - More sensitivity towards peers' realities
- Stakeholders that played a supportive role
  - NA
- Challenges and ways navigated:
  - It was difficult for him to come to post-school sessions as he was involved in lot of activities
- Sustainability after program end:
  - He participated in TGL Hub
  - He was active, so he was invited to participate in events like SDMSL, HWROB
  - Informal touch-points in school and otherwise

- Unexpected outcomes:
  - NA
- What would you do differently:
  - More structured touchpoints with active alumni like him

▼ Case Study #3 (by project baala)

- Age group: 12-16
- Context: Government Schools, Uttar Pradesh
- Initial outcome target: Allyship for peer menstruators and family members and consent
- Entry point used: School Workshops
- Duration of intervention: 1 Time workshop preceded by baseline and succeeded by endline
- Key success factors: There was reduction in instances of teasing related to menstruation and increased awareness about support mechanisms
- Specific behavioral changes observed: Boys became more vocal about menstruation and support for their near ones.
- Stakeholders that played a supportive role: Teachers and Students
- Challenges and ways navigated: The biggest challenge was to navigate attendance during pre exam time. This was managed by shifting timelines of the project, and continuous coordination with school administration to allocate time for interactions with students
- Sustainability after program end: The programme was successful in the targeted schools and is in the replication phase in other schools of the district. Additionally new projects on expanded areas of growing up, consent, reproductive health are in process of development.
- Unexpected outcomes: Boys came out with many unique questions about their peers as well as about their own challenges when growing up. The workshops allowed them a safe space to open up.
- What would you do differently: If we had the support and funding we would want to expand this programme for regular workshops at the school.

▼ Case Study #3 (by gender lab)

- Age group: 13-15 (a group of six adolescent boys who called themselves Celebrate The Rainbow as a group and took up a project on visibilising queerness in their community and faced backlash from the school and principal for taking up this topic)
- Context: Urban, Elite School in Mumbai
- Initial outcome target: Identifying norms of masculinity and gender stereotypes
- Entry point used: Personal identity
- Duration of intervention: 4-6 months
- Key success factors:
    - The group's empathy towards queerness and experiences of discrimination
    - Group's inclination towards programme goals and excitement for their
- Specific behavioral changes observed:
    - Increase in confidence in communicating their thoughts
    - Bringing authenticity into their behaviour
    - Standing up in their own way to bullying
- Stakeholders that played a supportive role
    - The in-house counsellor at the school was very encouraging
    - When the group faced backlash from the school, principal, and parents, we brought together adults from TGL's community to meet the group online and listen to their experience. This was a very affirming experience for them.
- Challenges and ways navigated: When the group faced backlash from their principal, who insulted them before an assembly of students, they were demotivated. I asked them if they would like to take up another project topic, since it was risky to continue this. During this conversation, the shyest boy of the group who was also the most excited about the topic said- "no, now we have to complete this project to stand up to the school" and led the project to its finish
- Sustainability after program end: The school disallowed us from getting back in touch with the boys. This was part of the backlash we faced from the school.

● Unexpected outcomes: Some other participants from the same batch reflected strongly about this group's project and shared it as a key learning and takeaway from the program, which was an unexpected positive outcome. This project also contributed largely to TGL's learning of the value of affirming adults for adolescent boys.

● What would you do differently: I would have liked to stay in touch with these boys post-program. All attempts made by us to do the same were blocked by the school.

▼ Case Study #2 (by project baala)

● Age group: 13-16

● Context: Government School, Himachal Pradesh

● Initial outcome target: Allyship and empathy towards menstruating peers.

● Entry point used: Workshops in School

● Duration of intervention: 1 Time workshop preceded by baseline and succeeded by endline after 3 months.

● Key success factors: Sensitization towards peers and family members

● Specific behavioral changes observed: After the workshop, many boys reported that they spoke to their mothers about the workshop which allowed them to open up about it at home. Some of the boys became more supportive of their sisters, offering help during periods and support by providing hot water bottles and pads when needed. Others reported that they had started helping girls in school if anytime a girl approached them for help

● Stakeholders that played a supportive role: Teachers, Students and local NGO

● Challenges and ways navigated: The school is located at a very difficult terrain in a village based in Himachal Pradesh, where access to higher education and basic facilities is a major challenge. But with the help of teachers and local NGO leaders who have had a presence in the community for 15 years, we were able to gauge the trust of the community and work through the help of the local support

● Sustainability after program end: This was phase 1 of the project in which 2 schools of the community were targeted, after the completion of the

project the project is in phase 2 under the same funder to expand work on reproductive health and nutrition in the community

● Unexpected outcomes: While the boys in the community are extremely shy, the younger ones still had conversations at home after the workshop, which showed that having conversations on sensitive topics at a young age, helps boys open up to family.

● What would you do differently: If it was possible to continue a longer intervention with the boys, we would create a long term workshop in the community.