THE GIRL ICON PROGRAM
VIRTUAL LEADERSHIP TRAINING
MODULE-IV
WWW.MILAANFOUNDATION.ORG
Girl Icon Virtual Training - Leveraging the Power of Technology
Girl Icons are exemplary grassroots girl leaders who use their voice, choice, and power against all forms of gender inequalities.
STAND UP, RAISE YOUR VOICE, AND TAKE CHARGE!
The module 4 training of the 2018-20 batch of Girl Icons was a particularly challenging task given the nationwide lockdowns enacted by governments across the world. The prevailing uncertainty regarding the immediate future made it difficult to draw up concrete plans.

We decided to look at this situation as an opportunity. It afforded us a unique opportunity to leverage and test the power of technology in disseminating knowledge and leadership focused lifeskills over an internet-based video conferencing solution such as Zoom.

To this end, a massive onboarding exercise was planned and executed with a team of our Alumni to bring and orient girl icons onto the zoom platform. The platform was identified at that point as being the easiest to deploy with a set of features which would be critical to the training at a reasonable price point. Back in March Zoom as a package was far ahead of the pack. This process took about a week.

The first batch saw the participation of 91 Girl Icons. Parallel the second batch was onboarded and had 36 Girl Icons. The third batch had about 28 Girl Icons.

The third batch was specifically planned for Girl Icons who could not access video calls. For them audio only conferences were planned. The learning material was designed and shared so that they could peruse it before coming to the session.

In all 155 girl icons were trained through this process. We also were able to conduct our cultural programs named ‘Mehfil’ over zoom.

To make this possible a redesign of the curriculum was also undertaken to enable the sessions originally intended for closed room in-person interactions to be conducted over zoom in 2 hour sessions. This converted a 5 days residential training into a 10 day online program. Following this a training of trainers was also conducted covering not only the content but also the various features of zoom to be utilized over the course of the training.

In conclusion, both the video and audio based trainings were very successful in terms of achieving our learning objectives. We found no significant difference in terms of learning outcomes.
VISION & MISSION

An inclusive and equal world, where every girl has the knowledge, skill and social environment to pursue her dream and explore her full potential.

VISION

By 2030, Milaan will empower 10 million girls across India and build a movement of Girl Leaders with a thriving ecosystem of change-makers and networks.

MISSION

An inclusive and equal world, where every girl has the knowledge, skill and social environment to pursue her dream and explore her full potential.
PROGRAM DESCRIPTION

The Girl Icon program is a Girl-led leadership development program that invests in **collectivizing girls at the grassroots**, delivering comprehensive life skills-based education, and instigating collective action on issues that affect adolescent girls.
WHAT DOES LEADERSHIP LOOK LIKE?

How do we define Leadership at Milaan?

Milaan’s definition of leadership begins with the self. It means, being able to take control of one’s own life. Practically this translates to being a participant in the decisions that affect one’s life. For a girl this means being able to decide to stay in school, or have a say in whom to marry, or not to get married, or have the right to decide the right time to have children.

When a girl is able to speak up, participate and claim these basic human rights for herself, she becomes self-aware and substantially more confident. A powerful role model, she can now lead others in advocating for their rights. On ground, this translates into talking about such topics and creating awareness. She is a leader among her peers.

A girl leader who is able to standup for others and instigate collective action against social injustice emerges as a Girl Icon. She is a self-aware, brightly shining beacon of hope and a powerful agent of change.

Leadership is a journey from “me” to “we”.

Given below is the framework that makes that journey possible.
3 PILLARS AND 4 DIMENSIONS OF THE PROGRAM'S LEADERSHIP DESIGN FRAMEWORK

Brought together, the 3 pillars and 4 dimensions form a framework for developing leadership that defines the specific areas of knowledge, self-awareness and skills that the program builds progressively over a period of 2 years, empowering girls with potential into agents of change.

- Ability to gain critical consciousness by growing her sense of self-awareness, confidence, self-esteem and self-efficacy
- Ability to strengthen voice, participate and speak up in decisions that shape her life and future
- Ability to make informed and voluntary choices based on own preferences

- Ability to lead and inspire others
- Ability to influence better health and development outcomes for girls and women at large

- Ability to stand up for self and others in situations that are unfair and unjust – gender or otherwise
- Ability to identify opportunities that require social change and create awareness about it in the community
Jaano (know it) covers areas that the girls need to have basic awareness around. This knowledge will continue to increase once they are aware and observant of these issues.

Seekho (learn it) covers areas they need to develop their skill around. There will be opportunities to practice and learn application of this skill.

Jeeo (live it) is the way of life, something that they might inherently know and practice. This covers areas that are important in any walk of life. They will be reinforced through the program.

Badlo (change it) is the application of learning and concepts in a real life situation. This predominately entails reflections from successes and failures during the application and reinforces learnings.
Health and Nutrition
Covering the essential components of a balanced diet with a focus on adolescent needs and anemia.

Rights and Laws
Building awareness on five laws and rights that protect women and children and how to make use of them.

Active Citizenship
Understanding that taking responsibility is the difference between a good citizen and an active one.

Continuous Learning
A discussion focused on the vital importance of continuing to learn and grow as an individual and as a leader.

Money Matters
Learning why and how to manage and save money.

Collective Action
Learning to harness the power of a collective by examining examples of people’s movements from history as well as modern day role models such as Greta Thunberg and Lissi Priya.

Consolidation
Going over the entire 2 years of their journey and consolidating their learnings from each module.
SETTING THE CONTEXT

The context of the 4th module training changed dramatically as a worldwide pandemic swept the planet and Government of India ordered nationwide lockdowns to combat the threat of COVID19. This meant that it was no longer possible for the Girl Icons to travel and attend the residential training.

While initially this felt like a significant challenge for the program, looking at this as an opportunity we decided to leverage the power of technology and test how we could do our sessions over a platform like Zoom.

ONBOARDING AND ORIENTATION

Getting all stakeholders on boarded and acclimatized to zoom was the first challenge we overcame. To do this we created a small team of our Alumni and trained them to onboard the GirlIcons. Armed with Screenshots they undertook the responsibility end to end of sending the link of the girls, calling them to make sure they had installed, getting them onto a zoom video conference call and giving them a orientation of the relevant zoom features required for the training. The entire process was tracked on a bi-daily basis by the team and escalated cases were then handled by them.

At the same time the Girl Icons were divided into training groups using WhatsApp. These WhatsApp groups were instrumental in allowing the sharing of learning materials, videos etc. as well as where the girls posted their homework.

This combination of WhatsApp and Zoom was quite effective in achieving our learning objectives. We even managed to do a cultural program.

Further we realized during this process that only about 50% of our Girl Icons had easy access to smart phones.
The first batch had 91 Girl Icons that were onboarded and trained. There were six trainings every day with different timings starting from 12 to 6pm. Each day began with a team call at 10 to review the day’s work and ended with a review call of how the day’s session had gone. This was a very successful batch and energized the team to large extent who had been planning and preparing for a while now.

The second batch was harder to onboard as the girls did not have easy access to smartphones and had to request neighbours or others in their community to lend them one for about 2 hours each day for 10 days. To their credit about 37 of them showed great initiative and arranged to borrow phones to attend the training. Some had to miss a session here and there because they could not get the phone that day but for the most part they did their best to attend every session.

The third batch was oriented towards Girl Icons who had no access to smartphones but could manage to see Whatsapp occasionally. For these girls we tweaked the sessions so that we could send them the learning materials and videos beforehand to go through at a time convenient to them before attending the session audio only conference. These sessions actually went off very well with the some facilitators reporting even greater participation from the girls than in batch 2. This could be attributable to 2 factors, one that having to only listen with no video distraction meant the participants were paying more attention to the content and second not being seen can sometimes make it easier to share rather than when you are in the public eye.

In all the training covered 155 Girls. The remaining girl Icons simply could not attend the training due to multifarious reasons, despite best efforts. They will be supported by Sahayogis and a team of Alumni in the next phase as much as possible.


**TRAINING DESIGN**

Simultaneously, the existing sessions were redesigned into 2 hours modules that leaned into the features offered by zoom such as being able to share video, images and info graphics with participants to keep the sessions engaging and interesting while achieving all of the sessions objectives.

Essentially, the sessions were divided into Pre, In-session and Post parts where Pre reflected material to be sent beforehand along with instructions, In-session focused on bringing our learning from those activities as well as sharing new knowledge, while the post was about consolidating those learning.

Each session also began with a recap of the previous day which became even more important during these online training to reinforce learnings.

At the end of the redesign, the 5 day residential training was converted into an 11 day online training with 2-hour sessions in all.

A Pre-post assessment of the 4th module was also conducted using Google forms.

**TRAINING OF TRainers**

Once the sessions’ designs were completed, a training of trainers was undertaken over three days on Zoom using the same 2-hour format, to build familiarity. The training covered not only each of the sessions but also how to leverage the features of zoom to improve session delivery.

While there were certainly some trepidation from some of the older members of the training team by the end they were all very comfortable, especially when paired with younger more tech-savvy members of the team.

For each session there was a facilitator and a co-facilitator. This was both to help support and also to ensure that someone was ready to take over should the main facilitator get disconnected, a major drawback of a tech training solution.
DAY WISE SESSIONS – 11 DAYS

DAY 1
Reflection and Journeys

DAY 2
Reflection and Journeys (cont.)

DAY 3
Health and Nutrition

DAY 4
Active Citizenship

DAY 5
Collective Action

DAY 6
Rights and Laws

DAY 7
Rights and Laws (cont.)

DAY 8
Continuous Learning

DAY 9
Money Matters

DAY 10
Consolidation of Learning

DAY 11
Mehfil
The training began with a warm welcome and a reflection activity for the last six months. Through a poll they were asked a series of 10 questions to which they had to answer Red, Amber, Green depending on how well they felt that they had done; Red being not too well, Amber meaning good but could be better if I did it again and Green standing perfect could be better.
The facilitator would then share the results and lead a discussion around which areas they had done well as a group and on which areas they needed to focus and improve.

While there had initially been a question mark as to how such an activity would be done on zoom, considering how we usually do this using charts and how would it affect the quality of the discussion. Ultimately it went off very well with the objective getting the girls to reflect and identify areas to improve upon being achieved.
At the close of Day 1, the Girl Icons were given as homework the task of depicting creatively their journey’s over the last 1.5 years, focusing on their before and after stories and the changes that have taken place in them. They were encouraged to draw, sketch, use colours and as creative as possible with their stories.

The task was prefaced with a short discussion on what makes a good story, to provide a simple framework to tell their story in. The framework of a good story covered elements such as a hero, a challenge, the struggle to overcome and the impact of overcoming on the hero and people.
Journey of one and a half Year ago.

Miles to go before I sleep,

Thank you very much

Block - Bakarganj

Singh - Shivani Singh

District - Lakhimpur Khiri
This session focuses to make sure Girl Icons understand the importance of each of the six components of a balanced diet that is vital for an adolescent. The session also addresses the widespread problem of anemia, its signs and where the girls can access iron/folic acid tablets to deal with the problem.

6 Essential Nutrients in Food

- Carbohydrates
- Protein
- Vitamins
- Minerals
- Fat
- Water
The session also had two videos from the Ammaji Kehti Hai series, on nutrition and anemia. These were shown via zoom and Girl Icons could watch and listen on their phones. These were later also shared on their WhatsApp groups for them to watch in case they could not watch all of it live due to network issues etc.
This session talked about two major points the first being the difference between a good citizen and an active as a way of illustrating that an active citizen is one who takes responsibility and action with empathy. Empathy took a while to explain but once it was established all other learning objectives of the session fell into place.

The second part of the session focused on social inclusion and establishing that an inclusive person is one who treats everyone the same irrespective of caste, creed, religion or colour. Then the idea of inclusion was tied into their Peer Groups and Social Action Projects. For this three videos were used centered on breaking barriers focusing on religion, physical appearance, disability, and economic background.

**FUNDAMENTAL DUTIES**

- संविधान का पालन करें और उसके आदर्शों, संस्थाओं, राष्ट्रीय एवं राष्ट्रीय गान का आदर करें।
- स्वतंत्रता के लिये राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोये रखें और उनका पालन करें।
- ‘भारत की संप्रभुता, एकता और अंतरंगता की रक्षा करें तथा उसे अक्षुण्ण रखें।
- देश की रक्षा करें और आद्यन किये जाने पर राष्ट्र की सेवा करें।
- ‘भारत के सभी लोगों में समरसता और समान ‘भावना’ का निर्माण करें जो धर्म, भाषा और प्रदेश या वर्ग आधारित सभी प्रकार के भेदभाव से परे हो, ऐसे प्रथाओं का ल्याकर्ष करें जो स्लेयों के समान के विश्व हैं।
- हमारी सामाजिक संस्कृति की गौरवशाली परंपरा का महत्व समझें और उसका परियोजना करें।
- प्राकृतिक पर्यावरण जिसके अंतर्गत वन, झील, नदी और वन्य जीव आते हैं, रक्षा करें और संरक्षण करें तथा प्राणीमात्र के लिये दया भाव रखें।
- वैज्ञानिक प्रत्यक्षों से मानववाद और ज्ञानार्जन तथा सुधार की ‘भावना’ का विकास करें।
- सार्वजनिक संपत्ति को सुरक्षित रखें और हिंसा से दुर रहें।
- व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कृष्ट की ओर बढ़ने का सत्ता प्रयास करें जिससे राष्ट्र प्रगति की ओर निरंतर बढ़ते हुए उपलब्धि की नई ऊंचाईयों को छोड़ ली।
- 6 से 14 वर्ष तक की आयु के बच्चों की शिक्षा के अवसर उपलब्ध कराना।

*Using fundamental duties to define a good citizen*
The focus of this session is to primarily establish in their minds the power of a collective and how it enables a multiplier effect on the work as well the impact of collective action. Many examples and cases studies were shared from the people’s movements such as the Chipko Andolan and the freedom movement and cooperatives like Lijjat Papad that brought about large scale change as well as modern-day role models such Greta Thunberg and Lissi Priya.
Greta Thunberg and Licypriya Kanjugam

Images that were shown
This session worked on familiarizing the girls with the tenets of the laws that protect women and children. These included the Prevention of Child Labour Act, Prevention of Domestic Violence, Prohibition of Dowry Act, Prevention of Child Marriage, and the Protection of Children from Sexual Offences Act. These were covered over two days.

It also focused on discussing with the girls who they could actually reach out to in times of need and be able to make use of these laws.

Each law began with one or more videos and then centered the discussion on the following points.
VIRTUAL LEADERSHIP TRAINING- MODULED- IV

वीर्य अपराधों से बच्चों का संरक्षण करने संबंधी अधिनियम (POCSO)

- POCSO एक्ट का पूरा नाम "The Protection Of Children From Sexual Offences Act" या प्रोटेक्शन ऑफ चील्ड्रेन फ्रॉम सेक्स्युअल ऑफेंस एक्ट है।
- 18 साल के निचे सभी पर लागू है।
- पोक्सो एक्ट 2012 में बच्चों के प्रति युगल उत्पीड़न और युगल शोषण अपराध का आदेश देने के लिए, महिलाएं और बाल विकास मंत्रालय ने बनाया था।
- यदि कोई व्यक्ति यह जनता है कि किसी बाल या युगल शोषण हुआ है तो उसके तीसरे रिपोर्ट नजरी की तारीख में देनी चाहिए, यदि उसे ऐसा नहीं करता है तो उसे छह महीने की कारावास और आर्थिक दंड लगाया जा सकता है।
- 12 साल तक की बच्ची से गैंग से दोषियों को मौत की सजा मिलनी।

बाल विवाह प्रतिष्ठेय अधिनियम 2006

- इस अधिनियम के अंतर्गत 21 वर्ष से कम आयु के पुरुष या 18 वर्ष से कम आयु की महिला के बाल विवाह की क्षेत्रीय रूप से स्वीकार कर रहा रखा गया।
- साथ ही बाल विवाह करने वाले व्यक्ति पुरुष या बाल विवाह के सामने कराने वालों को इस अधिनियम के तहत दो वर्ष के कोटे कारावास या 1 लाख रुपए का जुर्मना या दोनों सजा से दंडित किया जा सकता है।
- इस अधिनियम के अंतर्गत बाल विवाह को दंडनीय अपराध माना गया है जो जज और गैर जजामती होंगे।
- इस अधिनियम के अंतर्गत अवयनों बालक के विवाह की अमल करने का अधिकार प्राप्त है। आदेश के समय कोठरी पैसा सीता गहने उपहार
As part of their homework and their recap they worked on preparing radio plays on these topics, showing how to talk about these laws in various situations. The Girl Icons were also asked to make beautiful posters for these laws. Below are a few examples of what they came up with.
Child Labour

Let us Break The chain of Child Labour
This session majorly focused on establishing why it was important for them as individuals and as leaders of social change to continue to invest in themselves and keep on learning. It also led a discussion on how they could do so by listing the sources of learning around them.

The session introduced them to ideas of learning styles primarily segregating them into visual auditory and kinesthetic learners. It sought to make them better learners through awareness of their own learning style while also encouraging them to use this knowledge to make their Peer Group meetings and Social Action Projects better and even more impactful by listing ways in which they could cater to each learning style.

As part of the discussion on learning styles, we shared the story of Dame Gillian Lynn, the world famous dancer as narrated by Sir Ken Robinson during his legendary TED talk. This, in short, was about how Lynn was a terrible student as an 8 year old who could not sit still, but was fortunate enough to be put into a dancing school and went on to become a great ballerina and later ran her own production company. The point being that because someone was able to identify her learning style as kinesthetic she received an opportunity that most kids who do not perform well rarely do. Thus establishing the importance of knowing the learning styles of those in your group.

At the end of the session, We used Girl Rising film on Ruksana from India and her indomitable will to keep learning despite all troubles.
The Film helps us to leverage the power of storytelling and enable visual learning to deepen their understanding of the importance of having a dream. With the help of paper plane activity from GR guide, girls could infer that to achieve their dreams they need to continue their learning, understand the trajectory of their career route, and on which areas they need to refuel in terms of the skills and education to achieve their goals.

Real-life stories such as Ruksana’s gives a sense of belonging to girls, acts as a role model for them, and encourages them to fight all odds as Ruksana did for her education. The film made the session very engaging for girls, they were eager to share their learnings from the film and also encouraged dialogue and discussion.

During the discussion on how continuing their learning is also connected with their hobbies and passion, Girl Icon Jyoti from Ghazipur, said, “it is important for our elders and teachers to give importance on the learning style and encourage our passion like Ruksana, I had a huge interest in art and drawing but I was never encouraged by my family and teachers or provided any such platform”.

To which Kajal added ‘such inspiration is important for them and furthermore for their peer groups so we can set examples and nurture our hobbies and passion alongside our academic studies’.
NOTES FROM THE TRAINERS

Ruksana’s film was a perfect fit to make girls understand better, with instances and quotes, that education is for everyone, also the importance of having a hobby and preserving it, irrespective of the circumstances and conditions, Ruksana’s character came out to be a commendable example to display the importance of not giving up.

Similarly, the paper plane analogy gave us the opportunity to discuss the relationship between learning and achieving goals, and how what we are learning needs to be connected to what we want to be in our lives.
The primary learning objective of this session was to introduce to the girls the vital importance of saving money and the means available to them to do so.

Collectively it was agreed that it was important to save money for 3 reasons. The first being for a rainy day or difficult times, such as illness, or natural calamities such as floods. The present situation regarding COVID-19 really drove home the point. The second was around education and the need to save for higher education. And the third was for future needs such as a mobile phone, a bicycle etc. and in the future many even larger things like a car or home. All this was possible if they planned and saved.

In terms of means the following ways were discussed; savings bank accounts, post office savings accounts, fixed deposits and SIPs.

As part of the session there were also smaller discussions on the power of compound interest, some account opening forms were shown to help them understand what might be expected of them when they visit the bank to open such accounts. As homework for this session they were asked to come prepared with an answer to two questions, one if they won a lottery of 50K how would they spend it and two, to ask their mothers how they ran a household in a fixed budget and how did they save money.
White boarding Money Matters Concepts

- Needs and wants
  - Iccha aur jarurat
  - immediate and long term

- Jarurat ke hisab se
  - Kharch karte time kis chiz ka dhyan rakhna
    1. Jarurate aur icchayo main antar
    2. immediate/turant aur long term/agey kaam aane wali.

- Jarurat
  - admission fees
  - agey ki padhai
  - Basic khana (ration)
  - books
dusro ki madad

- Party
- Ghumna
- Scooty
- Iccha / Jarurat

- Crisis (sankat ke time)
CONSOLIDATION OF LEARNING

This session took girls through all the sessions they have attended over the course of the four trainings, revising all of the learning points from each of the modules. This helped them to consolidate and refresh the important learning points.

They also prepared and enacted radio dramas on different situations that were given to them. They were broken into groups (through what Zoom called breakout rooms) and given 10-15 minutes to prepare before rejoining the larger group to deliver their performances.

Some slides from the consolidation session:
The session also had radio dramas on the following situations

- **Situation 1**: Everyone has locked down outside and is stuck here. How do you manage?
- **Situation 2**: You're a peer member who has been confirmed for a test, but your performance isn't as good as you expected. What do you do?
- **Situation 3**: Your peer member has LLB and is required to attend a Home Science course. How do you manage?
- **Situation 4**: A girl from your village got married late for the first time. How do you handle it?
- **Situation 5**: A student's school is closed due to a few students who have been found to be infected. How do you handle it during their shame and use your pad or clothes to avoid spreading it?
- **Situation 6**: A student from your village is working online, but it's working. How do you handle it?
**DAY 10**

**INDIVIDUAL DEVELOPMENT PLANS AND WRAP UP**

The final day consisted of the Girl Icon’s working on their IDPs and then brainstorming on how the GIs would move forward with their Peer Meetings and SAP inspite of the challenge of the lockdown due to the COVID19 crisis.

The conversation on IDPs started by reviewing their individual progress on their IDPs since module 3.

For the IDPs the girls were asked to make the following template on their notebooks and subsequently complete it. They were also told that they would receive a link to a Google form where they would have to enter the same information from the template and submit it to us.

<table>
<thead>
<tr>
<th>Name of the Girl Icon:</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Strengths (मेरी ताकतें) – E.g.: Being a responsible citizen (एक जिम्मेदार नागरिक होना), collecting people (मेरे मोजो को जोड़कर एकत्र करती हूँ), Knowledge of rights and laws</td>
</tr>
<tr>
<td>My Development Areas (विकास के क्षेत्र) – E.g.: मूल्यों बिश्वविद्यालय के बारे में जानकारी है या एक विभिन्न विषयों का बाध्य है</td>
</tr>
<tr>
<td>My Goals (मेरे स्थल) – अगले 6 महीने के लिए मेरे गोल्ड</td>
</tr>
<tr>
<td>Start स्टॉप – एक चीज़ जो मैं शुरू करनी है</td>
</tr>
<tr>
<td>Stop स्टॉप – एक चीज़ जो मैं बंद करनी है</td>
</tr>
<tr>
<td>Continue स्टॉप – एक चीज़ जो मैं जारी रखनी है</td>
</tr>
</tbody>
</table>

The format looked like this
Once they had completed this the facilitators initiated a discussion on how could we move forward with our Peer Group Meetings and Social Action Projects despite the lockdown. Some of the suggestions made by the girl icons were:

- Using Zoom
- Using WhatsApp
- Recording sound bites and sharing via WhatsApp
- In-person Meetings maintaining Social Distancing
- Audio only meetings

These suggestions and the team’s inputs informed the next stage of the program at least for the next 3 to 6 months. Some examples of this informed the activities include:

- Redesigning the Peer Guides and Workbooks into Image Flashcards easily shareable via WhatsApp to be used by the GIs in lieu of the workbooks.
- Training Alumni and Sahayogis to provide support to the GIs in Planning and reviewing their meetings over zoom.
- As part of the peer meetings planning suggesting various styles of meeting such as audio only conferencing as well as video based options. Supporting the girls in the use of these technologies.
The final part of the session was another Girl Rising Film featuring Wadley from Haiti whose home was destroyed in an earthquake that affected the lives of millions but still, she did not give up going to school despite both her mother and teacher refusing her education, she still found a way. In the given times of COVID-19, Wadley was a perfect example in front of girls, where they could connect to the COVID conditions and the calamity in Wadley’s life depicts the same difficulties of mass disasters.

They realized that their will and perseverance can take them forward even in dire conditions, it immensely helped them to brainstorm on how they also need to continue their peer meeting and SAPs, and find new ways to continue their learning process as well. Teaching girls to enable technology is also an important learning process in given times to ensure they continue their education and leadership journey.
Shreya quoted after watching the film as her learning “there are problems everywhere but how we react to it and not leaving our hopes is the best thing we could do as Girl Icons”.

For the girls who did not have access to a smartphone and could join through zoom, we trained them through conference call training, in the background they were listening to the audio and referring to the Girl Rising storybooks given to them in the previous training. They quoted this as an example as well, that resources do play a vital role but we should always find the ways to fulfill our dream, and now that we are aware that education is our fundamental right we should always have a problem-solving approach.

This film was a precise trigger for girls who are not very proactive compared to other girls, they took this as an inspiration and promised that they would never let anyone stay out of school and denied an education.

A few of them also reflected back and said this lockdown has taken away their freedom to go to school but their books are with them, they can always start from where they are.

Towards the end of the session, Girls took a promise that they would always remember the power of perseverance and standing up for what they believe in.
Although not officially planned, during the course of the training as part of the questions the girls asked it was decided that we would attempt to do Mehfil, our culture program with social bent, over zoom by connecting as many GIs as possible on one video conference. In all we managed to achieve 94 participants.

The GIs had prepared well and performed many songs, poems as well as radio dramas on many of the issues they faced or had learnt about. All in all it was a lovely end to the 10-day long training of the first batch.
Sharadindu Goswami
Under Sharat’s leadership, the virtual training was planned, implemented, and achieved by the team. Sharat comes with an experience of over ten years in designing programs and curriculums for children. He is the co-founder and the former COO of Milaan.

Charul Kaushik
Charul, as the design and training officer, was a facilitator in chief and always led from the front and kept everyone’s spirits up. A former corporate employee she has since switched to the development sector and has been a facilitator trainer of the Girl Icon Program for over two and a half years.

Pragya Bisen
Pragya is a dedicated and enthusiastic member of the team. She excels in her role as a program coordinator for the Lucknow division, besides being a fantastic facilitator. She is an LLB and an M.A. (Social Work) with over 3 years of experience.

Rupali
Rupali, outspoken, and uninhibited, is responsible for implementing the M&E strategy for the Girl Icon Program. During the virtual training, Rupali trained the girls to use google forms and Live polls to ensure all inputs are collected; for the baseline indicators, besides also supporting the facilitation.

Vineeta Srivatav
Vineeta is the program coordinator for the Varanasi division and has been with the program since its inception in Varanasi. She has an MA in Economics and has 12 years of experience in the sector especially at the grassroots with girls and women.

Tripti
Tripti is the program coordinator in Lucknow Division and has been working with Girl Icons for a year now, she brings her smile and patient facilitation skills to the training. She has studied Masters in Development Extension and has 2 years of experience.
Neeti has been working with the Girl Icon program for 3 years and led the program in Madhya Pradesh as a state manager, for 15 years she has been working for the children especially girls. Neeti has been leading our Alumni Network and joined the facilitation team for the virtual training.

Rajkumari
Girl Icon Alumni Rajkumari has been supporting the program team in residential training and joined us for virtual training as well. Rajkumari played a paramount role in on-boarding girls on zoom and supporting all the backend for the training. Rajmuari is currently pursuing her graduation and works as an active girl leader.

Sarah
Girl Icon Alumni Sarah has been working as support staff during the residential training at Uttar Pradesh. She is actively engaged with our team and led the onboarding process zoom, she was an important pillar for the team and the Girl Icons.