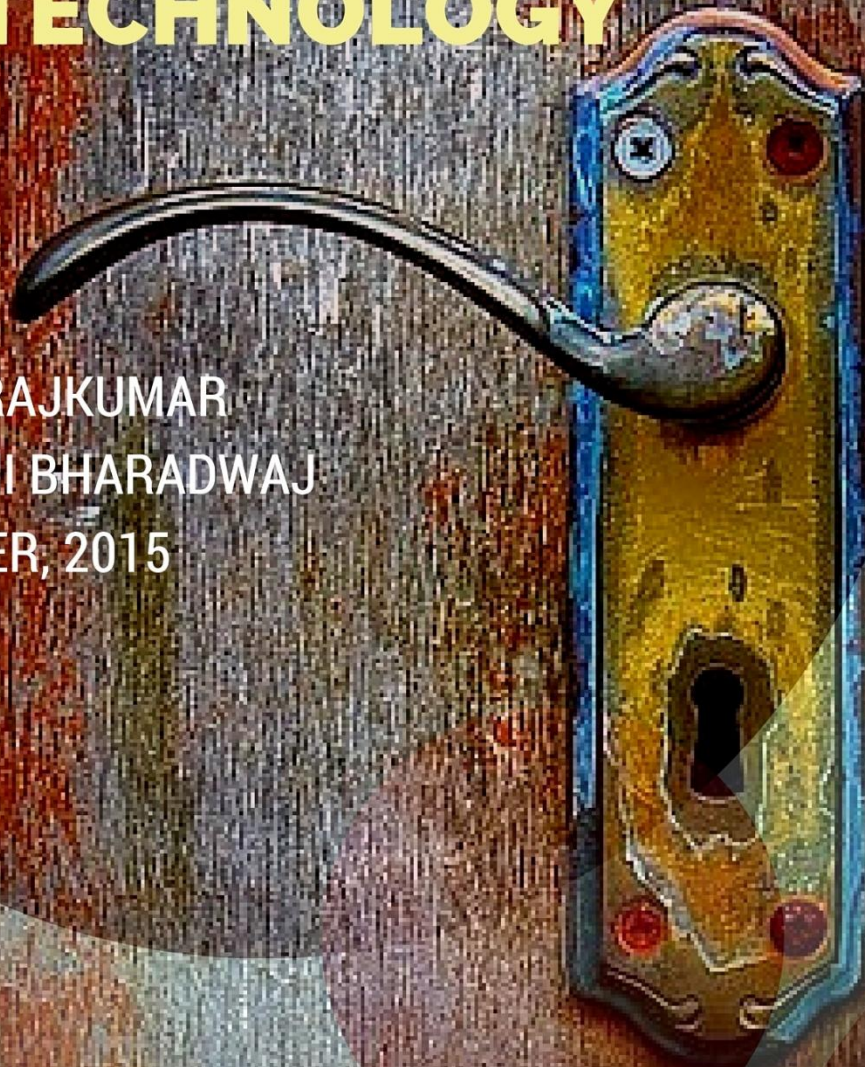


EVALUATION OF FEMINIST APPROACH TO TECHNOLOGY

VIJAY RAJKUMAR
SHIVANI BHARADWAJ
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Executive summary:

FAT emerged out of a gendered critique of the design, use and impact of technology and a need to enhance women's participation as users, creators and decision makers in technology. The organisation believes that access to technology can play a key role in facilitating increased agency of women over their lives, and that comfort with innovative forms of technology play a key role in ensuring that their voices are heard and can enable women to take up leadership roles. It aims to ensure that women's voices are heard and their concerns addressed in all important conversations and decisions in science and technology initiatives at all levels.

Women as users, creators and decision makers in technology forms a broad categorization of the organizations work, and it informs its strategy of its work on women and technology.

For the last 5 years the organization has been working towards enhancing women's awareness, interest and participation in technology. Work on women's participation as users through the Tech Center and on informing and influencing the larger discourse in the areas of women and technology has been key areas of our work. An evaluation of these two areas of was felt essential to assess its effectiveness and to inform plans for the organizations growth and development. The work on women's as creators of technology is relatively new.

Enhancing women participation as users of technology involves breaking and overcoming social, cultural and personal barriers that restricts the choices and access that women have. These barriers are even more pronounced in economically and socially disadvantaged communities. FAT has made a conscious decision to focus on this particular section.

FAT has identified four levels of leadership in it work in the Tech Centre. The 1st level comprises of girls who learn basic technical skills (computer and internet), and attain a basic understanding of various issues related to women's rights and feminism; the 2nd level comprises of girls who learn photography and filmmaking to collectively work on a social cause in their community after the complete level 1; the 3rd level comprises of distinguished alumni who get opportunities to take up leadership roles in FAT or other likeminded organisations as volunteers, interns and fellows working in their communities; the 4th level is where the girls start working independently as leaders or influencers within their communities.

The evaluation of the Tech Center can be assessed if the strategy and the various inputs of the Tech Center which has achieved it two objectives. Objective i) Enhanced agency of disadvantaged adolescent girls in urban areas and enabled them to counter the multiple biases they face at home, at school and in their communities. Objective ii) Developed young leaders who are comfortable with technology as medium to raise their voices and highlight the challenges they face in their community and outside.



The response of all the 19 girls interviewed in all the four levels show changes in their individual agency. This was reflected in the ability of the girls to identify what they want to do in life, ability to discern what is right for them, ability to communicate their wishes, aspirations to their parents which are often at odds with the wishes of their parents. Overcoming this involves questioning the authority of parents, negotiations and fighting for what they believe in. The girls have fought for increased freedom, continuation of their education, postponing their marriages, and negotiated to start working and stand on their own or to continue their education even after they get married. They have started questioning gender based discrimination and violence. The various inputs enabled the girls to overcome their own personal doubts and fears. The changes in the level 3 and 4 girls clearly reflect ability to overcome adverse situations.

Girls who still don't have the pressure to get married are clear that they want to continue their education; the girls are prepared to work and earn to support themselves and fund their education. They want stand on their own and be independent before they get married. The changes in agency in the level 2 and 1 girls reflection ability to visualise and fight for a different future. A list of the key essential inputs that enabled this changes in girls from levels 1 to 4 and the core values that informed that have been included in the main report.

The girls have started playing an active role in bringing about a change in their lives, rather than waiting for the family, community, society and the state to change. When Nomita works to support her education and overcomes pressures to get married and when Laxmi says she will work to continue her education, they are saying "I will not wait for my father, mother or society to change. I will be the change." This focus on building individual agency has brought a huge shift.

All the 19 girls interviewed have gained mastery over basic technical skills, the use of computers, the internet and have developed a nuanced understanding of various issues related to women's rights and feminism (level 1 leadership, 93 girls have completed this level till December 2014). This has enabled them to find information about areas of interest, become more self-reliant and reduce dependency, increased their self-esteem and confidence, it helped the girl break down traditional barriers and stereotypes like boys are better at using technology.

The inputs on camera work and filmmaking (or level 2 inputs) enabled the girls to identify challenges they face, utilize the skills and technology they have learnt to share and highlight these issues in the communities they live and outside. Apna Haq or Our Right, a short film made by the girls showed the challenges they face at a day-to-day basis because of the poor conditions of toilets in the communities. The film was screened in the communities they live; the girls led discussions to stimulate action on the issue. The girls involved in this process were seen as role models in the communities they live in. The ability of the girls to highlight these issues using technology was clearly established. So far 24 out of the 117 girls have received level 2 inputs.



The internship (or level 3 inputs) provides a range of opportunities for growth, development and leadership to distinguished alumni of FAT. It enabled the girls to get out of their comfort zones through higher levels of exposure to the outside world. This includes attending meetings and trainings on a range of issues related to their areas of work, and transferring the skills they have learnt to the students. The girls also bring rich experiences of having lived through and overcoming adverse conditions. 11 girls in FAT have so far got opportunities to work as interns. These transformative nature of the level 3 inputs, which is reflected in higher levels of confidence both in the areas of work and with people skills and the clarity about their aspirations for the future. FAT can explore creative ways to provide more opportunities for level 3 leadership and inputs to a larger number of girls.

The interviews with the level 4 clearly indicate that the inputs and strategies at FAT have enabled girls for disadvantaged background overcome their fears, overcome a range of adversities to increase their ability to make independent choices about themselves which is often in the face of opposition from their parents.

In comparison, the changes on objective i) as a result of increased individual agency are clearly visible and hence verifiable. While the changes on objective ii) their ability to highlight challenges they face using the skills they have learnt in the communities they live and outside are visible in the level 2 and 3 girls, the effectiveness and impact of these (the films the girls have developed) in bringing about behaviour change is more difficult and challenging to measure.

So what is it that brought about the changes seen in the girls? The girls shared that if FAT just provides training on technology without inputs on rights, gender and feminism, it will not be different from a conventional computer training institute. On the other hand, if FAT just provided the inputs on rights, gender and feminism and the training on technology was not there; the girls would not be here in the first place. Most of the girls, initially, join FAT for computer training. The responses clearly showed that training on technology alone would not have brought the increased individual agency and the changes that were seen. It is how the two are intertwined; one would be incomplete without the other. What differentiates FAT, and is unique about it, is how training on technology is informed by feminist values and a gender lens.

Through its work, FAT has identified a clear niche and established a name for itself in the area of women and technology. The discourses initiated to influence thinking and take this forward in the larger feminist movement has generated interest and opened up opportunities for taking this further. However, the challenges associated with FAT's organizational capacities, resource constraints have prevented it from taking these opportunities to the next level. It clearly highlights the importance of analysing the skills, expertise, staffing, identifying the kind of partnerships needed, developing its intellectual rigor, resource implications and need to make strategic choices for sustained effective influencing and advocacy work.



The evaluation has identified the need to invest in documenting key lessons learnt, developing a culture of rapid validation and critical reflection on its key assumptions, ensuring that the organization retains the core values that inform its work during replication and growth, exploring innovative means to retain talented staff, identifying where does the organization want to be at the next level and ensuring there is a shared understanding of the organization's mission, vision, goals (that goes beyond the various projects).



Introduction

Feminist Approach to Technology (FAT) believes that there is a need for a gendered critique of the design, use and impact of technology and that women's participation is essential in the future development of technology. The organization believes that equal participation of women in producing and decision-making regarding technology is important to ensure that they get the most out of technological advances and widely used technologies do not affect women adversely.

FAT's Mission: The mission of FAT is to empower women by enhancing women's awareness, interest and participation in technology. FAT works towards this by breaking societal stereotypes and attitudes, encouraging and enabling women to feel capable and comfortable in working with technology and collaborating with other women's organizations to mainstream the issue of engendering technology.

FATs analysis of women's relationship with technology: FAT looks at women's relationship with technology in three different ways - women as users of technology, women as creators or makers of technology and women as decision makers in technology. This analysis also forms the basis of its strategy and addressing these issues.

Strategy

Women as users of technology: Technology has become a basic necessity today around the world. However, a majority of women in India are denied access to even basic instruments of technology such as phones and computers. This is closely related to the fact that a large majority of women are still excluded for decisions about their growth and development, a basic human right. They are often denied access to quality education. FAT believes that access to technology can play a key role in facilitating increased agency of women over their lives and in the growth of girls and women. Comfort with technology in a networked age can enable them to take up leadership role within their communities and beyond to ensure that their voices are heard and their concerns addressed and work towards ensuring gender equality in the societies we live in. To achieve this FAT works with women of diverse backgrounds to provide them with technological education from a feminist lens.

Women as creators and makers of technology: The making and creation of technology is a domain that is largely dominated by men. This is because of socially constructed barriers to entry for women that start at a very young age. As a result girls and women face discrimination at all levels. Gender division in



labour is seen within homes, in factories and even in large corporations. The barriers for girls and women from economically and socially disadvantaged communities is even more pronounced. However, what is usually not noted is that these women have almost no access to a career in Science Technology Engineering and Mathematics (STEM) fields. FAT believes that in order to close this gender gap in access to STEM fields we must invest in making STEM education and experimentation accessible for girls and young women from socio-economically disadvantaged sections. The organization is studying the impact of discrimination on their decision of not opting for STEM education and has recently initiated work exploring hands-on STEM related learning for girls.

Women as decision makers in technology: Technology is a broad term which includes everything from basic home appliances to satellites, nuclear weapons or genetically modified food. In today's technology driven world everything from basic necessities, to the development and destruction of society is controlled by technology. Those who have control over decision making in technology have a disproportionate amount of influence in our day to day lives. To achieve true gender equality and emancipation of women FAT believes participation and inclusion of women in decision making is essential in the various sectors of technology. Hence, an immediate consciousness on the importance of women's voices in science and technology initiatives at all levels is mandatory to ensure that women are not left out of important conversations or decisions. This can be achieved only when a larger movement of including women's choices, decisions and opinions in technology is fostered through the cooperation of all stakeholders. FAT works towards this by engendering the conversation around women and technology in different forums, networking with various organizations to increase the efforts of building this consciousness, and exploring the various ways science & technology intersects with women's rights.



Rationale for the evaluation:

After 5 years of work on providing training on technology through a feminist lens to girls from underprivileged sections in the Tech Center and its efforts to inform and influence the larger discourse around women and technology within the women's movement in India. FAT felt the need to conduct an evaluation of these two key areas of work to assess its effectiveness, which will inform the future development, growth and work to assess the effectiveness of its works at an ongoing basis.

The format of the evaluation report: The evaluation report has been broadly divided in the 3 parts –

Section 1 will contain the evaluation of the Tech Center,

Section 2 will contain the evaluation of the work done around influencing and advocacy on women and technology with the broader women's movement in India and

Section 3 will cover the organizational effectiveness and next steps based on what was identified during the evaluation.

The format of the evaluation report: The evaluation report has been broadly divided in the 3 parts. Section 1 will contain the evaluation of the Tech Center, section 2 will contain the evaluation of the work around influencing and advocacy on women and technology with the broader women's movement in India and section 3 will cover the organizational effectiveness and next steps based on what was identified during the evaluation.



SECTION 1: Evaluation of the Tech Center:

So far, impact, effectiveness, and progress of the Tech Center has been assessed and measured as per indicators developed for a particular project. The evaluation made an effort to assess progress on the mission, vision and goals of the organization. This involved spelling out, a) the objectives or the desired outcomes of the Tech Center, b) the core elements of strategy or its theory of change of the Tech Center c) the core values and principles that inform the strategy and d) assessing the effectiveness of the strategy in delivering the desired outcomes.

Objectives of the Tech Center:

- i) Enable disadvantaged adolescent girls in urban areas that enhance their agency to counter the multiple biases they face at home, at school and in their communities.
- ii) Develop young feminist leaders who are comfortable with technology as a tool and a creative medium to raise their voice and highlight issues of social relevance within their community and outside.

To achieve these objectives FAT has created a woman (girl) friendly space that provides:

- a) Opportunities to learn basic computer usage, internet usage, photography and filmmaking to help them inculcate an interest and understanding of technology.
- b) Lessons on women's rights and other social issues to assist them develop a nuanced understanding of socially relevant issues, including biases and gender based discrimination that impact them and their choices as girls in a patriarchal society.

With this, FAT has identified four levels of leadership in its work in the Tech Centre:

- the first level comprises of girls who enrol with the organization for a period of eight months to learn basic technical skills (computer and internet), and attain a basic understanding of various issues related to women's rights and feminism;
- the second level comprises of girls who, after completing level 1, learn photography and filmmaking to collectively campaign on a social cause in their community;
- the third level comprises of young women who then join FAT organization or other NGOs as volunteers/interns, and take up leadership role within their communities. By this time they are able to utilize these skills in community activism and mobilization; and



- the fourth level is where we are able to establish them as leaders or influencers within their communities.

Methodology: The evaluator interviewed 19 girls who are all products of FAT. Six of these girls are girls who are working outside FAT independently (level 4), four of these girls are now working as interns in FAT (level 3 girls) and 9 girls are graduates of the Tech Center (level 2 and level 1 girls). The list of girls at level 3 and level 4 were provided by FAT. The girls to be interviewed at levels 1 and 2 were randomly chosen to ensure that they are representative of the girls who have been trained by FAT.

The interviews of at level 4 girls and the level 3 girls and were conducted by the evaluators. These interviews are more detailed as they focused not only on the changes as a result of their engagement with FAT but also how these changes were achieved. The interviews of girls at levels 1 and 2 were conducted by team members of FAT. It focused on the change as a result of their interaction with FAT. This was supplemented by Focus Group Discussions by the evaluators with level the level 1 and 2 girls to assess how the changes were achieved.

The decision to provide responsibility of conducting the interview of the girls at levels 1 and 2 to the team was taken with the aim to build the teams capacity to undertake similar activities at an ongoing basis in the future, to provide them a feel of the impact or the limitations of the work and lastly to address the constraints of time available with the evaluators for field work¹. The members of the team were provided a two short half day training session on how to conduct interviews and an interview guide was developed (attached in annex 1).

The interviews collected information to enable assessment the organizations ability to achieve the 2 objectives of the Tech Center.

- i) Enable disadvantaged adolescent girls² in urban areas enhance their agency to counter the multiple biases they face at home, at school and in their communities.
- ii) Develop young feminist leaders who are comfortable with technology as a tool and a creative a medium to raise their voice and highlight issues of social relevance within their community and outside.

The qualitative information collected on these two objectives were quantified to assess whether the two objectives of the Tech Center have been achieved. A tabulation of the responses of each girls on these two objectives is attached (Table 1 in Annex 3). The detailed responses from all the 19 interviewees are included in Annex 2.

² While the team members who took part in the exercise found it a useful, it was observed that the quality of interviews by different members of the team were different, which might either be a reflection of different levels of interviewing skills or it might be a reflection of different levels of commitment to the exercise.



Main findings from the evaluation: Changes around the 2 objectives.

Objective 1: Enable disadvantaged, adolescent girls³ in urban areas enhance their agency to counter the multiple biases they face at home, at school and in their communities.

The responses of 19/19 girls reflected a change in their individual agency. All the girls in level 4 and 3 got opportunities to explore themselves, identify what they want to do in life, developed increased confidence in themselves, are able to discern what is right, wrong and what is good for themselves and to take independent decisions. These decisions are often at odds with the wishes of the parents and the traditional norms and roles of girls in the community they live in. Overcoming them involved, negotiations, at times they were seen as challenging the authority of their parents. It involved fighting for what they believe in, all these clearly demonstrates that their association with FAT and the inputs they have received has increased the individual agency and this is the key factor that led to the transformation of the girls. They have negotiated or fought for continuation of the education, postponing their marriages, to work and the stand on their own or to continue their education after they got married. The changes in the girls clearly reflect ability to overcome adverse circumstances to fulfil their aspirations.

The level 2 and level 1 girls started questioning the restrictions placed on girls, discrimination of girls, traditional gender based stereotypes and gender based violence⁴. The girls shared that they learnt that the choices their parents made for them are not always right, started questioning restrictions placed on their mobility as home, negotiating or fighting for more freedom. They have started expressing their views about what they want, wearing clothes of their choice (often against the wishes of family members), fought or negotiated with their parents to continue their education and not get married young.

Girls who still don't have pressures to get married are clear that they want to continue their education, the girls are prepared to work and earn to support their own education, they want stand on their own and be independent before they get married. Their responses reflect clarity about their future aspirations and their ability to visualise a brighter future. A few girls shared their family members started taking them seriously and started listening to what they say.

⁴ The details shared by each of the girls is captured under stories of change in the Annex.



How this was achieved:

Mobility: The confidence and the ability to go out on their own is an important step in the growth of the girls and it plays a key role in developing their agency. 13/19 or 68% of girls who were interviewed during the evaluation reported that before coming to FAT they did not have the confidence to come on their own, and had restrictions on their movement other than going to school. All these 13⁵ girls shared that they got the confidence to go out on their own after coming to FAT.

Rekha who is an intern in the Tech Center shared. “My family didn’t allow me to go out of the house, outside of school, as my parents thought the area where I live is not safe. In addition, my father believed that girls will get spoiled if they go out. I had to take permission from my brother and father if I wanted to go out. As a result of all these, I was afraid of going out alone, afraid that I might get lost. After joining FAT I realised, if I just stay inside the four walls of my house I will hear only what is spoken inside these walls. When you go outside, you realise there are a lot more choices available, than the choices provided by the family. As an intern I had to go outside the office, and had several opportunities to go for trips outside of Delhi alone. I developed confidence to travel alone. I even visited a friend of mine in Nagpur (Maharashtra) on my own.”

Students who were scared to come alone were encouraged and motivated to come on their own by the members of the team, seeing some of their other friends come on their own motivated some of them. Some of the girls started questioning restrictions placed on their mobility, fought or negotiated for more freedom. All the workshops on rights and gender also played an important role in enabling them to question the restrictions placed on them including their mobility.

Renu, who is also an intern said, “The message that is given at FAT is ‘go out, meet people, talk to others, find a niche and make name for yourself.’ The message before I joined FAT at home was ‘people outside are bad, it is not safe, don’t go out.’”

Self-expression and confidence: The confidence and ability to start sharing and expressing their views in front of their peers was a step towards ability to start sharing their views and aspiration with their family members and outside. 6/19 or 31.5% of the girls interviewed shared that one of the big changes that they see in themselves after coming to FAT is the confidence to start speaking in front of a group and ability to express their views.

What contributed to this change?

A feminist space: The girls said that, FAT was a space that is non-judgmental, non-hierarchical, where what they shared was confidential, where they were encouraged to call the trainers by their names, where they can ask or discuss anything. All these provided them a space and encouraged them to start expressing and speaking.

⁵ The details of how each of the girls gained confidence to go out on their own is there in the stories of change of the girls in the Annex 2



Rekha, who is an intern in FAT now said, “FAT is space exclusively for girls. What I liked best about this place is here, we are heard, understood assisted in finding solutions to difficulties, tension and challenges that we face in interesting ways. No one in the family understood me. This is a space where girls were heard. There was lots of fun, activities and discussions on a range of issues, and we can share or ask whatever we like, there are no boundaries, we can talk about boyfriends, periods, pads, things we cannot share or speak about at home or in the community, in schools or in college. If you are angry, you can be angry. I can do anything here. It even got the tiredness out of me.” In addition, she said, “Here I learnt that everyone has different problems and are fighting it in their own ways. The challenge I am facing might be slightly different but I am not the only one facing problems, some of us have limited choices, face violence in our families, have to overcome hurdles just to come here and learn. These provided me motivation and courage to fight my own battles.”

Workshops and increased awareness of rights, patriarchy, gender and discrimination: Raveena, who is graduate of the Tech Center said, “A majority of girls face discrimination and restriction on their mobility and decision making. Girls face these challenges everyday but it remains inside them, it does not come out. The workshops increased awareness of the discrimination and the challenges. This enabled us to start sharing our personal experiences, the knowledge that you are not the only one facing these challenges provided courage to fight it, share, explore solutions together, it provided courage to start questioning our parents and demanding answers.”

Asha who is a graduate of the Tech Center, and has worked as a member of the team said, “The workshops on awareness provides a vocabulary to what the girls face at a day-to-day basis, that enables the girls to reflect on them both at a personal level and collectively as a group, which leads to exploring of solutions.”

Durga, who works as an intern said, “I learnt a lot from the workshops; girls are always stopped from many things, we are told don’t go out at night, you don’t need to study a lot and my father or brother always made decisions for me. The workshops helped me understand the root cause behind all these and how it manifests in many ways in our day-to-day lives. These provided me with courage to speak out about what I want. I got the courage to start asking questions at home, I started fighting for my mother’s rights.” She also said, “I learnt that an early marriage does not only mean getting married before the age of 18, any person getting married before she or he is mentally ready, irrespective of age, is in an early marriage. Now I am 21 years old, but I don’t think I am not ready for marriage. The organization is with me, it provided me with knowledge, ideas on how to face my problems, improved my understanding, and listened to my concerns.”

Communication and negotiation skills: Akriti, who is a graduate from the Tech Center said, “I had not heard of gender. Here we discussed discrimination between boys and girls. I started asking questions about why my brother is treated differently, why girls do all the household work, why girls get married early, and have to discontinue their education. My father agreed with me, there were changes at home. He shared these with my relatives. I conveyed my desire to start working and convinced my father why I need to work.” She is now working in a MNC.



Rekha, who is an intern now, said, “If my parents were not allowing me to do something, I was taught to understand the reason why, not just shout or get angry at them. This helped us understand each other, in developing a relationship.” When asked to give an example she said, “I got an opportunity to attend a workshop on digital story telling in Mumbai, I had to go alone. For me just coming to FAT was a big thing, going to Mumbai was a giant leap. My father was afraid that I might get lost and said no. I told him it is a big opportunity; asked him if he has been to Mumbai himself. I told him I am responsible and 19-years-old. I was able to convince my dad. It was always my dream to go to Mumbai. I sat in a train for the first time, it was a wonderful experience.”

Approach of teaching in the Tech Center:

Questions that enables the girls to see the challenges, the discrimination, the unequal opportunities, the inequality for themselves in their day to day lives:

Rekha who is an intern at the Tech Center said, “The girls are asked questions that enable them to see and relate to the challenges, the discrimination, the unequal opportunities, the inequality for themselves. For instance, the girls are asked if there is a computer at home who uses it (first question)?” The reply is, “Our brother, father or uncle.” We ask, why don’t you use it? They reply, “We are told that if we touch it, it will get spoilt. Sometimes my brother or father stops us from using it. Or they ask ‘What will you do by learning it’ (implying they will not be working or have no use for it).” “When the girls are able to see the discrimination for themselves in their personal lives, they find it very fascinating.”

Individual attention in the Tech Center: The interns followed an approach of providing individual attention when teaching in the Tech Center. Rekha, who is an intern at the Tech Center said, “If a student is not able to understand or is not paying attention in class, we encourage her to speak out, if she is not able to respond in the class, we speak to her personally after the class.”

Objective 2: Develop young feminist leaders who are comfortable with technology as a tool and a creative a medium to raise their voice and highlight issues of social relevance within their community and outside.

The assessment of ability to meet objective 2 was made around the 4 levels of leadership developed by FAT.

Level 1 leadership: All the 19 girls interviewed have gained mastery over basic technical skills, the use of internet and have developed a good understanding of various issues related to women’s rights and feminism. Out of the 19, five shared that the Tech Center enabled them to lose the fear that they will spoil the computer.

The girls shared that comfort with computers and the internet enabled them to find information about areas of interest and get new knowledge, enabled them to become more self-reliant and reduce dependency, increased their self-esteem and confidence, it also helped the girl break down traditional



barriers and stereotypes that boys are better with technology. A few girls reported that they taught their brothers how to use computers.

How this was achieved: The emphasis of the training is not just on providing skills related to use of computers and the internet but removing and overcoming all these fears that girls have that it will get spoilt if they use it or they are not good at it.

Durga, who is an admin intern shared, “On the first day here at FAT we were shown the different parts and components of a computer, Asha disassembled the computer and then we were asked to put together the different parts of a computer. My hands were shaking with fear, I was scared, what if I put the different parts wrong the computer would get spoilt. I assembled the different parts of the CPU, even though I got some of it wrong, my fear reduced.”

Raveena, one of the graduates of the Tech Center said, “We were encouraged to try out what we learned and to play with it; each of us got individual attention. Slowly I got the confidence to try out different things, experiment with technology and also the confidence that if something gets spoilt I will be able to repair it.”

Level 2 leadership: 10/19 girls interviewed received trainings on camera and films. The inputs provided to the level 2 girls is reflective in the creative use of technology to highlight issues and challenges that the girls face on a day to day basis. The girls have already made two films that highlight various challenges and issues faced by girls in the communities they live in.

The second film, Apna Haq, or Our Right, is a short film that the girls made emerged out of the challenges the girls face at a day to day basis because of the poor conditions of toilets in the communities, it included sensitive, taboo issues such as menstruation. The film was screened in the communities where they live; the girls led discussions to stimulate action on the issue.

How this was achieved: The whole process highlight the importance of providing opportunities that enable the girls to identify challenges they face, to utilize the skills they have learnt to highlight these issues and use technology as a tool for bringing about social change. The girls who were involved in the whole process became role models and heroes in their communities. The girls are now embarking on making a film on early and forced marriage.

Deepika who is an intern with FAT now who was involved in the film making said, “The Tech Center lays the foundation, the girls then learn about cameras, film making, they identify issues, capture it, edit it and show it to the community. When Apna Haq was screened, our parents, fathers and our brothers and the community members came to know to how lack of proper toilets effect the life of girls.”

The process also involved confronting their fears. The girls were initially scared about how their family members would react to them speaking about issues such as menstruation. It involved preparatory work on how deal with the responses of their family members and the members of the community.



Overall, measuring individual changes as a result of the inputs the level 2 girls received is difficult. This is an exercise that FAT can take up at the next level.

Level 3 leadership: 8/19 girls interviewed had opportunities for internships at FAT. The internship provided a range of opportunities for growth and development through higher levels of exposure to the outside world this includes attending meetings and trainings on a range of issues related to their areas of work⁶.

How this was achieved: Distinguished alumni are provided opportunities and space to grow as leaders within the organization as a part of the team through an internship program developed for the alumni. The alumni are also given small fellowships to run their own projects. These opportunities enabled them to go beyond their existing comfort zones.

Akriti, a graduate of the Tech Center said, “Getting an opportunity to work as an intern enhanced my skills and knowledge as I had to teach now, as the students often asked questions from perspectives I have never thought of.”

Raveena, Durga, Anima and Rekha shared that the opportunity for an internship in FAT played a huge role in enhancing the confidence to go out on their own. Raveena shared, “At first I was afraid and uncomfortable of going out. So I declined the opportunity for an internship as it involved going out to the banks and meeting people. I was about 16 years old and was scared. Gayatri explained to me that if not now, eventually you will have to go out. I took up the opportunity when I was offered again. On the first day of the office I was told to go withdraw some money from the bank, I have never been to a bank and I had never filled up a slip. I was scared, but I had to go. I had to go take a bus back to the office, and I didn’t know the bus number. Before this I had not gone beyond home to the school. Gradually the fear of going out alone was gone and I became confident.”

Rekha one of the interns described the stages of her growth in FAT as:

1st stage- I joined FAT as student, where my role was to learn, ask, clarify and share.

2nd stage– I started working as volunteer. This meant passing and sharing what you have learnt with others. It is a very satisfying and empowering process; you pass on your knowledge to others who, in turn, pass it on to others. Here we learn how it is like to be on the other side (assisting as a trainer). It is a process of observation and learning.

3rd stage- I was selected as an intern. Here I learnt how to work in the office, go to the bank; it provided us opportunities to get out of our comfort zones. I had more responsibility. However, the learning is an ongoing process.

⁶ The role of internship in developing the leadership of the girls is elaborated more in the next section.



4th stage- When I got a fellowship. When we have done enough in FAT, we get an opportunity to go and explore outside, learn more about a specialized area of work. We get support for members of the team who work as mentors, who help us overcome challenges we face.

When asked how to describe her role in FAT, she said that her role is that of a “Sathi” (a friend).

The internship is what differentiates girls in level 2 from girls at level 3 and 4. The level 3 and 4 girls had higher levels of confidence and their aspirations for the future were clearer. There was also clear difference in the level of confidences and their aspirations between the girls who have completed the training in FAT and girls who are still undergoing training during the FGDs with the girls. The girls who have completed the training were confident, articulate and clear about their choices on issues related to their education, marriage and their future careers. This could be attributed to their longer association with FAT.

These girls have also faced a range of adversities and have overcome them or still fighting them. These means they bring a very rich level of lived in experiences, which inform the work the organization does. This combined with all the additional inputs they have received is a huge asset that FAT has.

Level 4 leadership: 3/6 level 4 girls are earning and able to stand independently on their own. These girls have overcome a range of challenges to reach where they are today. Two of them are continuing their education. However, it will be useful to develop a broader and more nuanced understanding of what comprises level 4 leadership. For instance, Summi one of the level 2 graduates from the Tech Center who joined the focus group discussion, studies in a government school. She is the monitor in her class of 57 girls. She said, “If I attend a workshop in gender today, next day when I go to school I gather all the girls in my class and share it with them. The girls listen to what I have to share with a lot of interest. I feel very good and the girls enjoy it too and they asked me where I learned it from. I told them about FAT.” Where do we place someone like Summi in the four levels of leadership?

What contributed to these changes?

Individual attention, mentoring and support: 4/6 the level four girls shared that it was the individual attention, mentoring and support (which at times included financial support for continuation of their education) that Gayatri provided played a key role in bringing about this change. All these four girls are for the 1st and 2nd batches of trainees in FAT.

Raveena who is a graduate of the Tech Center said, “I didn’t want to continue education after 12th; I was not confident because of my family background, and because my mother was working as a maid and the job security related to my father’s job. I thought I might not be able to continue. Gayatri encouraged me to continue my education; she promised financial support for the continuation of my education if needed.” Raveena is now working in a government school.



Counseling and individual one on one sessions: Nomita, who is a graduate of the Tech Center said, “I know my parents are conservative, but I don’t want everyone in the class to know (that they are pressurizing me to get married) and think badly about my parents. We can always approach Gayatri directly, and talk to her personally. She taught us things which parents could not teach.” Nomita has completed her bachelor’s degree in commerce in 1st division and is now working in a private company.

Jyoti, who is a graduate of the Tech Center said, “I share my problems and the challenges I face with Di which I cannot share with my mom, I felt there was someone to guide me. She listened and understood, never put pressure on me. She provided personal attention equally to all the girls and ensured that everyone was an equal here.”

All the factors and inputs that provided the girls confidence to go out on their own, the space that enables them to explore and express themselves, all the inputs that went into getting them lose the fear of computers and technology and become comfortable with the internet and the use of social media, all the inputs on the various social issues the impact the lives of the girls in a patriarchal society is what assist in building the leadership of girls.

Quantitative data: Total numbers of girls trained till December 2014:

	Total enrolled	Nos. completed	Drop outs
Level 1 (Tech Center)	216	93	123
Level 2 (Camera and films)	38	24	14
	254	117	137

Total number of girls in levels 1, 2 and 3:

Nos. of girls who have completed level 1, 2 and 3	
Level 1	93
Level 2	24
Level 3	11

Till December 2014, a total for 254 girls have enrolled for the various classes provided at FAT. Out of this, 216 were enrolled in the computer classes and 38 girls were enrolled for the camera and film classes after completing the computer classes. 117 completed the course, 93 girls completed the



computer course and 24 girls completed the camera and films course in addition to the computer course. There were 137 drop outs⁷ 123 in the Tech Center and 14 in the camera and films classes.

In addition, another 51 girls are enrolled in the Tech Center for classes that started in February 2015, 27 girls have enrolled for camera and film classes for the Early and Forced Marriage project. his course started in January 2015 and will end in December, 2015.

The 11 girls who have, so far, had the opportunity to be selected as paid interns are Saraswati, Raveena, Akriti, Renu, Rekha, Deepika, Anima, Yogita, Durga, Jyoti and Varsha.

Inputs and essential elements that delivered change:

Range of inputs provided to girls at FAT.	How it translates to changes in the lives of the girls, reflected in increased individual agency and their leadership.
<p>The tech center program provides)</p> <p>a) Training on tech (use of computers, and the internet).</p> <p>b) Creative use of tech – photography & film making.</p> <p>c) Workshops on women’s rights, gender and discrimination of girls, patriarchy, gender based violence, sexuality SRH and other social issues.</p>	<p>The approach to introduction to technology emphasized assisting the girls reduce fear of technology. The increased comfort with technology broke down stereotypes that girls are not good with technology, some of the girls started teaching their brothers. The approach also encouraged and stimulated exploration and experimentation. The comfort and access to the internet enabled self-help and reduced dependency.</p> <p>Enabled the girls to expresses and share their views, challenges they face and experiences in the communities they live and the world outside.</p> <p>The workshops have increased levels of awareness, knowledge of their rights, understanding and awareness of the root causes of gender based discrimination. It provided a shared vocabulary of their lived experiences and challenges that enables the girls to a) reflect on they face at a day to day level both at a personal level and collectively as a group, b) able to</p>

⁷ The evaluators came to know that drop outs were a cause of concerns for FAT after the field work was completed and the 1st draft of the evaluation report was submitted. Inability to get into the causes of the drop outs is one of the limitations of the evaluation.



d) Individual support, attention and counselling.	visualise an alternative to what their parents and the community say and decide for them.
e) Communication and negotiation skills.	<p>The ability of the level four girls to postpone their marriage, or negotiate to continue education in a few cases even after marriage and to start earning would not have been possible without the individual attention support and counselling. It enable the girls to break some key mental psychological barriers, reduced self- doubt. The individual support at the time of crises was crucial.</p> <p>Enabled the girls to express and communicate their wishes and aspirations. Some of the girls were able to convince and negotiate with their parents for more freedom, mobility and work. They started speaking out against gender based discrimination and violence. Enabled them start asking and demanding for a say in decisions that affect their lives.</p>
f) Creation of a feminist space, a safe space that was non-hierarchical and non-judgmental.	<p>Provided a space where the girls can be themselves, share and discuss what they want without fear of being judged, enabled sharing and discussion on issues that were taboo at home and outside. Hearing the challenges faced by other girls, how some of the girls have fought and are fighting is made them realise that they are not the only ones facing challenges, provided inspiration and motivation. It also enabled exploring collective solutions such as the decision to make a film highlighting the challenges of not having proper toilets.</p>
g) Approach to teaching and training, no hierarchy, flexibility and individual attention.	<p>Approach to teach and learning which involved games, activities, use of films and discussion, where the trainers became friends made learning fun for the girls.</p>
h) Internship.	<p>The internships provided them an opportunity to explore the world outside FAT, their homes and school attending meeting and interact with people with people outside of FAT. It provided them opportunities to travel outside Delhi an experience that is cherished which enhanced their confidence. Teaching other students enable them to refine the</p>



skills and compels them to learn more and the whole experience taught them responsibility. The interns who get opportunity for fellowships get further opportunity to study issues of interest in greater detail.

This led to the emergence a new leadership of young girls from economically and socially disadvantaged backgrounds, who have developed a nuanced understanding on socially relevant issues that impact them as girls in a patriarchal society. Girls who are comfortable with the use of computers, internet and creative technologies like photography, filmmaking and innovative use of social media, have the skills to raise their voices in the communities they live in as well as outside.

Role of the social and tech inputs: During the interviews the level 3 and 4 girls were asked two questions: i) how would it be like if FAT just provided training on computers without all the social inputs? and ii) how would it be like if FAT just provided training on gender, rights, patriarchy and all the social issues without the technical inputs? The overall responses were- without the training on computers and technology (If FAT just provided inputs on rights, gender and feminism) the girls would not be here in the first place. Majority of the girls joined FAT for computer training. But if FAT just provides training on technology without all the social inputs it will not be different from a conventional computer training institute. The responses showed that training on technology alone would not have brought the increased individual agency and the changes that were seen. It is how the two are intertwined; one would be incomplete without the other.

The views expressed by the key informants during the evaluation on what differentiates FAT, and what is unique about it also supports the above. Nandini Rao, “The tech center teaches young women to use various forms of media, including the computer, photography and video. The intervention is not unique; there are many organizations that run computer courses for young women. The way in which FAT does it, by bringing in feminist values is really the unique part. When this training is coupled with feminist education, in a sustainable, structured way, to help women develop their understanding is when it works well. I see young women with strong convictions, who have to stand up in communities that are extremely patriarchal. The kind of struggles they face, the kind of strengths they are trying to develop, having to deal with it in their personal lives, say ‘yes’ say ‘no’ I have not seen in other organizations.”

Anja Kovacs, “The model developed by FAT is very special. It takes a long term, in-depth approach to introduce technology to a group of people who have had no easy access to technology. A lot of the strength lies in the way how FAT have intertwined, conversations from a feminist perspective about difficult topics with young women who often don’t have space to make decisions with a tool that has a



potential to be extremely empowering. If you are able to access the internet, access information, look it up for yourself, you can find answers to questions that might have been impossible before, it opens up new questions, breaks some of the knowledge isolation especially for marginalized girls in such a way that they find confidence in themselves to do things, enables them to make informed decisions.”

What FAT must not lose, including during growth and replication: The key inputs identified in the table above and the core values and principles that inform them are what has delivered the desired outcomes. FAT should explore ways to ensure they do not get diluted as the organization grows both within the organization and during replication. For instance it might have implications for the choice of partners for replication. Given the importance of the core values and principles, it may be essential to ensure that the FAT chooses partners who believe in them, understand their importance of the core values or are open to learning and internalizing them. It might also have implications for recruitment and induction of members of the team.

Emphasis of developing individual agency brings about a big shift: The interviews with the girls during the evaluation clearly demonstrate that the intervention have enabled the girls to start questioning restrictions placed on them as girls and the choices that their parents make for them regarding their freedom, mobility, education, career, marriage and the clothes they wear. They are determined to be financially independent after marriage and have started questioning gender based discrimination and violence. They want to continue their education, are prepared to work and earn to support their education, want to build a career and be financially independent before they get married, don't want to dependent on their husbands after they get married. They have started expressing their views and their aspirations, know what is wrong and right from them. In many cases enabled them to overcome their own personal doubts and fears. The girls have started playing an active role in bringing about the change in their lives rather than waiting for the family, community, society and the state to change. When Nomita works to support her education and fight pressures to get married and when Laxmi says she will work to continue her education they are saying I will not wait for my father, mother or society to change. I will be the change. This is a huge shift, it is rights and empowerment based approach. It is different from approaches that try to change community norms or provide incentives for the continued education of the girl child.

**What differentiates FAT?
What is unique about it?
and its secret sauce:**

The overall approach, strategy, inputs and activities that is informed and guided by a feminist analysis, values and principles of feminism is what differentiates FAT, makes it unique and it is what delivered results. This is the secret sauce and its essential elements.

Challenges faced by the girls:



The way in which the changes are perceived by the family members that the community in which they live: Rekha who works and an intern with FAT shared, “Sometimes, the fact that I am voicing my opinion, my choices, expressing what I want, it is often seen as *batameezi* (going against the wishes of the father and the family) by the family. My parents say we have given you some leeway so respect it. Sometimes they say we should not have provided you the freedom to go out. You started speaking a lot. This is an ongoing struggle.”

Nomita who fought with her parents to continue her education and to postpone her marriage shared, “A daughter who makes and decides her own choices means going against the wishes of her parents is not a good daughter in the eyes of my parents. The biggest struggle for me was the struggle with myself.”

Renu who fought pressures to get married said, “If was an obedient, good girl, I would not be here today, I would have been married by now.”

What emerged is that sometimes increased individual agency, involves going against traditional stereotypes and the roles of a girl not only in their families but in the communities they live. Many times what the neighbours, relatives and the community say about them is what puts pressure on their parents and highlight the challenges of bringing about changes at the community level. However, there were also girls like Akriti⁸ who was able to convince her parents about the need for change and her parents became change agents. There were also girls like Lakshita⁹ and other girls whose mothers were extremely supportive and fought for the education and independence of their daughter.

Feedback and inputs from FAT’s funders: During the evaluation we had a chance to interact with two of FAT’s funders. We met with Praneeta Kapur from the American Jewish World Service and Anand Sinha from the David and Lucile Packard Foundation. They were asked what made them decide to have a partnership with FAT and how do they see the future.

Reasons for deciding to partner with FAT: Praneeta AJWS, “The shared politics, shared world view and Gayatri’s credibility was the reasons for AJWS decision to partner with FAT. AJWS believes ‘the what and the how’ that is really important and this is informed by the politics of an organization. When an organization says we are a feminist organization there is a certain politics that the organization is committing themselves to upfront, the very act of saying that you are feminist is a very political act that is what a funder like AJWS looks for. It is already working with young people and the fact that they were open and willing to engage in a way of thinking that we wanted to engage with ourselves. We were looking to set up work with organizations working with young people around the issue of empowerment and especially child marriage. It was nice to find that there was a feminist organization that was engaging with this issue.”

⁸ Whose responses are under stories of change in the Annex 2.

⁹ Whose responses are under stories of change in the Annex 2.



Anand Sinha from David and Lucile Packard Foundation, “What is attractive about FAT is a certain rawness in the way the work is done, it is an energetic, genuine start-up. People who have identified with a cause and figuring out what do I need to get the work done. As individuals they really do seem to care and have the skills that are important, there is genuineness there. It reflects in some really smart and good people, the team is very impressive, they come with great talent.”

“FAT’s beliefs on the connection around tech, women and girls is interesting. However, that is not the unique platform that is creating attraction for FAT. Their core expertise, what is most appealing is not the technology. It is the combination of the people, who have no grand model in their mind who are building this as they go along. Placing cameras in the hand of young energetic girls who say, I have a camera, there is something I can do, some research, talk about it, take on the hurdles, FAT is there to help me, it is amazing story per se. In addition, what is unique about the work is their ability to take the issue home, beyond the classroom, into a conversation with the family. It requires hand holding, it requires a high level of motivation for NGOs to do that.”

Packard’s core values: David Packard, believes in identifying the right leaders and in empowering his managers to do things on their own. This is reflected in the way the organization works with its grantees. Packard believes in identifying the right partners and in individual leadership. It says, wherever you doing is of value to us, because you are the right person. It encourages organizations to go ahead and do what they are doing and not micro manage. It believes investing in excellent individuals and providing them the freedom to excel.

Challenges: The issues around stability associated with having a young team was one of the challenges identified during the discussion with AJWS.

With Packard it was about the fact that FAT’s work is associated with the motivation, the individual energy and passion they bring to their work. Will we end up messing it up when we try to replicate and scale, putting it in a trajectory which it should not be.

The skills and capabilities, tools from gender lens that one need to put in the hands of young girls, to enable them to deal with issues and challenges as proactive champion in a natural setting, not just as victims? What are the support structures that can be developed to nurture and support people who have gone through this process to enable them become change agents, to make it viable so that it can become infectious. Otherwise the impact will be limited. Were some other issues that came up during the discussion with Packard.

Next steps: AJWS is developing a core set of indicators with technical assistance from Tata Institute of Social Sciences to enable assessment of the effectiveness of work of its various partners around issues of child marriage. This and the evolution of the organizations thinking, to refine its work based on lessons learnt will determine whether the partnership goes to the next level.

Packard shared, along the way it will be useful to have a conversation to remind ourselves why we started on this journey to ensure that the big picture does not get lost.



SECTION 2 Evaluation of the work on influencing and advocacy

Objectives of influencing and advocacy work: The evaluation looked at FATs ability to influence the discourse in the broader women’s rights movement in two areas:

- a) Has FAT been able to initiate and generate a discourse around feminism and technology in the larger feminist movement? .
- b) How has this discourse influenced thinking around technology in the larger women’s rights movement?

Methodology: Information about change and impact of FAT’s influencing and advocacy work were collected using interviews with key informants¹⁰ who are part of women’s movement in India. These included members of the board.

Strategies and activities carried out to achieve these objectives: To achieve its objectives of influencing the discourse in the larger feminist movement and to engage the movement in looking at technology from a feminist lens FAT has:

- a) Organized two consultations, a national consultation on “Women’s Movement and Technology” in Delhi in October 2011 and a regional consultation on “Women and Science and Technology: Partnering for Change” December 2011 in Mumbai. The Mumbai consultations were in partnership with Point of View a Mumbai based organization that works on bringing the points of view of women into community, social, cultural and public domains through media, art and culture.
- b) Conducted a gendered enquiry on why girls do not opt for STEM studies that covered 6 schools in Delhi.
- c) The organization leverages its strong online presence and the leadership of the girls who it works within its work on influencing the larger feminist discourse.
- d) In addition FAT generates discourses on the issues identified by writing up and publishing articles, it has conducted workshops for women in the development sector. Gayatri and other members of the team have spoken in a number of conferences.

¹⁰ A list of the key informants and board members interviewed is included in the Annex 4



Consultations:

Background: The consultations originated from the need to involve the larger women's movement in the discussion around STEM and the issues around gender and technology. Key persons from various women's groups from across the country were invited to a discussion on science and technology to look at it from a gender perspective.

Purpose of the consultations: The purpose of the consultations was to discuss, 'How tech policy and feminism intersect, is the feminist movement sufficiently engaged in the discussions around policies on technology, what are the important areas the feminist movement should pay much more attention to and what are the messages it should provide'?

Delhi Consultations: In the first consultation in Delhi, there were about 40 people from across the country. These included some very well-known feminist from the movement. In addition, women scientists, mathematicians, doctors, engineers shared their experiences of being in very male dominated closed spaces.

Mumbai consultations: In the Mumbai consultations the issues discussed included various forms of violence, including domestic violence, queer and sexuality rights, disability and sexuality, women's health issues and their intersections with technology. The last session was about what we can do to incorporate the issues that emerged to the work they do.

Most people shared that it was too early and that they really needed to understand more and improve their own understanding before taking it to the next level. The need to have smaller consultations across the country where we could call local groups who are working on various different issues, not necessarily just women's groups was one of the needs identified.

Nandini, "In the Mumbai consultations, what emerged during the various interactions was that FAT's approach of looking at science and tech from a women's perspective has a very unique place in the women's movement. Many of us work on issues of women's rights which are focused on various issues. However, there are very few organizations that have built a 'theoretical' body of knowledge, doing research while working in the grassroots with young women, trying to incorporate the knowledge into the work with these young women."

Common themes and challenges that emerged during the consultations: There were more challenges than successes, most of the groups worked with women and girls who come from marginalized communities, women who live in the *bastis* who have come from rural areas. The challenges were huge, starting from how do we demystify STEM, how do you convince young women say girls in class 10, that STEM subjects are available to them. If you come from a certain class do you have those opportunities,



do you have the support at home to study these subjects. Do the schools allow and promote young women to take up mathematics, science, physics or chemistry? Institutionally and structurally there are so many issues at play¹¹.

Did the consultations meet its objectives? Anja, “The first consultation in Delhi was a groundbreaking meeting, in terms the group of people that were brought together and the kind of fields they came from. If the aim of the consultation was to move feminist debates and get feminist more engaged in issues of technology it really helped us. For me it became an opening for many groups in the movement to have this debate. Since then, in the last 3 years, Point of View has taken the discussion further. It did research on women and online abuse, have had consultations around the research with women in the feminist movement, some of which were the people I met in the consultations. It became easier to have discussions around this issues, opened many doors on discussions, people take an interest, it is not beyond of their agenda, it is possible to mobilize their attention and interest as and when needed, I think it was a big step forward.”

Pramada, “After the consultations in Delhi and Mumbai, we came to know that there are lots of interesting work by different organizations. CIS in Bangalore, Point of View in Mumbai, the work on digital story telling from Malaysia.”

Factors that prevented taking what emerged from the consultations to the next level: Gayatri, “The consultations were very successful; many other women’s organizations were interested. However the organizations have their plates full, they have their own agenda. Other organizations were not able to jump to the discourse, FAT had to anchor it. We needed resources and intellectual strength; there was a need to advance our own understanding. At the time the organization didn’t have money to pay my salary; we were not sure where the organization was going to be in the future. As a result we were not able to make the leap to the next level.”

Hassath, “As a part of advocacy conversations with the women’s movement, we have had consultations, talked with stalwarts in the women’s movement, heads of NGOs. There were discussions on technology, how do feminists look at technology, what can be their role in shaping the direction role of technology, that was a very good initiative, but we didn’t know where to go, people from the movement didn’t know how to go further, we also didn’t know how to take it forward. There was a plan to have another consultation in Calcutta, where an organization was willing to host it at the Center for Space, which just meant travel cost. It would have been a good thing to do, but we got involved in funded projects, and never got around to doing it.”

Nandini, “FAT can use the lessons learnt from the consultations (Delhi and Mumbai) in a more focused way and sharing it in the movement. I do not think the opportunities for influencing and leverage that opened up after the consultations were taken to the next level.”

¹¹ Most of the information on the background to the consultations, the Delhi and Mumbai were provided by Nandini Rao.



Impact of the consultations and lessons learnt: The information provided by the key informants on the consultations highlighted that discussions and discourses around technology was clearly an area where there was a huge gap in the feminist movement. It opened up opportunities for influencing, moved feminist debates and got feminist more engaged in issues on technology and made it easier to have discussions around various aspects of technology in the movement. For organizations like Point of View, it enabled them to take their work further. They built on some of connections built during the consultations and initiated their own research and organized consultations. It provided opportunities to know and network with other organizations working in similar spaces.

While the discussions got participants excited and the key messages resonated there were a number of challenges identified. A majority of the participants needed to learn more to develop their own understanding of the issues discussed and challenges identified to take it forward in their own work. In addition, most organizations had their own agenda's and their plates full. For taking what emerged from the consultations to the next level, FAT's has to build its intellectual capacity and needed to anchor the process. All of which have resource implications.

Research and analysis: STEM study: Hassath, "What was originally planned was a five year project in a very phased manner. The plan was to start gathering data about the situation. What is wrong in the government schools, with the teaching of science, the attitude of the science and mathematics teachers, what stops girls from pursuing STEM, where does the bias against girls come in? The idea was to try out something, look at what we have tried out and propose certain changes. When we started talking, we realised that we needed evidence of the bias against girls. We needed to gather data, for instance to see how they have performed in the 8th and 10th standard. It seemed like a doable chunk that didn't need much money, we needed contacts, to get information and time from the different government schools."

The study identified five government schools and one private school. It found that there was no infrastructure in the schools, the teachers had constraints and they were not doing much to make science and tech more interesting. Few girls were interested in continuing STEM, with the level of house work and the need to study hard; it is very difficult for them.

Lessons learnt and key challenges identified from the STEM study: There were a number of challenges identified:

Organizational capacity: The work emerged out of a passion; the organization did not have the technical capacity to undertake such researches.

Funding and resource constraints: Gayatri, "We only had enough money for mentoring of the team members."

Hassath, "We needed funding, Google came into the picture; they were telling us what the questionnaire should be like, we wanted to get our learning from what Google wanted. From a small pilot to do something big in five years, it became something else. We were not prepared for it. I was



involved in the beginning. It is not something I want to take ownership of. The team members were not happy, a person in the team was leaving and there was a rush.”

Working with the government system: The government schools don’t allow that kind of engagement that was essential and exploring the possibility of collaborative work with The National Council of Education Research and Trainings and Vigyan Prasad that promote science education was a huge challenge. There were lots of uncertainties in the work with the Government schools. FAT had very little or no control over the process.

Lessons learnt: The research provided valuable information about the ground realities about what the organization is getting into and the preparation needed. In future there is a need to collaborate with the organizations that have the expertise and skills.

Leveraging FATs online presence: The organization has a strong presence online and it has made its presence felt in social media. There are regular blogs and updates on stories of change and its initiatives. The Packard Foundation, one of its funders came to know about FAT through its social media updates. Anupriya, “FAT has a strong online presence. Very few other organizations have a strong online presence. It communicates the feeling and purpose behind FAT. The organization looks for opportunities to leverage this strength to the fullest. For instance, it has crowd sourced funding for one of the initiatives.”

Leadership of girls and making feminist movement more inclusive: Investing in and building the leadership of girls from underprivileged sections is one of FAT’s strategies for influencing the larger discourse and for bringing about changes at the community level. To what extent the girls have influenced the larger discourse on feminism and technology is difficult to assess. However, what clearly emerged from the evaluation is that the girls have developed a good understanding of feminism, patriarchy and how it relates to their day to day lives. They have started questioning the role of girls that is determined by their parents and the community. They are comfortable with computers, photography and cameras, understand the role of technology, role of social media, write regular blogs to share their views¹² and they have made their presence felt online.

Anupriya, “FAT is playing a key role in ensuring that the women’s movement in India is more inclusive. FAT has enabled girls from the community to can share their voices and take leadership. In any protest, FAT has a presence, it is not only Risha, Shivani and Deepa. Deepika, Rekha, Renu and Durga (who are graduates of the Tech Center now working as interns) also contribute; they broaden the mind-set and the discourse, making the whole idea of participation a reality, wherever there is an opportunity.”

Other strategies and activities: In addition to the consultations, the STEM research the organization has continued to feed in, generate discourses on the issues identified by writing up and publishing articles, it has conducted workshops for women in the development sector and working with likeminded

¹² The blogs are in Hindi which is also translated in English by members of the FAT team to enhance their reach.



organizations. Gayatri and other members of the team have spoken in a number of conferences. While the exact impact of these inputs in influencing the discourse are difficult to assess. They have played a key role in enhancing the visibility of the organization and in creating a name and space for itself in the area of women and technology.

Anita Gurumurthy of IT for Change said, “There are organizations which work on community radio, video and media. The organizations have, at some level, adapted their agenda to relate to the digital society that we live in. The sector has negligible number of players on women and tech. There are very few organisations working at the cutting edge and the hardware level and understanding computing with a feminist framework. FAT have set for themselves a vision, and have developed work in a niche area that many others have not attempted. There is hardly anyone doing this kind of work. The organization has validated what others only theorize about, and this needs to be lauded. It is an enormously hard path to teach girls feministic approaches and make them embrace leadership in tech. This area of work has to be systematically scaled up and the organization needs to reach many more young people and schools. Being an engineer herself, Gayatri has an edge over others. When we had organized a forum and Gayatri was invited, she made important interventions from the floor.”

Summary of impact and lessons learnt in FATs work to influence the larger discourse: During the last five years as a result of its direct work with the girls from underprivileged communities, the two consultations, the emerging leadership of the girls it works with, its strong online presence, its writing and presentations in conferences FAT has identified a clear niche and established a name for itself in the area of analysing and looking at technology from a gender lens. It has initiated a discourse both on an offline to influence thinking and take forward this issue in the larger feminist movement, which has generated interest on the issue and opened up opportunities. However, the lessons learnt from the consultations and the STEM study highlight that the challenges associated with FATs expertise, its organizational capacities, its resource constraints and challenges around establishing collaborative work with the government systems and institutions (the school system) have prevented it from taking influencing and advocacy to the next level. The lessons learnt clearly highlight the importance of analysing the skills, expertise, identifying the kind of partnerships needed and resource implications for sustained effective influencing and advocacy work.

Potential areas for influencing the discourse and policy advocacy, leveraging its strengths and key areas that could be strengthened:

Leveraging the voices of the girls to inform advocacy work: Anja Kovacs, “When the girls made the film, Apna Haq, they decided to take on an issue that is very difficult to discuss. They were very clear, there is something that we want to say no matter how uncomfortable people feel. The influencing starts there. In a lot of the very policy oriented spaces, we don’t see enough of influencing based on realities in the ground. An area where perhaps more can be done by FAT is to bring these messages (from the girls from underprivileged sections) directly to policy makers.”



What can FAT do to leverage this to the maximum? Anja, “It is for the organization to decide, it might be worthwhile to hire a dedicated person to engage in policy spaces. Someone who understands what are the bigger lessons; makes sure it is shared with in the right places. For instance in the debate on net neutrality FAT and Gayatri might have far more to say from their experience of working with the disadvantaged than people who are in the debate. The organization has limited resources, it has to decide to focus on what it does well. These are strategic choices that the organization has to make.”

Need to develop the organizations intellectual rigor: Hassath, “To influence the perspective of the feminist movement on technology, FAT needs to develop it intellectual rigor both through reading and writing. There are people like Sandra Harding who have been writing and talking about these issues for decades, we need to understand what they have said and see what is applicable to us. Otherwise our ability to influence will be limited. All the leaders of the movement have done their reading. If there is any discourse we have to come across as literate and articulate.”

Leveraging the board of trustees: Nandini, “FAT is known within the movement as the organization that works on issues of technology (which got strengthened during and after the consultations). From a small group working in a small part of Delhi. Now they have begun to be known in a lot of circles and established its place. It has a very good governing board. FAT should explore bringing these issues out in a sharper and focused way with the larger movement with the involvement and the experience of the board members.”

Renuka, “FAT can explore ways to involve the skills and knowledge of board members more effectively. Each of the board members brings their own their own skill set and expertise.”

Influencing policy and the discourse at the national level:

Anita Gurumurthy, shared, “The state is coming to terms with the need to have a digital India. However, in the past ten years the efforts has been fragmented. Prime Minister’s Modi’s digital empowerment policy is a technocratic vision and has no reference to women or people. To address the gender gap in technology we need to have a policy road map to provide exposure and education in technology for the marginalized. There is a need for digital literacy that comes from a citizenship frame work. The Kerala Government encourages women in Information Technology, especially in higher education. There are scholarships and fellowships but Kerala does not represent the whole of India. What do we mean by an information society requires a relook.”

Further, she said, “At the national level STEM related agenda is at the UN level and it is fairly top down, there is a need for a home grown debate and discussion which requires expertise and leadership. There is a need for work on creating and demonstrating models that work on gender and STEM with the Industrial Training Institutes, colleges and the Indian Institutes of Technology. IT for Change will be delighted to work with FAT on government policy issues.”



Summary of next steps: The organization has to make strategic choices as to where it can leverage its skills, expertise, lessons learnt and resources to the maximum. It has to identify, what are the most crucial areas in the discussion and discourse where it must be involved in.

The organization should explore additional ways to leverage the emerging leadership of young girls from underprivileged sections who are products of FAT in the work on influencing and advocacy. Investing in enabling the girls to engage directly in these spaces will enrich the discussions and debates. The girls have the potential of making the movement and the spaces much more inclusive.

To be more effective in its influencing and advocacy work FAT has to strengthen its intellectual rigor, write up more on these issues and also need to be physically present in discussions that are relevant. The organization can also explore partnerships with likeminded organizations, who work in its areas of interest. The skills and expertise needed for all these work have to be assessed which will have implications for staff recruitment.



SECTION 3: Organizational effectiveness and next steps

Based on the evaluation of the Tech Center and the influencing and advocacy work, this section identifies some observations and suggested next steps.

Documentation of lessons learnt: Documentation overall seemed to be very activity oriented and focused on funder reporting. This is related to the fact that so far FAT has been measuring its effectiveness based on indicators that developed for the various projects for the different funders. It will be useful to have a discussion on is the organization documenting what is of most value and a separate discussion on what is of highest value.

Ongoing monitoring, rapid learning and validation: The FAT evaluation, after five years of work lead to the identification of a range of challenges at one time. If the organization assesses the effectiveness of its work on a regular basis the challenges would be picked up in smaller bits which are easier to manage.

A framework that encourages and stimulates rapid learning and validation is suggested. This could involve a process of regular reviews and reflection. Such a framework identifies what works and what does not on a regular basis; it ensures timely feedback that thereby enables early course correction. All of which could strengthens evidence based decision making, better knowledge management and promote a culture that stimulates innovation.

To enhance the effectiveness of the programmatic work and work on influencing and advocacy work, FAT should invest resources in spelling out the specific time bound deliverables¹³ wherever applicable. The will aim to make the desired changes verifiable and measurable to enable regular assessment of progress. It will provide feedback on whether strategies and the corresponding activities to deliver the desired changes.

Culture of critical reflection is often a luxury: Praneeta from AJWS said, “Having a culture of critical reflection of your own work requires investment of resources. It requires having somebody very smart asking you the right questions and someone documenting it. It is often a luxury for organizations. However, organizations that do it, are always a cut above the rest. In the face of competing priorities this is often a thing that will get pushed to the last thing. It is also funder driven; no funder says ‘have a two day retreat and only talk about your challenges and lessons learnt’. It is often, ‘how many training’s, how many workshops, how many case studies and how many photographs?’”

Retaining its core values: As highlighted in the section on what differentiates FAT and what is unique about FAT, are the core values that informed its strategies. During the evaluation it was difficult to discern if Gayatri, now being based in Guwahati, and not been able to mentor members of the team on a day to day basis has an impact on the quality of the work, especially on the core values that inform its

¹³ The time bound verifiable deliverables are not written in stone and can be reviewed.



work. FAT should explore mechanisms to ensure that these core values are retained to maintain the quality of its work. This is important as new members of the team join and older team members leave.

Staff retention: Staff retention and high turnover of staff is a challenge that was identified by a number of the key informants. Anupriya said, “High staff turnover has implications for the organization, especially in the formative stages. With rapid change, institutional history is missing.”

Renuka, “Young people who join FAT get a lot of freedom, opportunities to attend trainings, represent the organization in meetings and conferences, which gives them visibility and make connections, opportunities to write and blog, the organization invests a lot in them, then they leave. FAT will have to develop systems and structures that allow for growth, that balance peoples aspirations, financially and next level of growth, to retain talent”.

Or the other option build a strategy that assumes that high turnover is to be expected and put in mechanisms to minimize damage.

Having a team this is to a large extent youth driven, staff retention and stability were issues that came up in the discussions with AJWS, one of FAT’s funders.

Gayatri’s role: Anupriya, “What is missing is someone to bind the various contributions and thoughts. The young team has lots of expectation, they expect someone to teach, provide regular feedback on whether she is right or wrong. They get immense freedom and authority. Are they ready to accept the accountability associated? How is the organization thinking of taking this ahead, it needs something to fall back on.” She added, “The work has become a lot more project based, prioritization of learning is going to be difficult. The organization does need some more years of handholding by Gayatri to take forward the work to become the biggest name in gender and technology. She should not be caught up in administration and the day to day roles. It is difficult for anyone else to take up this role.”

Clarity about the role of the board members: One of areas that emerged from the discussion with the board members is clarity about the role of the board members. For instance, is the role of the board to provide strategic direction? Provide mentorship? Is the role just advisory, with final decision making being left to the head of the organization or is to provide an oversight? What level of involvement and engagement is realistic? Some clarity about the role of the board will be useful, especially for the newer members.

Explore innovative ways to provide more opportunities for internship: The internships at FAT provide tremendous opportunities for growth, development and leadership of the girls. FAT should explore innovate ways to provide opportunities for internship to larger number of girls.

Challenges with documentation: During the interactions with the interns one of the common challenges identified was their struggles with documentation. FAT can explore ways to incorporate developing documentation skills during the trainings. For instance it could start by assisting the girls see changes in



themselves at a weekly or monthly basis. Encouraging the girls to write their aspirations when they join FAT and what they graduate could also be tried.

Discussion on scale: Now that the effectiveness of the core theory of change in the Tech Center has been established, it might be useful to have discussion on its scalability. Some of the areas that could be discussed further are: How does FAT and its funding partners see scale, is there a shared understanding of scale, what is scalable? What are the core elements that need to be retained and are the core values transferable?

Organizational Development: Both Packard & AJWS believe in building and supporting stronger organizations. FAT can explore ways to put in systems and mechanisms in place that minimize dependency on individuals.

Exploring more work with the government: Rita Banerjee, “FAT has not worked with the government. Most of FAT funding is been for foreign organization and at the moment we have not explored the government space.”



Annex 1

Guidelines for the Impact Survey:

Why are we doing this exercise?

To assess what have be achieved, what is change, impact as a result of our work at the individual, family and community level.

Why are we doing this together with the team?

So that there is a process of co-creation (external consultant and insiders in the team), there is co-ownership of the data and process and there is shared learning.

Guidelines for the survey:

- Important to establish a rapport and make the girl feel at ease.
- Asses if the girl would be comfortable talking in front of family members (on issues such as patriarchy, gender, sexuality). If you feel that the girl is not comfortable explore the possibility of having an alternative location.
- Clearly convey the purpose of the visit and the exercise in a way that the girl can relate to (is meaningful to her).
- Decide a time that is convenient for the girl to visit.
- If possible try to make it, like a story telling about the girl's life before and after she joined FAT. Try not to make it like an interview.
- Use the key dimensions of change listed below as a check list, if these do not come in the stories, probe into these areas.

Key dimensions of change we are looking at:

Changes before and after in:

- Mobility (confidence and ability).
- Education (continuation of further studies).
- Marriage (negotiate delay if the girl does not want to get married at a young age).
- Career, work and economic situation (ability to make choices about work and working).
 - What kind?
 - How much?
 - Since when?



- Violence (reduction in instances of violence),
- Family (changes in the family's attitude about the role of a girl).
- Awareness of their rights, their bodies, changes in the bodies (including menstruation), understanding of sexuality, patriarchy, gender based discrimination.
- Comfort with technology and developing and interest taking it to the next level.

Individual agency, ability to make decisions and choices about her future (is a common element we are looking at in all the above).

Community (are there changes in the all the above in the communities the girls lives in).

Are the changes in all the above just in the individual girl? Is the girl able to play the role of a change agent in the family and the community in which she lives (leadership)?

What contributed to the above changes?

- Inputs in tech.
- Inputs on feminism, patriarchy, gender based discrimination, rights, sexuality,

a) This will include quantifying the:

- a. Actual number of girls the project has reached out to from its inception.
- b. Actual number of girls who completed the course.
- c. Actual number of girls who dropped out.



Annex 2 Detailed responses of all the girls interviewed.

Level 4 girls:

1. Akriti:

Background: My father had a cart selling corn and she lives in Chirag Delhi. After I have finished my 12th, one day Gayatri gave her visiting card to my father, that's how I came to know about FAT. I studied in St. Johns, a private school, till the 10th class and did 11th and 12th in an English medium government school.

Mobility: Before I joined FAT, someone used to come to pick me up from school, I never went out alone. The first time I came here, I came with my mother, the second time I came with my brother. Here at FAT I saw girls going out on their own, now I can go anywhere on my own.

Self-expression: I was not talkative, I stayed away from boys; with girls I had a very competitive attitude. I felt that I have to be better than others. Here in FAT not only speaking, the fear of facing an interview went away. Earlier, whenever that was a new task or work, I would doubt whether I could do it. Now I think - if someone else can do it I can also do it. I am no less than them.

Technology: I learnt how to use the computer and the internet here. Through the internet I can find answers and solutions to any problem I face. Sometimes we read a blog in English and we don't understand the meaning, so we use google translate to understand it. Earlier, if I didn't understand something, I just left it or I went to ask someone who knows it. Now I don't have to be dependent on others.

Awareness and workshops: I had not heard of gender before I came here, initially, I thought - what is this? When I started joining the workshops I started enjoying it. We discussed discrimination between boys and girls, I was able to related this to what we face at home, I started asking questions at home about differences in the way me and my brother are treated. I asked questions to my dad on why girls get married early? I asked why should girls not be allowed to continue their education while boys do? Why should girls do all the household work and my father listened to me and agreed with me? I started seeing changes in my own home, my father even explained this to my relatives; there were changes in the family.

Before I joined FAT, the TV was the only source of information and awareness, my parents decided what was right and I followed them. After coming here I realized that parents do not have to decide everything all the time, we have our own needs and aspirations, my father didn't want me to get a job and told me he will provide whatever I needed. One day I told my dad I want to get a job, he said, I provide you with everything you need, there is no shortage of anything, I will provide you the pocket money you require, I told him it is not a question of pocket money, I have a desire to work, I see others working, I want to work. He thought a lot, didn't answer at the same moment, later he said you should



work in a proper place but not in a call center. Then I got an opportunity to work in FAT, shared it with my dad, and he agreed. I realized that you should not blindly follow what your parents say, and should also voice your opinions and desires. I learnt how to convince my father; I have worked in Nehru Place, in GK 1, I am now working in Perfect Finance an MNC in the accounts department for the last 8 months and he has no problems. I am supervising four people.

Education: I am doing my BA and plan to get an MBA.

Marriage: Before, I used to think that whenever my parents got me married it is ok. Now I am very clear that I want to be independent before I get married. We do not know what will happen after marriage.

Work: In my present job I started with file entry, learnt everything, moved to credit, and then moved into account there are four people under my supervision. My boss has complete faith that I will do well in any new project. When a new software was introduced in the office I was given full responsibility of the roll out. I think FAT provided the foundation. All that I have learnt about computers has helped me in my work.

Key areas in which changes are seen: Confidence to go out on my own; speak in front of a group; confidence to face interviews and to take on any challenging task. The use of the internet enabled me to find solutions to problems I face and reduced dependency on others. I became aware about the discrimination between boys and girls; girls are not allowed to continue their education, early marriage, girls having to do most of the household work and started questioning it. Realization that whatever your parents decide for you is not always right and we need to voice our wishes and opinions; ability to communicate and convince the parents on the need for change; clarity that I want to get married only after I am ready.

2. Nomita Mondal:

Background: I was in class IX when I joined FAT. I studied in a government school. My father is a plumber and my mother is a housewife. I have two brothers. I joined FAT as I had a lot of free time and I wanted to learn something.

Technology: In FAT I became much more confident about technology and the internet. I learnt photography and making short films. The internet enabled me to find answers to challenges that I am facing, knowledge on a range of things and started using Facebook as a means of communication.

Awareness and workshops: We also learnt about changes in our bodies, different types of touches including unwanted touches and about sexuality.

Education and Marriage: After my 12th class my parents didn't want me to continue my education, my father wanted me to get married but I wanted to continue my education and not get married. My



parents were afraid that if I have a high education, it will be difficult to get a husband. There were about 3 proposals every month.

I got a lot of support from Gayatri Di. She supported me emotionally, financially and gave me ideas on how to negotiate with the family. Di came and spoke to my father but my father was not willing to listen. Slowly, he became against me and Di. However, I filled up the forms for my college education without informing the family. I was studying at that time, I did not have a proper income, sometimes I provided private tuitions for children to support myself and Di also helped me financially.

Negotiation skills: The journey was not easy. Di taught me how to negotiate for time. Whenever, a proposal came, I bought time. At first I told them I will get married after my graduation. Once my father hit me; Di told me if the situation worse just pack your bags, and I will arrange a hostel for you. Just saying this was a huge support for me. The battles were not just with others but with myself. I kept asking for more time with all those proposals who came. With one person it got finalized, but I came to know that the person was not a good person and my parents came to know about it. I wish I had more support from my parents.

Work: I needed money for my college tuition fees. When I went for my job interview, it was difficult to share with my parents as they were not supportive. I told them, but they said “you don’t listen to us why should we listen to you.” My first job was a part time job in the Country Club, I came to know about it though Shabnam (another FAT graduate who worked there). It involved selling holiday packages, I get 1000 rupees per package, I was able to earn 6-7000 rupees per month. I would work for 6-7 months to provide for my college tuition fees and then prepare for my exams. In addition I provided private tuitions for children. I have now completed my Bachelors in Commerce last year in 1st division (above 60%). I attended PGDAV college, Nehru Nagar. There is a requirement of 66% attendance, but they provide some consideration for girls who are working. I plan to continue my Masters in Commerce through Indira Gandhi National Open University. I feel very proud that I worked and provided for my education.

Leadership: I am now seen as a role model for my cousins now; when they have problems they get in touch with me, when my cousin started feeling the same pressures that I faced for getting married after the 12th class. I told her, don’t do anything, when they ask you are you ready to get married tell them no, or that it has to be after 3 years, no one will wait for three years.

A daughter who makes and decides her own choices means going against the wishes of her parents. I am not a good daughter but a good human being. I have won 80% of the battle, my parents now feel proud of me. When we go to the village they say, my daughter supported her own education, she is working, found her work on her own. Especially my mother, my father is relatively quiet. I have been working for the last 3 years. I am now more confident, can take my own decisions, and I know what is wrong and what is right. I am still not married. However, I finally found someone of my choice; we plan to get married next year.



Key areas in which change are seen: Knowing what is right for her, stand by her decisions and able to fight for it. Continued her education after 12th class despite pressures to get married and discontinue her education. Completed her Bachelor's Degree in Commerce with 1st division by providing private tuitions to children and working; has managed postpone getting married so far. Able to stand on her own feet; ability to help others in the same situation; confidence about technology and the internet.

3. Anima Sorin:

Background: I finished my 12th class from Jharkhand, I came to Delhi as my father and mother stay here in Kotla. My father is a construction worker and also works as a house-help.

Mobility: Before I joined FAT my parents put restrictions on my mobility, now I can go anywhere on my own. I am no longer afraid.

Technology: I didn't know anything about computers or internet before I joined FAT. Initially, I needed a lot of assistance from friends, interns and the team. Slowly I started doing it on my own and started trying out different things.

Self-expression, Awareness, workshops and internship: Before I joined FAT if someone asked me anything, even if it is something simple I didn't have the confidence to answer. I was either shy or scared. Attending all the workshops, going to other organization, interaction with visitors from outside and the students brought about a change. A curiosity developed in my mind, I realized that I need to do something, express my views and not be afraid. I realized I need to work and out on my own. As an intern here in FAT, I learnt how to do bank related work, which I had no idea about earlier.

Marriage, work and education: There is no pressure to get married. But I was clear that first I wanted to get a job before I got married, but I had no idea about what kind of job I could do. I always thought what if my husband left me, what can I do. My thinking changed after I came to FAT I have a better idea of the kind of job I can do. I plan to do my BA here in Delhi.

Leadership: Earlier, if I saw some injustice or something I do not like I would just stay quiet and was not able to do anything about it, I was just an onlooker, my attitude was, "let it happen, it is not happening with me." After I learnt about all these things here, I have started speaking out if I saw something wrong, even if it just a few words. Now I speak out, even if the other person might get angry or start verbally abusing me I do not feel bad.

Key areas in which change are seen: Self-expression, increased confidence to go out on my own, comfort with computers and the internet, speaking out against injustice and clarity about what she wants with relation to education, marriage and work.



4. Jyoti Tiwari:

Background: I grew up with my grandparents, my parents use to fight regularly, my father passed away and I was brought up by my mother. She started tailoring to support us. She eventually got a job in an NGO that works with children, where she provides training in stitching, knitting and arts. Now, my elder brother who started working in an MNC supports her.

I dropped out of school at 8th because of the financial situation at home, I completed my 10th and 12th class through the open school. I joined FAT when I was doing my 10th. I was staying at home the whole day, I was feeling suffocated, my family members were not allowing me to go out and in addition I didn't have to go to school. I wanted to go outside the house.

FAT and mobility: My friends from school were classmates of Aarti and Raveena (who were attending FAT) told me about this NGO that provides training on computer and photography. I shared it with my mother and told her I wanted to join it, she was scared about how I am going to go this distance alone (about 45 minutes by bus), I had never travelled alone and she said no. One day I came and met Gayatri di. After meeting with her I really wanted to join and convinced my mother. My mother also came and met Gayatri, and slowly I got the confidence to come alone. My mother was convinced that I could come and go safely on my own.

Technology: I had used a computer in school but there were many things I learnt here at FAT, in school there was one class a week, what we were taught were basic, at FAT I learnt a lot more MS Office, Coral Draw. In addition, we had the freedom of doing whatever we wanted. I was familiar with the internet before coming to FAT. I learnt how to use it here. The internet is a world in itself where you can get lost, it depends on you how you want to use it, when a girl has no guidance she might use it negatively. However, if there is a willingness to learn, you can learn and do everything in world in the internet. In today's world, the biggest teacher is Google, it does not even scold you. If you have the knowledge people will come with you. Today we can do everything on an android phone; it is like carrying a small computer with you.

With boys there are limited or no restrictions on their mobility, if he has 10 friends he has one friend who has an android phone, he gets exposed to the technology, but with girls there are more restrictions on her mobility. As a result girls whose parents could not afford a computer or an android phone get no exposure to the technology. When girls who do not have access to all these at home get opportunities to use them at FAT they have more interest.

Individual attention: I liked everything at FAT, I was sharing my problems and the challenges I face with Di, I felt there was someone to guide me, I speak with my mom, but I was not open on many issues with my mom, I shared all my problems with Di and I got guidance. Di listened and understood, she never put pressure on me, she always said "If you can do it, you do it," when I wanted to do something. She provided personal attention equally to all the girls. She ensured that everyone was an equal here. I started seeing changes and increased confidence in myself.



Education: I am doing my final year, in interior design, in the South Delhi Polytechnic in Kailash Colony. I want to do my masters degree in interior design and want to become an architect. I know the fees is high, so I intend to work and earn to support my future education. I am not very talented but I know I can do it.

Marriage: Regarding my marriage, I have faith that whatever my mother decides will be good for me, but where ever I get married, I want to continue my education and I want to work. This is a precondition for me. I don't want to stay as at home after marriage, I want to be independent, I don't want to be dependent on my husband for my personal needs. If I have a job I will be able to fulfil my personal wishes. If I want to help someone, I don't want to ask my husband. I had this feeling of wanting to be independent inside me from the beginning. But I did not know the way to achieve it. I got more confidence and my conviction strengthened after I joined FAT.

I have seen lots of changes after I joined FAT, I was very shy earlier, I started speaking more with others, less hesitation, I am more confident of facing others. My brother used to stop me from going out earlier, he no longer stops me. The biggest change is increased confidence in myself.

Key areas in which change are seen: Confidence to go out and travel on my own, improved skills and confidence with computers, started using the internet as a means for knowledge and learning. Determined that she will continue her education and work to be independent even if she has to get married. I had this feeling of wanting to be independent inside me from the beginning. But I did not know the way to achieve it. I got more confidence and my conviction strengthened after I joined FAT.

5. Raveena:

Background: My father works as a security guard and mother was working as a maid; she has stopped working after I started working. I have two sisters.

I was in the 12th class, in a government school in Lajpat Nagar. There is an NGO in Jangpura that provides training on computers. We didn't have a computer at home so I wanted to learn it. Aarti (class mate at school and batch mate at FAT) was attending classes with this NGO, she had shared with me. We went there after school, we attended classes there for 2-3 months then the NGO was closed down. Aarti knew Gayatri, so we joined FAT.

Technology: There was a huge difference between what was taught in Jangpura and here at FAT, there were lots of girls and very few computers there, I didn't learn anything besides paint there. There was one trainer, there was a board, where she explained the different parts, but nothing was taught. Here, it was much better, each girl had a computer, Asha explained each part of the computer, then we were encouraged to try out what we learned and to play with it, each of us got individual attention; got the confidence to try out different things, experiment with technology and also the confidence that if



something gets spoilt I will be able to repair it. I can search for information on the internet on my own, if I need to go somewhere, I can find the answers myself.

Awareness and workshops: In addition to computers and the internet there were regular discussions on the challenges that girls face. A majority of girls face discrimination and restriction on their mobility and decision making. Girls face these challenges everyday but it remains inside them, it does not come out. These sessions increased awareness of these issues, when girls become aware they start sharing about their experiences. Many girls come to know that she is not the only one facing the issue, this gives courage and friends are also able to suggest solutions to the challenges faced. They start discussing how to address these issues. Some of the girls start asking questions to their parents and start demanding answers. Getting to know about all these issues, the awareness is empowering.

Counseling and individual attention: If a girl was not willing to share this in front of her friends, there were counseling and individual one to one sessions.

Education: I didn't want to continue education after 12th, because of my family. My mother was working as a maid and there was no job security related to my father's job, I thought I might not be able to continue. Gayatri provided advice; she promised financial support if needed for the continuation of my education and my mother supported it.

Mobility and Work: After 6 months there was a job opportunity (as an intern at FAT). At first I was afraid and uncomfortable with going out. So I declined that job offer as it involved going out to the banks and meeting people. Gayatri explained to us that if not now, eventually you will have to go out, but I was still reluctant. I was about 16 years old and was scared. Then there was a second opportunity and then I took up the opportunity. One the first day of the office I was told to go withdraw some money from the bank, I have heard of a bank but have never been to one. I was scared, but I was told I have to go. I went to the bank, I was looking for what to do, and I was told I have to fill up a bank slip. I had never filled up a slip. When I didn't understand something I called up Di, she explained over the phone. Then I had to go back home, take a bus, I didn't know the bus number, the bank was in Gupta Market, before this I had not gone beyond home to the school. I got a lift in a bike. Gradually the fear of going out alone, getting lost was gone and I become confident.

There was a job opening in the NGO where we were taking computer classes. 4-5 girls from FAT went there. We didn't know what an interview, and I was slightly scared, I was not selected but wanted to experience it. The second interview was for a receptionist in Badarpur. There I was carefree and was not scared at all. I was offered the job but I didn't take it up as my exams were close. After working at FAT, I worked as a data entry operator in Lajpat Nagar. Now I am working as a Lower Division Clerk in a government school. It is contractual job, I started with 10,000 per month and just recently it got raised to 15,500. Initially I was learning and now I have become quite confident, I have now worked here for 1 year and 6 months.

Marriage: There are no pressures around marriage from the family. I will make my own decisions about my marriage, education or work.



Key areas in which change are seen: Got the confidence to try out different things on technology, computers and the internet, plus the confidence that if something gets spoilt I will be able to repair it. Lost fear of going out alone and gained confidence to go out on my own. Was not confident of continuing my education after my 12th because of my family background; the support and advice I got in FAT gave me the courage to continue my education. Experience of facing interviews and lost the fear of facing interviews.

6. Aarti:

Background: FAT came for a survey in my community and there was a 10 day workshop organized by Gayatri. One year later when regular trainings was starting, I joined FAT.

Mobility: I didn't have the confidence of going out before I joined FAT.

Technology: I wanted to learn computers; in addition we learnt photography, Photoshop and making short videos. After completing the course at FAT, I had knowledge of computers, and reduced fear of tech. I can do things sitting at home; I don't have to call or ask someone for help and have the confidence of doing it myself.

Awareness and workshops: There were discussions and workshops around violence and early marriage. These were important because girls face all these issues but are not able to get out of it. They enabled girls to take steps on their own, to come out of it, to take steps on their own, to fight it.

Education and marriage: I would not have continued my education and completed my graduation if I FAT did not focus on these issues. I had good marks in my 12th class and wanted to continue my education, my parents wanted me to get married. Didi convinced my parents to allow me to continue my education, got an agreement signed for the continuation of my education and provided financial assistance with the continuation of my education. I tried a lot, delayed it for a few years, then decided to continue my education even after getting married. My parents told my husband's family, that our daughter will continue her education after getting married, she will stay with us till her education gets completed. I will work after I get married even though my husband and his family didn't want me to work.

The most important change I see in myself is my ability to making decisions about myself and thinking about my future. I have a say in decisions about my marriage, education and work.

Suggestions: In the villages, girls drop-out at after the 5th or 8th grade, and the schools are very far. Many of them are not allowed to continue education even if they want to. I would like to work with these children. If we can start something like an Angandwadi for girls who have dropped out or for those who have not been able to get any education. I would like to ask Di if FAT can help me in doing this kind of work.

Key areas in which changes are seen: Took steps to continue my education and complete my graduation even after I got married. I have decided to work even though my husband does not want me



to. Reduced fear of tech, comfort with computers and technology, confidence to go out on my own. The most important change I see in myself is my ability to making decisions about myself and thinking about my future. Ability to have a say in decisions about marriage, education and work. Wish to work in the villages with girls who don't go to school or drop out by the 5th of 8th grade.

Level 3 girls:

1. Durga Vishwas:

Background: My parents have tea stall in Central Market Lajpat Nagar for the last ten or twelve years. I came to know about FAT from a friend, who told me that the organisation provides computer training for free. I was not allowed to go out of the house, it was boring. I thought this will provide me an opportunity to go out of the house, learn computers and also get an excuse to delay my marriage. My parents allowed me to come here because the training was for free. I had taken a 3 months basic course in computers on my own, but here we were provided a full 6 month course, but I did not know that in addition there were workshop on a number of issues that will be discussed.

Mobility: Before coming to FAT I had never gone out without my parents.

Technology: In the 3 months basic computer course I did earlier, we were just asked to note down the definitions and everything was in English, which I found difficult to understand. So I didn't appear for my exams. Here at FAT we were explained in much more details. There were oral, written test, sometimes we were asked to explain in front of others, all these took away the initial fears I had about computers. I knew about internet, but never used it; I use to hear about it from my friends. After learning and starting to use the internet, I found that nothing is difficult. If I don't understand the meaning of a word, I can use Google translate. When my exam results came out, I can see it on the internet. Now my dream is become a hairstylist. I have an interest and people like what I do. Now, I look at the latest hairstyles through the internet.

My brother wants to know who I am chatting with on whatsapp and tries to look into my phone. I have put a lock on everything.

Awareness and workshops: I enjoyed all the workshops I attended on rights, gender, patriarchy, early marriage and sexuality: I wrote a blog on my rights. I have rights, which no one can take away from me, and I felt good that people were able to read what I write and that people came to know about it.



I didn't know about sexuality, I learnt that you can also be sexually attracted to someone of the same sex, I was also attracted to girls, this attraction was always there, but I found it strange and thought it was wrong, if I asked someone, no one had answers. I got the answers here.

Education: I passed my 10th class with 2nd division, my parents didn't want me to continue my studies, saying that it is going to be expensive, and wanted me to get married. I told my parents, I will get admitted in open school for my 11th class if money is a problem. I went to Uttarakhand 7 days before my exams, my results were not very good as I didn't have proper preparation, my father said what is the point in studying when you don't get good marks, you don't have interest in education. I told him how will I get good marks when I don't have proper preparation and no books. My mother asked what will you do after 12th, I told my mother that I will continue my BA in open school. My father finally agreed, I went back to Uttarakhand and got my admissions done on my own and came back to Delhi.

Marriage: From the age of 18 years, the family started looking for a groom for me, there was a proposal that my family liked, but I told them I don't want to get married yet and I want to continue my studies. I had not thought about marriage, I wanted to do something, become something, had dreams of becoming a teacher in English before I got married. They got me to Delhi as they felt that I was doing something wrong, I was feeling depressed and was crying as I wanted to continue studies and didn't want to get married.

When the issue of marriage comes up I would cry, get angry and start pouting. Six months ago, some people came to see me, I was crying and my dad told me they will make you study further, the boy has a good job a good salary and it is a wonderful opportunity. I know they have no intention of getting me educated, I will be doing household work, birth a child and there will be nothing left for me, no time for me.

Work: My mother always used to tell me to get a job but I didn't have enough confidence to go and work outside. I didn't have high expectations as I don't have experience and don't have high education. Then I came to know that there was a need for an intern fast here at FAT. When I applied, I was asked why I wanted a job, I said, I had to get outside the house and I don't want to get married. Having a job will provide an excuse for not getting married. I was offered a job and I had to work with Bhavna who was the accountant.

As an intern in FAT for the 1st time I went outside on my own. I had to go to the bank in Vasant Vihar, deposit cheques and get the TDS Rekha left me there. I had to fill the slip many times as I was making mistakes. It took me 30 minutes where I take 5 minutes now. I was very scared on how to get back on my own. In the bus I thought everyone was staring at me. I felt relieved, and realized I can travel on my own. I have overcome one of my biggest fears, that of travelling alone, now I travel to Uttarakhand alone. I don't feel fear for everyone.

There are times when I feel my parents have changed and times when I feel there has been no change. When they start talking about marriage I feel no change has taken place. Change when my father took money from me. After I started working the family no longer stops me going out, but I still have to get



back by 7 pm. When we were building a house in Mathura I contributed 16,000 rupees, my elder brother was not earning. I felt good about it. Last Monday I bought a bed for 5500 rupees for our new house.

Key areas in which changes are seen: I now have the confidence and ability to go out and travel on my own, having a job and an income has increased my freedom, my family no longer stops me from going out. I am able to contribute financially to the family when my brother was not earning. I have lost the fear of computers, and started using the internet to find answers to problems and learn more about areas of interest and comfortable with the use technology. I now have the ability and opportunity to share my thoughts and feelings with others online through blogs. I learn about sexuality which increased my understanding of the issue and have more comfort with my own sexuality.

2. Deepika Passi:

Background: My father died in 2000 when I was 8 years old. My mother got a job in my father's place. I have an elder brother and a younger sister.

All my friends said, If you know computers you get a job, everyone said it is very important to learn computers, English could be learnt slowly and FAT was providing computer education for free and I thought it might be a useful skill for work. I also heard you can do a lot in the computer.

Mobility: I never went out of the house except going to school, I never went out without my mother or brother. I was afraid to come to FAT alone. Asha encouraged and helped in taking out the fear of coming alone. I began coming to FAT alone; working in FAT provided opportunities to travel outside of Delhi for the first time in 20 years, gradually started travelling alone. I love travelling.

Technology: In school there was a computer lab but we never got to use one. In FAT, first I learnt how to paint in the computer, learnt MS word, note pad, presentation, excel, then came the internet, created accounts in Gmail, and Facebook. Learning about the privacy features in Facebook took care of some of the fears that I had a photos being stolen and unwanted messages and comments. I use Google translate, when there is something I do not know.

I developed an interest and passion for and street and wildlife photography; identified platforms for sharing pictures and got feedback in addition to Facebook such as Flickr. I want to become a wild life photographer in future. I take good close up pictures and good at telling a story with pictures.

Education: I am doing my 3rd year Bachelors degree in arts.

Role of English language: Sometimes I think proficiency in English language is essential to grow to the next level, but our national language in Hindi, visitors who come from outside speak in English because they don't know Hindi, but when we go outside we have to speak in English because they don't speak Hindi. I don't think this is fair, when they come here they should speak in Hindi. It is good to learn



English as a language. However, to show your work and to grow in my area of expertise it not essential to know English, you are judged on the basis of your skills and not how you speak, you should know what you need to show, the subject knowledge. If someone has to speak to you, they can bring their own translator. You should reach a particular level, so that people get a translator to talk to you.

Marriage: In my family, women usually don't work and they usually get married after 12th class. I will decide when to get married, when I am independent and have my own place. It will be by my own choice.

My mother allows me to do the things I want, but my brother is still dominating in certain areas.

Future Aspirations: I need to learn editing in a Mac, want to be internationally renowned photographer, and want to make a documentary. I need to buy a camera, which is expensive, the 5000 I get from the fellowship and 4000 from the internship is not enough. I also want to buy a Mac for myself and want to have my own exhibition. I need to take out time myself. Need to learn time management. How to save time and focus on things I need to learn. I want to teach photography to girls independently.

I know about myself, my strengths and what I want. I want to share my journey, knowledge of rights and be a role model for other girls.

Key areas in which change are seen: Confidence and ability to go out and travel alone; learnt how to use computers and the internet. Learning about the privacy features in Facebook took care of the fears that I had a photos being stolen and unwanted messages and comments. Developed clarity about my area of interest my strengths and what I want to do in future. I do not need good English to become a good photographer, if I am good at what I am doing if someone needs to come and speak with me in English, they will come with a translator. In my family women usually don't work and they usually get married after 12th class. I will decide when to get married when I am independent and have my own place. It will be my own choice.

3. Renu Arya:

Background: My mother is a housewife and father is a chef. I have an elder brother a younger sister. I studied in Sarvodaya Kanya Vidyalaya in East of Kailash, which is a government school till the 9th grade, after which I continued studying in through the open school.

I joined FAT after the 12th class in August 2012, when I told my parents that FAT provides computer training for free they did not believe it. In school there was a computer lab but we hardly got to touch it, I only got to turn it on and off once, there was exams on computers but it was all theory. I told my parents I also wanted to learn computers, my father was supportive but the money and decision making was made by my mother, who did not agree. I knew it was important that I learn and it will be of use in the future.



Technology: When I learnt how to use computers for the first time. I went home and told my family now I can use a computer now I can go and work anywhere and they all laughed. Later, when I got an internship and that too in computers, my confidence increased. I went home and told everyone that I am now going to teach computers. I asked my brother do you know how to use computers. From 2013-14 I was teaching, they still did not believe that I know how to use computers. When me and my father pooled in money and finally bought a computer for the house and then I showed them how to operate it. There was no special reaction from the family, but there was a special feeling inside me. I told my sister I can teach her and basic computers as I teach in the Tech Center.

Education: I worked very hard and had 85% marks in the 10th class. I wanted to study science but the level of science education in Government schools was very poor, there were no proper teachers. Took up vocational science after 10th, where the emphasis was on learning about fabrics, tailoring, fashion designing and design. Continued in school of open learning, after I got 75% marks in the 12th class. I am doing my 3rd year BA now in History, political, science, human rights and English.

Marriage: I was a quiet girl, and did all the housework. My parents started preparing me for marriage by the age of 16 so that I can get married at the age of 18. When a proposal came I would cry or act like an immature child, so that they think I am immature. At 17 a proposal got serious, I gathered courage and told my parents that I have a boyfriend for which I was beaten up very badly. If I was an “obedient, good girl” I would not be here today, I would have been married by now. In addition, I had to deal with my grandmother, who kept say what if I die before you get married? I learnt to deal with her using humor. I told her, “Your mother died at the age of 110, you will not die so soon, you are healthy. You will not die so soon you are not a sinner.” Lots of proposals came, some of the men were in the army, some of them had government jobs. My mother’s said you will not have to struggle you have a fun life, if you marry this man who has a government job. I told her, “I do not want to have fun life with my husband’s money. I want to earn my own. I don’t want to be dependent.”

Violence: My mother was a very angry person use to hit me a lot, it is related to the fact that my mother wanted a boy and was disappointed that they had a girl. After I joined FAT I thought, why am I tolerating this? I told her I will go to the police if she hit me, she got scared, after which she stopped hitting me.

In FAT I learnt I have to raise my voice for my own rights to face the injustice I face. But changing patriarchal thinking is difficult, on a scale of 1-10, I would give 4/10, on the changes I have seen in my mom. My mother stopped hitting me; she understood if I got back late, she started being tolerant of the clothes I wear and my going out and having boys as my friends. I learnt not to fight and shout when mummy is shouting at me; I learnt this skill from Asha.

In a middle class family from Uttrakhand, where rituals and religion are a big deal, I am the first girl in the family who does not believe in all this. Perhaps some of it was already inside me, but FAT helped in polishing it.

Key areas in which change are seen: Learning how to use computers, being selected as an intern to teach basic computers increased her confidence, started speaking out against violence related to gender



preferences of her mother, she told her, “I do not want to have fun life with my husband’s earning, I want to earn my own. I don’t want to be dependent.” Learnt how to deal with her mother when she was shouting at her.

4. Rekha:

Background: My father is a driver and my mother works in an Angwanwadi, where she takes care of small children and cooks food for them. The financial situation in the family was tight, my brother studied till 12th in the open school, he was interested in driving so he started working, I managed to study till 12 with difficulty. I have two younger sisters and an elder brother.

At that time two girls from FAT came for a survey they asked what do you want to learn, are you interested in maths, science and learning computers for free? I said that my English is a weak; we were told not to worry and we would be taught. I joined FAT in December 2012.

Mobility: My family didn’t allow me to go out from home, outside of school. I go to school at 7:30 AM in the morning, come back at 2:30 PM in the afternoon and was not allowed to go anywhere else as the area where was not considered safe. If I had to go meet friends I had to be back by 4:30 PM. My father was thought that girls will get spoilt if they go out. He was also afraid that girls might get harassed or teased by boys if they go out. Decisions such as going out the house were made by my brother and father. In addition, I was afraid of going out alone, afraid that I might get lost. When I walk in the streets, I would avoid eye contact was scared of boys teasing me. After coming to FAT I realised, if we are just stay inside the 4 walls we will hear only what is spoken inside the 4 walls. I have to study, I have to take care of my parents, get married and go away. When we go outside, you realise there is a lot more choices, than the choices provided by the family.

Work: After I got selected as an intern I had opportunities to go for trips outside of Delhi alone. I started walking with my head held high, when I am walking in the streets. I developed confidence to travel alone. I even visited a friend of mine in Nagpur on my own.

Technology: I studied in a government girls school in East of Kailash till, 12th class. The school had a computer lab, there was one computer in the lab which was not working. Some of girls in my class knew how to use computers, they could afford computers; they either had computers at home or were learning it outside. Whenever we got home work, the girls in the class kept saying get the answers from the computers. I didn’t know anything, I also wanted to learn, I enquired in 2-3 places, but it was expensive and unaffordable. I had to pay about 7500 rupees in the starting itself for a basic course. I was not even getting pocket money and the fact that I was able to go to schools was a big thing for me. I knew about a computer but didn’t know what it was. When I asked others I didn’t get any answers. When we were about to finish class 12, I was getting scared as I did not have any skills. I know without knowledge of English and computers we will not get any jobs. The English in school the teacher was not



good; there was no reading the focus was on the curriculum. Without any one to guide us at home, I did not know if I was doing it right even though I was reading it on my own.

I learnt how to use computers here in FAT. Emails and the internet enabled me to be in touch with people, apply or get invitations to attend workshops, explore and share opportunities, follow what leaders in our areas of work say. I learnt how to look for answers to questions I don't have answer to, share and express our thoughts and stories through blogs.

Awareness and workshops: Before I joined FAT, I followed what my parents said and what they said was right, which included all the restrictions on me. After learning how to use computers and the internet, I learnt about the position of girls with relation to the technology, computers and internet, how girls are getting left behind. Then slowly I got to know about patriarchy, how it manifest in different ways or different parts of our lives. I not only learnt about patriarchy, but started exploring it, learnt that it not just manifests in violence, but giving orders, it has to do with mothers and fathers, brothers or sisters or among colleagues. I started questioning the restrictions placed on me.

Sexual reproductive health: We were not provided education on sex, personal hygiene, why do we have periods? Why is there pain during the periods? The different orifices in the female body in school and our mothers were not comfortable talking about these things and did not have the knowledge herself. Here we had speakers from outside; initially we thought why were we taught all these, but gradually when we started knowing why we need to know them we started enjoying these sessions. Then there were questions that arose in our minds. We were also encouraged to think and ask questions. We always got answers to all our questions.

Speaking and self-expression: When I first joined FAT I was quiet and didn't know what to say. Gradually, I started speaking more. At home there were also restrictions around what a girl can or cannot wear. I now wear what I wish, including jeans, when I first started wearing the clothes I want to wear there were lots of negative comments.

Education: After my 12th class I had difficulty paying for my books with my father's limited income. I am not interested in getting a formal degree. There are other ways to learn and improve your skills not just through formal learning. For instance I learnt how to work in communities myself not through books. I want to learn what is needed for my life, not just formal education. I decided to get admission in college mainly to delay getting married.

Marriage: There were some proposals that came but I objected it. I am sure I do not want to get married till my parents have enough money to have a marriage.

The way in which the changes are perceived by the family members that the community in which they live: The community in which I live know I work in an NGO, There are those who say you are doing very good work, you will go a long way keep doing what you do and those that say to that my parents have given too much freedom and that I speak a lot. So when people speak good things there is not much



support when people speak negative things they start saying you are getting spoilt. If there is a lot of negative things from the community about me, my family might stop me from going out.

Changes at the community level: There is not much interaction with the community and interaction is not really encouraged by the family. To bring about change in the community in which I live I need to speak to them, I need to spend time with them. The communities from which the girls come, they know what we are trying to say. The actual work in FAT is done by the girls, only when the girls are unable to do it then we intervene. Unless we work with the community, interact with them to understand their situation their feelings the community will not feel the need for change. The mothers face all the same challenges that the girls face with their husbands (the discrimination, the violence), so the mothers understand it to some extent and understand their feelings. So the mothers want the daughters to go out and learn.

Key areas in which change are seen: Increased confidence to go out and travel on my own, exposure to the world outside the four walls of her house and the school, through the workshops. Attending meetings in and outside FAT made her realise that there were choices and options outside and what her parents had said were not always right for her. When the parents did not agree with her choices, she started asking questions and explanations and reasons for their disagreement. Slowly learnt how the restrictions placed on me as a girl is linked with patriarchy. Developed confidence to speak on front of others. She started wearing clothes of her choice, even though the family didn't approve of it initially. She said, "All these changes are results of my efforts." FAT provided an opportunity to realise, what I want and who I am." "I want my parents to listen to my wishes, choices and have more trust on me rather than listening what neighbours and others have to say about me. I still do not have full control over many of these things as I am still not fully financially independent. In future my choices will increase and the family's role in making choices for me will decrease, and increased knowledge about sexual reproductive health."



Level 2 and 1 girls:**1. Megha:****Background:**

Age: 18 years

Associated with FAT since 1.5 years

Place: Srinivaspuri

Father works as a cable operator and mother works in school kitchen.

She has an elder sister who has just completed her graduation and wants to work in a bank. She is saving for her coaching as she wants to work with the Government. Megha belongs to a joint family which has 21 members. Megha's family is a very progressive family and wants their daughter to study and be independent.

Mobility: Before coming to FAT, her parents would restrict her mobility and she would stay at home after coming back from school. She came to know about FAT from her friend and started coming to FAT. She is very open with her mother and shares with her everything. After she started coming to FAT her mother has no issues with her going out. She has got more freedom. She told them that she is grown up, she explained this to her father and her mother also supported her when she spoke to her father. She does what her heart says and this has happened after coming to FAT.

Technology: She has made a boyfriend through Facebook (laughs). She learnt about the various side effects of social media at FAT and will definitely keep all these in mind. She has done privacy setting on Facebook after learning about it at FAT.

She had a laptop at home but she did not know how to use it before. She learnt to use computer at FAT and after that she went back home and taught her aunt and brother on how to use laptop. She felt that she knows how to use computer and laptop and can also teach others in family. Her cousin brother challenged her saying that she should show him that she knows how to use computer and Microsoft



excel; she accepted the challenge and told her brother that she would be going with him to his office and show her skills to him.

Awareness and workshops: She remembers taking workshop on feminism, sexuality and gender. Once she was coming back from her friends place late evening. It was 8:30 pm in the evening. Her mother scolded her for coming in late when she told her mother that it's her life and she can take care of herself. She shares with her mother and sister about all the things she learnt during the various workshops at FAT. Her sister and mother understands it and supports her by saying that she should go to FAT as it teaches her the reality of life.

Megha is also very close to her aunt (chachi), once her uncle was shouting at her aunt. Megha went to him and told her that he should not talk to his wife in that manner and also told her aunt that if in future her uncle again does the same thing, she should tell it to Megha and she will make her uncle understand what feminism is all about. She repeatedly keeps telling her uncle that she should not shout at her aunty.

Rights and Individual agency: She has told her family that she will marry only when she wants to and with the person of her choice. She wants to learn dance and have told her family about it. Her family supports in her decisions. She tells her family that she is going to make a movie on an issue she is learning at FAT. Once her uncle scolded her for wearing shorts and t-shirts, when Megha told this to her mother, her mother went and told her uncle and aunt that their daughters have the right to wear whatever they want and since then her uncle's stopped telling her and her sister anything.

Education: Just completed her 12th Standard will get enrolled in BA this year. Her parents never stopped her from going to school. They want Megha to study.

Relationship and Marriage: Has a boyfriend and she met him through social media. She has attended classes on the drawbacks of social media. Her boyfriend asked her to post her pictures online but she has refused. She feels that if she tells her family about her boyfriend, her mother would support her. She has told her parents that she would get married and only after that when she feels she is ready for marriage Her father has asked them to marry the person of their choice but she should choose a decent guy.

Work: She wants to be a teacher. Her parents are ok with her pursuing her BEd. She wants to start working to support her education. Her parents support her in her this decision.

Key areas of change: Increased freedom to go outside the house, she is determined to continue her education and she knows that she has to support herself by working, she will get married only when she feels she is ready. She shares what she learns at FAT with her sister and mother and they are supportive of what she learns. She has started speaking out against injustice in her family. Learnt how to use computers and has taught other members of her family.



2. Sarita

Background:

Associated with FAT since the past 2 years

School: Nehru Nagar Government School, Class 12th

Place: Nehru Nagar, Shivaji Adivasi Camp

She came to know about FAT from her mother when her mother told her that her friend Laxmi goes to a computer class and she came to FAT with her mother.

Technology: Before coming to FAT she has a curiosity about learning internet. FAT gave her the opportunity and now she enjoys it

Awareness and workshops: When she has started attending workshops on gender and sexuality, she has started talking a lot more at home and raising her voice against her brother. She now even tells her mother to not be partial towards her brother and also scold him if he does anything wrong. She has also started raising her voice in front of her father if she feels he is saying something which she feels is wrong.

She learnt about sexuality, to fight for her rights, to take decision about herself and started doing what she wants to do.

She has taken classes by YP on periods and menstrual cycle. It's considered impure in her family but when her mother asks her not to do something during her periods, she doesn't care but does what she feels is right.

Education and work: Her parents can't bear the cost of her future education due to financial issues. She has to bear the cost of her education and wants to do a job after passing standard 12 to support her education. Her family doesn't have any problem either with her education or her doing a job in future. But she has to do by herself. She wants to do a job of tours and travel but doesn't know what it is all about.

Confidence level: She never articulated what she felt in front of her parents before coming to FAT but now she is able to talk to her parents. Initially she used to speak less. FAT taught her to fight for her right. And from here she got the confidence to talk in front of her parents.

If a guy teases her on street or passes a comment, she doesn't keep quite but answers it back to the guy. If she knows the guy, she can even go to the guy's place and warn him.

She asks her brother to help her in household work, but her mother stops her from doing it. She then argues saying that if she can do why can't her brother?



Marriage: Her parents don't want to marry off their daughters now. And they are very attached to their daughters. She understands what early and forced marriage is.

She lives with Rajasthani community where girls get married at the young age of 13 years but this doesn't impact her family thinking about her and her sister getting married.

Key areas of change: Started questioning and speaking about against discrimination in the family and expressing her views after attending workshops on gender and sexuality, started taking decisions about herself and doing what she wants to do. She is determined to continue her education and she knows that she has to support herself by working, She started questioning traditional practices related to mensuration after attending classes on SRH. Started exploring the internet which she always wanted to before she joined FAT. Learnt about early and forced marriage from FAT.

3. Sabina:

Background:

Associated with FAT since the past 3 years

Age 16 years

School: Government Co-ed Education Senior Secondary School, Lajpat Nagar-1, Class 12

Mobility: Before coming to FAT she was very hesitant to go out and go to banks, she had the fear that something would go wrong and she was hesitant to meet new people, she used to always ask her mother to accompany her, but after coming to FAT she gained confidence and now she can go different places on her own.

FAT has motivated her that she doesn't need a support every time. She can do things by herself.

Her parents asked her to get admission in nearby colleges, but she also said that her parents will not stop her from going to a good college even if it's at a far off place.

Technology: Initially she was even afraid to touch the computers, but FAT has not only given her an opportunity to do away with her fear but has also given the basic computer trainings. She now even use computers and internet to look for information she wants to look for.

Since she stays away from her extended family hence the larger impact she had on the community was not relevant. Her best friends are also associated with FAT.

Awareness and workshops: From FAT she learned about changes in her body, her rights, gender and sexuality. Her sister said that she has seen rise in confidence level of her sister Sabina, she has become bold now.



Marriage: Wants to get married after 25 years, after completing her graduation. Her parents never discuss her or her sister's marriage. She would like to go for marriage of her choice.

She has a boyfriend who is from a different caste and religion. She said that once she is independent she would share about her relationship with her parents.

Work: Wants to do her Bachelor's degree in commerce after her school. She wants to go for a government job (not sure what kind of job), her parents are very supportive regarding her education.

Key areas of change: Increased confidence to go out on her own; lost her fear of computer and is comfortable with it.

4. Kusum

Only did basic computer training at FAT. She did not undergo camera and film making workshop as it was not of her interest.

Background:

Age : 21 years

Education: BA-1st year

Location: Srinivaspuri

Kusum only did her basic computer training from FAT and then she left. She is getting married in November, 2015

Mobility: There is no issue of mobility but she herself doesn't like going out.

Technology: She learned excel and basic computers She wants to refine her skills in MS-Excel, she even dreams of excel (laughs) and wants to do a job in a similar field.

Awareness and workshops: FAT boosted her confidence; she attended the workshops on gender, sexuality and came to know about her rights from the workshops conducted by YP foundation. She learnt about sexuality, and about her rights. Her uncle used to stop her from wearing capris and shorts. She told her uncle that it's her choice to wear whatever she wants to wear. Her parents also supported her in this. She understands what her right is.

Marriage, education and work: She wanted to get married and she is happy about it. Her parents did not want her to get married at such an early age but she is getting married as it's her choice.



Her family is very supportive and there is no incidence of any violence. She is very close to her mother. She discussed about sexuality and her rights with her mother and her mother said that she should also discuss these things with her friends. Her mother is like a friend to her.

She has spoken to her in-laws family and her fiancée about her education and career. She is doing her first year graduation and would like to continue her education even after her marriage. This confidence is something which came from FAT where she learnt about her rights.

Kusum is someone who loves staying by herself and her family. She doesn't interact much with others, like her neighbours.

She got an inspiration from FAT. She doesn't want to be dependent on someone and also wants to be financially independent. One should listen what one's heart says and this is something which she got to know from FAT.

Key areas of change: Increased confidence, determined to continue her education even after her marriage and to be financially independent, started wearing clothes of her choice and learnt to listen to her heart, learnt about computers.

5. Laxmi

Background: Age: 17 years

Education: studying in class 12. Has been associated with FAT since the past 2 years

Total members: 9 in the family.

Place: Adivasi Camp-Nehru Nagar

Mobility: Her parents stop her from going out at night. Even during the day she has to give details of the place where she is going. She tries to make her mother understand but it's a struggle. Her neighbours tried to convince her mother not to send her to Lucknow for the trip but she somehow convinced her mother and came for the trip.

Technology: She was scared to touch the computer that she would crash the computer. She thought she would never ever learn computers. She used to be fascinated when she saw someone operating a computer or a laptop. After coming to FAT, her fear just vanished. She has learnt to operate the computer. She can now search for anything on the computer. Now she wants to do something on online shopping and will purchase a mobile from online shopping portal. She has also learnt about internet security and privacy setting from the workshops at FAT.

Now she has the confidence of even teaching basic computers to others.



Awareness and workshops: Initially she did not know that girls also have a right. She believed that the actual home of a girl is her in laws home. But after attending the workshops at FAT, she came to know about her rights. She has now started asking questions and her parents feel that she talks too much. Once when she was sitting outside her house during late hours at night, her mother asked her to go inside the house. She told her mother to also ask her brother to go inside and if her brother can sit outside at night, she can also do the same.

Her mother said that she has stated arguing a lot.

Education: There is no hindrance and asks her to study as long as she wants. She wants to do BEd and wants to do job to while pursuing college and wants to do a job to support her education.

Marriage: She has an elder sister and her parents want her to send her back to Nepal so that they can find a groom for her. She learnt about the choice of marriage from the workshops at FAT.

Violence: Her father used to hit her mother initially, but now when she and her siblings are grown up they don't let her father do the same again.

Key areas of change: Started questioning the discriminatory attitude of her parents, convinced her parents to go for the Lucknow trip, is determined to continue her education and she knows she has to support her education by working and lost the fear of computers. Has confidence of providing basic computer training to other girls.

6. Divya

Background:

Age: 19 years

Area: Jalvihar Tamil Basti

1year with FAT

Technology: I didn't see computers before I joined FAT, someone told my mother about FAT, that it provides opportunity for girls to learn computers. My mother thought I cannot continue school so I must learn computer. I like drawing and in FAT I went for drawing competition which I won. The team who interviewed felt she was not fully comfortable with technology yet. It is related to the restrictions and the protective nature of her father. But she has started using the electrical gadgets at home.

Awareness and workshops: We have conversations on feminism, learnt about menstruation, sexuality, violence and to raise our voices. I share things I learn in FAT with my mother and friends in my neighbourhood, including what I learnt about menstruation and changes in our bodies. Initially they told me not to talk openly about it, but I always tell them, "no it's not bad to talk about these things." I saw



violence at my house since childhood my father beats my mother; I was use to think that women are supposed to be on the receiving end of violence. They are made for it. Now, I slowly started speaking out against violence.

Self-expression: Before I joined FAT I was afraid, I didn't talk to anyone because of restrictions placed by my father. After joining FAT I started speaking openly with others, my neighbours complained to my mother that your daughter has started speaking openly in front of elders.

Education: I had to drop out from school after the 9th grade, my parents said you are a girl so there is no need to study further. There is always discrimination between me and my brother which I endure.

Work: I know how to use computers but my father will not allow me to go out for job, because of safety. But if I get an opportunity to work in FAT I will take it up as it is safe and safety is most important for my parents.

Key areas of change: She started speaking in front of others, learnt how to use computers, I started speaking out against violence, earlier I use to think women are meant to endure violence. I started sharing what she learns in FAT with friends in her neighbourhood.

7. Chanchal,

Srinivaspuri

Background: Chanchal was interviewed at her home. Her mother, brother and sister were also present.

Mobility: Before FAT, my life was only confined to school and home. I had friends in school but I never met them outside. I was scared to go alone. Her mother said she used to go for school trips. But generally, she was very quiet. She was scared to go alone. She was intimidated to talk to strangers. When she used to walk in the streets, she couldn't look into the eyes of people. She thought that the whole world is staring at her. FAT gave her the confidence of facing the world. Now she does all the bank work too, says her mother. Her brother says-'her knowledge has increased'. She also learned self-defense in school. She said now I am the one who does all the outside work in my home.

Education and technology: Initially she joined FAT as tuition. At that time, there were volunteers teaching Maths and Science. Her parents were very worried about her education as she had already failed in school. They were happy to send her to FAT as it was the provider for the tuitions free of cost. Her mother said school results are the main concern for them.

She slowly started developing the interest to learn computers and got enrolled in the Tech Center. She said she had to discontinue the classes as the tuitions of Maths and Science finished at FAT. Learning computers gave her the confidence of doing bank work for her home. She does not need any supervision in that now. We asked her that if she uses technology outside FAT. She said I love using a



mobile phone. Her neighbor has a laptop and he lets her use it occasionally. Other than that, she doesn't get to use anything else.

Awareness and workshops: 'Sharir ke bare maine bahut kuch jaana.' I asked if she is comfortable speaking about this in front of her mother and brother. She said in front of mother I can speak but not my brother and father. Her brother left to let her talk freely.

There was a lot of discomfort to talk about body, rights, contraception and sexuality in front of her mother too. I asked her mother that if I can take her out and speak to her alone. Her mother agreed. After coming out from home, she talked a lot more freely. She said she has taken all the workshops of YP. She told me that she knows about contraception methods. She also told me that she knows about female condom. She was a little reluctant to talk about gender and sexuality. When we probed further, she said she doesn't remember much as it's been a long time that she left FAT.

Marriage: She is now 18 year old but is yet to finish school. She wants to get married after she is 23-24. She wants to make a career for herself before that.

Her 'chacha' told her father to get her married but her father said she is still young. They want her to study more.

Her mother said- I want my daughters to live a life with dignity where they earn their own living'. She doesn't want them to depend on anybody. Her mother said 'jitna padhna chahe, jaise padhna chahe, main saath nibhaungi.'

Work: When we asked that if she has chosen a career for herself, she said she wants to go to college and learn accounting. Her brother added that she should learn tally and make her career in accounting. She said she doesn't mind a receptionist or data entry kind of job but preferably she wants a government job. Her mother said we want our children to pursue higher studies.

Key areas of change: Confidence to go out alone, learnt how to use computers, and wants to build a career before she gets married.

8. Uma Thapa

Background: Uma joined the Tech Center in 2013 when she was 15 years old.

She was very interested to know as to why we were interviewing her. We told her that we are reconnecting with the old girls and want to know the difference that FAT has made in their lives. She said she was very happy to be interviewed and kept giggling.

Mobility: Before coming to FAT, she was a 'simple' girl. She said she had no sense of fashion; she never used to interact with anyone. In short she was extremely shy and reserved. Travelling alone was a nightmare for. Her parents were encouraging and wanted her to go alone but she refrained. Coming to



the Tech Center was also depended on the company of other friends. They all used to come in a bus. One day, the friends did not come but she wanted to go to the Tech Center and not miss her classes. She gathered up the courage to go alone. She decided if she has to progress in life, she has to go alone.

Technology: In school they were never allowed to use computers. Only in the higher standard, they are allowed to use it. Before coming to FAT, she never thought she would get to use computer from such an early age.

Awareness and workshops: Uma got her first periods after joining FAT. She had no idea what is it and was afraid to tell it to other people. She took the 'my body my right' workshop by YP during that time. It was the first time that a boy (peer educator) was talking to them about periods.

When she learnt about the different methods of contraception in those workshops, she went and told her mother about it. Her mother was happy that they are being educated in those issues which the society condemns the parents to talk about.

Marriage: As Uma is still in school, there isn't any kind of pressure to get married. In fact her parents are very broad minded. Her father wants the daughters to get the exposure of the world and then get married.

When asked that if she will be allowed to choose her partner, she said that there is no restriction on love or marriage in their community, not even when the caste is different.

Work: Uma is currently in 10th Standard. She is very clear about her goals. She wants to be a singer by profession although she has a lot of hobbies.

Violence: She identified violence as अत्याचार। She gave examples from her neighbourhood where the drunken husbands used to beat their wives. When asked about the situation in her home, she said there was physical abuse earlier when his dad used to drink and beat his wife for every petty issue but she said after she counselled her dad, he has stopped drinking and their lives are very peaceful.

She said after coming to FAT, she has become wise. Her family respects her and listens to her advice; especially her father. She said all the changes that she can see in her father are due to the constant counseling that she has been doing.

Uma brought up a very interesting thing which was she loved the presence of Gayatri. She said that FAT worked better when Gayatri lived in Delhi. She has observed that the Tech Center lacks discipline. 'बो पुरानी की बात नहीं राही'- she said. She said it's very necessary to have an elder figure in the Tech Center. But she is happy to join again.

Key areas of change: Confidence to go out and travel alone; learnt how to use computers, increased knowledge about sexual and reproductive health and sexuality. She started speaking out against violence in her family.



9. Lakshita:-

Mobility: In my house it's only my sister and I and we don't have any brothers. And my mother and Nana and Nani. My mother does stitching work. She works with an export garments company in Okhla. So since she was never around she used to give the money to my sister and me to get stuff for the house. I would be the one going out to get the essentials. So there was no restriction on our mobility.

Technology: I came to know about FAT through Laxmi. I was friends with her on Facebook. I was on Facebook before I joined FAT. Whenever I used to message her she used to say don't message me now, I am in computer class. I asked her where is this place where you go to learn computer skills? So she introduced me to FAT. I thought to myself that this will be nice; I'll get to learn computers properly. In our school all other subjects are taught well, except for computers. The teacher is not nice. Actually there was once a time when I was scared of touching the computer.

I only knew how to use internet on the computer (before joining FAT) and nothing else. Actually I knew how to use internet on the phone and hence I thought it would be the same on the computer and so I could use internet on the computer. But everything else about the computer was unknown to me. It was taught by FAT. I went to cyber cafes to access the internet. When I had holidays after 10th std. exams, my mother said I should go to the cyber cafe for 2 hours or so, so that I can practice using the computer and can get help for homework. So I used to go there every day and use Facebook too.

Awareness and workshops: We have become very frank since we have come to FAT. I like everybody at FAT. I think that all the workshops you guys take at FAT has everybody getting involved and hence our thinking has found new horizons. I have noticed that in FAT the new students they have a few shortcomings but the girls of the previous batches / old batches have no shortcomings and they are all really good. I really like how they all think.

And as a result of coming to FAT and interacting with the other girls my thinking has also changed a lot. Earlier I used to be very scared to talk to somebody, especially strangers. In that too, I used to be very scared of speaking to the Didis (older girls). But, now I am not scared of speaking to them, I have also started speaking up to my family and at home. My mother even said once that if you keep talking like this, I will strangle you to death. (laughs)

I felt really bad when I first came to FAT because there were only 2 or 3 people I knew and everything was very new. Asha di used to take sessions on gender back then, I used to feel really weird hearing all that. After that she took a class on our bodies (something like what we did in class 8) and explained a lot of related things. She was asking questions in the workshop letting us know that we can answer if we know anything about it. First time she asked questions I was too scared to reply. Second time when she was asking, I wanted to respond since I knew the answers, but then I didn't because I started thinking to



myself about how weird this place was that they are asking such questions. I couldn't comprehend how to react to these things.

For example, she asked what is gender and a lot of people answered, but then she asked what is sex, and she asked me, and I was confused which one was she talking about since there are two kinds. (Also, implied in additional comments that she was a little taken aback by how openly it was being discussed and asked.)

I didn't know that FAT is an NGO initially. I didn't know that FAT was going to talk about women's rights and awareness so much. I thought it was just a computer class. Asha di had a habit of telling us the topic of each workshop she took and why we were discussing it. So over a period of time I figured that it was more than just computer class. Also Yogita di told me later that this is an NGO named FAT - Feminist Approach to Technology, and it is a place where we fight for women's rights and tell other girls and women about their rights along with telling them what is the wrong that has been done unto them. Since the day I found out that this is what FAT is trying to do I fell in love with it even more, and now I have decided to never leave FAT.

So the learning you had at FAT about gender, patriarchy or women's rights - have you been able to associate them or carry them into your own life?

I think before I came to FAT I used to take gender discrimination as a norm. Before FAT, when Nani (maternal grandmother) used to scold us more than my cousin brothers for particular things, I used to think that it must be so that my brothers are my Nani's favourites, but now I see the difference stemming due to gender.

Education: I had a lot to look after at home. Plus there was a lot of importance placed on studying in my house. My mother always kept telling us to keep studying all day and get good marks. Is there a limit on how much you can study? My Nani always says study how much ever you like but eventually you will have to cook and take care of the house only. But mummy is very supportive about education.

Marriage: There is no pressure for getting married but whenever my Nani she goes to our hometown she keeps talking about getting us married and finding a suitable boy but my mother doesn't pay heed to her. It is because of her that most people can't say anything to us, else there is a lot of pressure.

Work: My mother she says we must work after school and college because she wants us to be independent and also says that we sisters have to take care of her so we should earn.

What is the most important thing you have learnt at FAT?

The most important thing that I have realized is that we should all realize the power that girls have in them. The fact that you don't know of it or don't realize it is what is holding you back.



Has your going out of the house increased since you joined FAT?

I go home very late usually - around 9.30 to 10 pm. And yes I have started going out much more now with friends from FAT.

Do you think you have brought about a change in your family's outlook to things through the change that has occurred in you due to FAT? Has FAT helped change your family's notion around you and of other matters?

I have seen my nana's thinking about me changing. He does not dismiss my opinions now. My mother is so interested in all topics that I talk about at home, those which come from my discussions at FAT and those that have been covered in workshops, I feel like she too is trying to open her mind to other things through me.

The biggest change has been in the way I look at society and gender roles now. I used to think that what girls and boys are asked to do is what God has asked off of us and hence we should stay like that. But now I know it is a structure created by society and not god!

Have you been aware of your agency and your rights before FAT? Have you been fighting for them before FAT? What role has FAT played in helping you access and use your individual agency?

I did not know or identify the word and phenomenon of discrimination before FAT. So I used to assume that they like a certain person or a certain gender and hence the difference. But now I know that this is discrimination and also I know the reasons for it. FAT has helped me understand and identify this. Now I have started raising my voice even more than I did before. I used to just let it go after a point of speaking up or just complain to mother and stay mum, but now I put my foot forward and face the fight head front!

Key areas of change: She has started speaking out a lot more was hesitant in speaking in front of groups earlier, lost the fear of computers, learnt about the relationship between discrimination faced by girls and gender. "I used to think that what girls and boys are asked to do is what God has asked off of us and hence we should stay like that. But now I know it is a structure created by society and not god! I started speaking out against discrimination and what she feels is wrong." Her grandfather does not dismiss her views anymore. "What I like about FAT is that everyone thinks alike about such things and it is a good thinking." She started wearing clothes of her choice.



Annex 3

Table 1: Quantifying qualitative changes:

Name	Mobility, Self-expression & confidence, communication and negotiation skills, Questioning gender based discrimination, violence, clarity about future aspirations that reflect increased agency	Leadership
Level 4 girls		
Akriti	<p>Confidence to go out on my own. I started speaking a lot more, confidence to face interviews. Awareness of discrimination between boys and girls, girls not being allowed to continue their education, early marriage, girls having to do most of the household work and started questioning it. Realization that whatever your parents decide for you is not always right and we need to voice our wishes and opinions. Clear that she want to get married only after she is ready from being ready to get married when the parents decide.</p> <p>Ability to communicate and convince the parents on the need for change.</p>	<p>The use of the internet enabled me find solutions to problems I face and reduced dependency on others. Confidence and ability to take on any challenging task in her chosen area of work.</p>
Nomita	<p>Knowing what is right for her, stand by her decisions and able to fight for it. Fought against the wishes of her parents to postpone getting married so far. Able to stand on her own feet.</p>	<p>Confidence with technology and the internet. Learnt photography and making short films. Ability to help others in the same situation.</p>



	Continued her education after 12 th class despite of pressures to get married and discontinue her education, completed her Bachelors Degree in Commerce in 1 st division by providing private tuitions to children and working.	
Anima	Increased confidence to go out on my own. Confidence to No longer shy or scared to share my views. Clarity about what she wants with relation to education, marriage, work & how to reach there.	Comfort with computers and the internet. Speaking out against injustice.
Jyoti	Confidence to go out and travel on my own. I was very shy earlier, I started speaking more with others, less hesitation, I am more confident of facing others. Determined that she will continue her education and work to be independent even if she has to get married. I had this feeling of wanting to be independent inside me from the beginning. But I did not know the way to achieve it. I got more confidence and my conviction strengthened after I joined FAT.	Improved skills and confidence with computers, started using the internet as a means for knowledge and learning.
6/6		
Level 3 girls		
Durga	I now have the confidence and ability to go out and travel on my own, having a job and an income has increased my freedom, my family no longer stops me from going out. I now have the ability and opportunity to share my thoughts and feelings with others online through blogs. I learn about sexuality which increased my understanding of the issue and have more comfort with my own sexuality. Fought pressures to get married to	I have lost the fear of computers, started using the internet to find answers to problems and learn more about areas of interest and comfortable with the use technology. Fight against early marriage.



	continue her education. Break stereotypes financially contributing to the family (when brother cant.	
Deepika	Confidence and ability to go out and travel alone. Developed clarity about what she wants to do in future and her strengths. Confidence that skills & expertise in her chosen field will be able to overcome barriers related to English language. Will get married on her own terms.	Learnt how to use computers and the internet. Developed an interest and passion for street and wild life photography. Teaching photography to other girls and aspire to become a leader in this field.
	4/4	4/4
Level 2 & level 1 girls		
Megha	Increased freedom to go outside the house. She has started speaking out against violence in her family. She is determined to continue her education and she knows that she has to support herself by working, she will get married only when she feels she is ready with the person of her choice.	Learnt how to use computers and has taught other members of her family including her brother.
Sarita	She never expressed what she felt in front of her parents before coming to FAT but now she is able to talk to her parents. Initially she used to speak less. Started questioning and speaking about against discrimination in the family and expressing her views. She started questioning traditional practices related to menstruation. Started taking decisions about herself and doing what she wants to do. She is determined to continue her education and she knows that she has to support herself by working.	Started exploring the internet which she always wanted to before she joined FAT.
Sabina	Increased confidence to go out on her own. Will get married only after she completes her graduation. Her sister said that	



	she has seen rise in confidence level of her sister Sabina, she has become bold now.	
Kusum	Increased confidence, started wearing clothes of her choice. Determined to continue her education even after her marriage and be financially independent. Learnt to listen to her heart.	
Laxmi	Started questioning the discriminatory attitude of her parents, convinced her parents to go for the Lucknow trip, Is determined to continue her education and she knows she has to support her education by working.	
Divya	She started speaking in front of others. I started speaking out against violence. Earlier I use to think women are meant to endure violence. They are made for it.	
Chanchal	Clear that she wants to continue her education, build a career before she gets married. Also clear about the kind of career she wants to be in.	
Uma Thapa	Before FAT, my life was only confined to school and home. Confidence to go out alone. Before coming to FAT. She never used to interact with anyone. I was extremely shy and reserved. Confidence to go out and travel alone. Started speaking out against violence in her family and counseled her dad. Her family respects her and listens to her advice. Especially, her father.	
Lakshita	She has started speaking out a lot more was hesitant in	Lost the fear of computers.



	speaking in front of groups earlier. I started speaking out against discrimination and what I feels is wrong. My grandfather does not dismiss by views anymore.	
	9/9	
Total	19/19	level 1- 19/19 showed change, level level 2- difficult to assess change at individual level, level 3- 4/4 showed change at level 4 – 6/6 overcame adverse situations, coming from disadvantaged backgrounds. Revisiting the definition of leadership is suggested.



Annex 4 List of key informants interviewed:

Board Members

1. Hassath - Has been involved from the beginning as volunteer, then board member
2. Rita Banerji - Founding member and has volunteered in many occasions, Wild life Film maker.
3. Renuka Motihar - Member since 1.5 years.

Volunteers/Ex team members

1. Asha Tiwari - Was integral part of Tech Center's founding and running for 3 years. Started learning with a group, grew from office assistant to Program Associate running the entire program.
2. Nandini Rao - Who encoered the first consultations on Women's Rights and Technology.
3. Anupriya- involved in curriculum development for the Sahiyar project and the expansion work in Jharkhand.

External People in discourse building

1. Pramada Menon - External supporter for many years.
2. Anja Kovacs - Internet Democracy Project.
3. Anita Gurumurthy - IT for Change.

Funders:



1. Praneeta Kapur from AJWS
2. Anand Sinha from Packard.

