

## **Ensuring Child Rights and Addressing Gender Issues under project named Caring Father and Responsible Partner through the approach of Working with Men and Boys**

Four days training modules for animators and group leaders

(First Phase)

### **About Module:**

With the objective of ensuring child rights and gender equality, a project named Caring Father and Responsible Partner is being implemented in 30 villages of three districts in Jharkhand state with support of Oak Foundation. Centre for Health and Social Justice, a Delhi based NGO, has been implementing this project through local three implementing partners named Srijan Foundation in Ranchi district, Chhotanagpur Sangh in Gumla and Sahyogni in Bokaro district of Jharkhand. The groups of boys and fathers in the age bracket of 13 years to 18 years and 22 years to 45 years respectively have been formed in identified villages. In each village, an animator has been identified who works with groups have been formed in those villages. Animators have been trained on project related aspects like social structure, equity and equality, gender & gender discrimination, patriarchy, masculinity, social institutions and intersectionality. Training module for animators have been prepared and they have been clarified their roles and responsibility concerned to the project.

These training modules help animators in carrying out community based sessions with group of fathers and adolescents in villages on gender & sex, gender discriminatory social norms, girl's education, early marriage, child rights, father's responsibility in ensuring child rights and women's health etc. Animators would also be in ensuring community participation in developing gender equitable environment.

### **Objective of Module:**

- To build the understanding of animators and group leaders on project objectives, goals and expected results
- To increase the skills of animators and group leaders on facilitating session with groups of fathers and adolescent and clarifying their roles under the project
- To building capacity of animators and group leaders on social and gender justice
- To increase their knowledge on gender and its impacts on lives of women and man

### **Module Development Process**

All the conceptual and practical aspects have been considered in the process of development of module. Each session has objectives and has been detailed with mythology and activities which

have been adopted and also outcomes of each session have been given in the end. Consideration has also been given in sessions so as there is maximum participation of participants and sessions are conducted in smooth manner.

### **Use of Module:**

Facilitators using this module must be having knowledge of rights base approach together with knowledge on gender and women related issues. S/he must be proficient in personal interaction and must have a sound understanding of the conceptual framework of gender equality and challenges occurring while having discussions on gender and women empowerment. Facilitators using this guide must be well versed and well prepared on each session and have understanding of nature and background participants and also be ware of local gender and women related issues. They must have skills of identifying and analyse the gender discriminatory social norms prevalent in local areas and are competent enough to visualise aspects of change in the lives of men and boys and women and girls. It is one of most aspects of working with community that they also acknowledge concerns of others and have skills of convincing in more friendly and congenial manner and address them appropriately. Users who have these skills and knowledge on related issues can use this module for working men and boys. This module is more useful for those users who have personal commitment for bringing about change in the lives of themselves as well as others.

### **Methodology of Training:**

The methodology and session of this module are based on principle of participation. The activities are designed in such a way there is more interest among participants and they involve in activities in true spirited manner and are able to link their engagement with local issues.

### **First Day**

#### **Sessions 01: Welcome and Introduction**

**Method:** Personal Interaction

**Time:** 60 minutes

**Material required:** No requirement

#### **Objective:**

- To introduce participants with each other

#### **Activities:**

1. Welcome the participants and set the background

2. Setting the background, facilitators specify the purpose of this session and ask every one to introduce each other
3. While starting introduction, facilitator introduce him/herself and encourage participants to introduce themselves with name and village and group they belong to
4. Take participants through agenda, sessions, objectives of module and period of trainings etc
5. Facilitator tell participants about project background, partners and area of interventions
6. Setting background, try to build an environment where everyone put their concern with encouraging any participant to sing a song or any poem.
7. If there is feel that participants are hesitating in singing song, facilitator is required to take a initiative of singing and encourage other to sing along in loud voice. This would remove hesitation among participants

## **Session 02: Intensive Introduction**

**Method:** Sociogrammy (Movement of participants and bringing knowledge)

**Time:** 90 Minutes

**Material Required:** List of questions which are required to be answered for bringing knowledge.

### **Objective:**

1. Understanding background of participants and linking their background with sessions to be completed
2. Understanding educational, social and economic background of participants

### **Activities:**

If it is possible to experience big physical space, take participants in big hall or in open hall and practice. As a first step, ask participants to walk a while around the hall and talk with each other so that they feel known to each other and comfortable. Afterwards, make a line of participants in hall and ask participants to move from one place to other place and fellow facilitator count them. Questions which are ready in list prepared earlier are as follows

1. Participants who have studied till 12<sup>th</sup> class
2. Participants who have completed education below the eighth class
3. Participants who still are studying
4. Participants who are attending this training first time
5. Participants who have ever attended such training before to this- get the information what kind of training they have attended and who had conducted and how long before they have attended
6. Participants who do their business- get information

7. Participants who are married
8. Participants who have children
9. Those participants whose partners works somewhere
10. Participants whose partners are studying
11. Such partners who fight t their partners
12. Participants who believe that freedom of movement to the girls spoils society
13. Participants who believe that their partners are not capable to take any decisions
14. Such participants who have one or more than one girl friend

### **Issues emerged after completion of activity**

This activity would help facilitator in collecting background information and knowledge of each participant what he /she did not know earlier nor had participants about other fellows. Information and knowledge would be on

1. What is social background of participants?
2. What is educational background of participants?
3. How much experience of training, participants have?
4. What kind of work they have been engaged in?
5. What is family background of participants?
6. What is their thinking and understanding on gender aspects?
7. What they feel about relationship and roles of man and women inside the home etc?

### **Output of the sessions:**

At the end of the sessions, participants would be able to understand each other and facilitate fellows who are less to them in their understanding. On completion of sessions, participants would know each other in a better way and gel with each other. In the leisure hour or chance they would get, each one would share one's personal experience with other.

### **Points for facilitator**

Facilitator conducting session listen every answer and experience of each participants care and acknowledge with respect and also encourage that all share whatever they want to share. The facilitator try to ensure that fellow do not create noise and laugh on others while sharing experience and background. Create an enabling environment where everyone put their thoughts and others listen with respect.

Close the session with expression of thanks giving note and tell participants that information they have shared would be benefiting in conducting forthcoming sessions.

### **Session 03: Project's Introduction and Role of Animators**

**Methods:** Presentation and Open discussion

**Time:** 150 minutes

**Material required:** Projector and PPT presentation

**Objective:**

1. To increase the knowledge of participants on planning process
2. To clarify and enumeration of role of animators

**Activities:**

1. At the outset, participants are told about the project structure like title of the project, are project is being implemented, organization as local implementation partner and objectives and goals etc
2. Clarification and enumeration of role of partners
3. Aware participants change being expected and present situation so as there is comparative analysis
4. Encourage participants to clarify their queries related to any point of project
5. Before closing session, facilitators discuss role of animators in detail and try to let them put forth their areas where they have confusions and ambiguity.

#### **Session 04: Setting up Expectation and Rules of training**

**Method:** Group discussion, writings and presentation

**Time:** 45 minutes

**Material:** Two small cards of two colors, sketch pen and bold marker

**Objective:** To give participants an opportunity to share their hopes and fears

**Activities:**

1. Ask participants to pick two cards each of different colors and write on one expectation and on other write doubts and myths
2. Also, clarify to the participants, however, they would be having many expectations and doubts, they are required to write down two expectations and two doubts which they think at most to be addressed
3. Once all participants are over, collect all cards and ask one participant to volunteer to picking up one card from expectations cards and one from cards with doubts.
4. While expectations are told, facilitator is required to classify them and put them on category basis.
5. The facilitators encourage them to come forward and share their expectations
6. Once all expectations are completed, discuss which expectation would be addressed during the training.

7. Facilitators also clarify that which expectation will be address in which particular phase of training
8. Similarly, follow the same patter to cover doubts.

The following fears from training could be listed of participants

- Matters related to meal and accommodation
- Training rules related
- Restriction on mobility during training
- Language barrier
- What kind of query would be asked
- If or not, we would be able to understand

### **Training Norms Setting**

Encourage the participants to set basic norms to be abided during the period of training. Explain to the participants that since the group will be working together, it would be useful to develop a set of group working guidelines or norms in order to facilitate a smooth and effective group process. Ask the group to suggest norms that they would like to establish, and write these (once the whole group has agreed to them) on a flip chart. Explain to the group that these norms are for everyone and that it is everyone's individual and collective responsibility to follow them. Display the flip chart somewhere where it is easily visible for the duration of the training and workshop.

### **Issue emerged at the end of the sessions**

Participants would be able to build their sound understanding on issues to be covered to increase the knowledge during four days training and which expectation would be addressed in which phase. Participants would be able to asses themselves and contribute in the training.

### **Second Day Phase**

#### **Session 01: Recap of previous day and need to work with men and boys**

**Time:** 80 minutes

**Material:** A list of questioned prepared in advance

#### **Objective:**

- To know how much participants have leant from session have been conducted one day before
- To remove fears and challenges participants have faced in sessions conducted on first day

#### **Activities:**

1. Start second the session with some song full of energy and inspiration so that participants have high level of interest
2. Afterwards, discuss learning as recap activity on heads mentioned following
  - Which activities were conducted on first day?
  - Which activity did they like most?
  - What new things they have learnt from then yesterday's sessions?
  - Any issues, they have faced yesterday
  - Any disagreement
  - What have learnt from the game you were engaged in?
3. After closing recap activity, start discussions on why working with men and boys is important

## **Session 02: Construction of social discrimination**

**Methods:** Power Walk and Open discussion

**Time:** 90 minutes

**Material:** Open field or big hall, Individual identity slips for each participant

### **Objective:**

- An enhanced perspective participants on gender issues and basis of discrimination
- To increase understanding on social and gender inequality
- Deepen conceptual understanding on Gender and Patriarchy and its interaction with systems of social domination

### **Activities:**

- Inform participants that they will now play a game and take them to a place available either it could big hall or open field and ask them to t be in queue.
- Distribute the individual slips to each participant.
- Set a norm that no one will share slip with other fellows
- Ask participants to assume their role as per slip they received

Make slips of identities of participants in such a way that the following points are given consideration in slips

**Identity slips:** Muslim woman wearing burkha/veil, SC woman labourer, SC man labour, man as head of village, wife of that man, male teacher of village, woman as teacher of village, Tribal woman labou, Tribal man labour, man labour of general cast, woman labour of general cast, religious leader of temple, muslim religious leader of mosque, woman as head of the village,

adolescent boys studying outside of the village and adolescents girl studying in outside of the village, male migrant of other village and female migrant of village. Try to cover all identities of woman and man in all life situations.

Afterward, facilitator would discuss norms of the game to be played and try not to breach norms for better results

- Inform participants that they will now play a game and take them to a place
- Inform participants that for the duration of the game they will assume the identity of the person written on their individual role slip and forget what they are in particular project.
- Some will have identities of women and some of men who could be in any capacity of power
- A statement would be told which would describe role to perform. If someone is able to perform, h/she would step forward, if not, will step backward.
- No one will remain stayed at ones place, either u would step forward or step backward
- Forget identities you experience actually, rather assume their role as per slip they received

Results would be some participants have gone very far, some are in middle of queue and some are end of the queue and some are at same location, no one is at the same location where h/she was initially. Now, ask participants to tell their identities on following heads

- Person who is at last of the queue
- Person who is in the middle
- Person who is foremost next

When all participants come to know about their position, person who is foremost next look happy and those who are at last loom sad. Middle one look at both side where they are.

Facilitator is required to initiate discussion with person at extreme low how s/he is feeling sad and why person at top look happy.

Discussions should be done with all who are at top, middle and at last of queue.

### **During the discussions, results would emerge like follows**

Person who were at foremost last

- ✓ Felt they were feeling inability to move ahead
- ✓ They had compulsion I doing some instructions
- ✓ They had some social pressure which were not allowing them to move ahead
- ✓ They were asking permission from others

- ✓ They were afraid of someone
- ✓ They had no resource

Participants who were at middle

- ✓ They were in confusion whether to move or not
- ✓ Sometimes they were moving ahead and sometimes were moving backward
- ✓ They were under social pressure
- ✓ In many situation, permission was required to perform task
- ✓ They were afraid of someone
- ✓ They had no resource, if they had they very minimal

Participants who were at foremost next

- ✓ They had resources and were capable enough to move ahead
- ✓ They did not require permission to move ahead so moved
- ✓ There was no one to stop them from moving
- ✓ They were not afraid of anyone. They felt happy in taking decision

Tel participants that game is over now they can sit inside the training room and start discussion in groups with all

At this stage, participants would be able to understand which are social institutions play roles in discriminating person based on some identity like education, class, religion, sex, clour, and poor and rich etc

Facilitator is required to conclude by stating that individuals are discriminated against on the basis of their class, caste, age, sex, educational levels, physical abilities and so on. Power structures operate to keep discrimination in place.

At the end of the activity, Issues to be highlighted

- ✓ Gender is one of the bases of discrimination. The others are caste, class etc. None of these operate independently of the other. They are interlinked. Each of these could be a source of power in different situations
- ✓ There are social institutions (political, cultural, religious, social) operating in society, that further discrimination. For instance, availability of educational opportunities for adivasi women is not the same as an urban man or woman. Similarly, in the case of health, employment opportunities
- ✓ The Indian Constitution gives every citizen of these country equal rights. However, if this is to materialise, we would have to change all social institutions that discriminate.
  - If we want to bring about equality among all men and women, we would have to put into place mechanisms that make sure women are able to operate in society without

restrictions to their mobility, without questions about safety, or abuse. We would also have to challenge the institutions of caste and class.

### **Session 03: Equity and Equality**

**Method:** Story of crane and fox, open discussion

**Time-** 60 minutes

**Material-** Pictures of crane, fox and board marker

#### **Objective-**

- To increase the knowledge among participants on equity and equality.
- Building perspective on importance of equity.

#### **Activity 1-**

- 1- Ask participants about what do they understand by equality. Write it word 'equality' down on board. Writing on whatever participants tell related to word equality
- 2- Facilitator should make them understand by giving certain examples like-Facilitator is having Rs100 and s/he wants to share money with 2 persons, in which one is already had Rs10 and other had Rs20. What should be done to prove equality? Whether to divide 50-50 or anything else?
- 3- Tell participant, distributed equally, one will be having Rs. 60 being added on Rs. 10. Similarly, there would be having Rs 70 as it would get added on amount which was Rs. 20
- 4- Ask participants –if done so, it will not bring equality. So, how equal distribution can be done? What does it mean? Discuss giving different examples to let the participants know about how inequality is increasing on the basis of equality.

#### **Activity2-**

Draw picture of crane and fox. Put food in front of them in one jug. Ask them to have food. We can see, with long beak crane would easily have his food, and fox wait whereas fox can later have food in the plate where crane couldn't.

Ask participants about, why one was unable to have his food falling to same utensil for each-

- Both had different necessities
- needs of both were not take care of
- both were hailing from different backgrounds
- Discrimination was done on the basis of equality

Ask participants about the impacts

- This is actually a discrimination with needy.
- There is inequality in results

What is right distribution? Write about equity on board and discuss it.

- To get equality as outcome it is required to do equity basis
- Equal distribution should be there to benefit needy.
- Sometimes it is required to make positive discrimination with people so that it should bring equality among marginalized people.

### **To make participants understand better, share a story-**

There is a pregnant lady, whose husband is a labourer and she has 15 year old son. They have 12 breads to divide among each other. Ask participants to share their breads accordingly.

Post result; ask about the right distribution among members in her family. Who is needier to get more bread? Clarify that need based distribution is equity. In other words, fair distribution is equity to bring equality.

Facilitator should ask participants to speak about various social examples on equality like-reservation of women and VANCHIT community in panchayats, scholarships for poor children, reservation for jobs, cycle facilities for girls, different cards for various description of RATION.

### **Post session-** Highlighted discussions and outcomes

- 1- Participants would be able to understand basic difference between equity and equality and will perspective on equity.
- 2- People face vulnerability before equality arrives whereas in equity, it is essential to doing special measures. Relation of equity in results is from equality and for this, positive approach is must.
- 3- Following points are must for positive discrimination-
  - There should be provisions of special opportunities for deprived and marginalized sections
  - To enhance knowledge, there should be various opportunities
  - there should be mercy on an fault other than tormenting
  - there should be need bases resource allocation
  - there should be a freedom for taking decisions
  - formulation and implementation of developmental schemes and programmes

## **Session 04: Gender and Sex**

**Method:** Picture designing, group discussion and demonstration

**Time:** 60 minutes

**Material:** A4 white sheet, board marker, X, Y written sheets

### **Objective:**

- To create understanding of the participants on difference between gender and sex.
- To build their knowledge on gender framework

**Activity:**

- 1- Divide participants into two teams assigning different names and ask them to find their partners accordingly with the help of similar chits and sit opposite to each other
- 2- Ask one from each team to pick a chit but don't open simultaneously other person, from other team shall pick other shit. Don't share what is written in the chit with other participants. Facilitator should explain on the board-
  - XX- These 2 chromosomes are found in women , if X from female and X from male fuses together, baby girl is born.
  - XY- These are found in males. If X of female fuses with Y of male, baby boy is born.
- 3- Ask participants to act like married couple, and they are blessed with a baby. Now draw a picture but other participants should not get to know about who is born.
- 4- After drawing, the couple now has to demonstrate others who has come to their home. This is meant for all till the turn of each participant doesn't comes.
- 5- Facilitator should write about the information given by the participants. It may be as follows-

<b>Boy</b>		<b>Girl</b>	
<b>Social identity</b>	<b>Biological identity</b>	<b>Biological identity</b>	<b>Social identity</b>
<input type="checkbox"/> to wear pants <input type="checkbox"/> to wear shirts <input type="checkbox"/> muscular <input type="checkbox"/> small hair <input type="checkbox"/> body muscles <input type="checkbox"/> to wear belt <input type="checkbox"/> to wear jeans	<input type="checkbox"/> Sex <input type="checkbox"/> Moustache <input type="checkbox"/> Testis <input type="checkbox"/> sperms <input type="checkbox"/> Small breast <input type="checkbox"/> Hoarse voice	<input type="checkbox"/> Ovary <input type="checkbox"/> Uterus <input type="checkbox"/> Menstruation <input type="checkbox"/> Development of breast <input type="checkbox"/> Ovum <input type="checkbox"/> low pitch voice	<input type="checkbox"/> long hair <input type="checkbox"/> Pierced ear <input type="checkbox"/> Wear anklet <input type="checkbox"/> Necklace <input type="checkbox"/> To wear frock <input type="checkbox"/> to wear bangles <input type="checkbox"/> lipstick on lips
Gender or social constructed	Sex / Biological	Sex / Biological	Gender or social constructed

- 6- Go for open discussion with participants regarding the difference between gender and sex.
- 7- Ask questions on what knowledge participants have made about gender and sex.
  - Women are weak and men are powerful. Is this gender or sex?
  - Female can only give birth to baby. Gender or sex?
  - Boys are hard and girls are soft. Gender or sex?
  - Only female can feed baby. Gender or Sex?
  - Boys are not supposed to cry. Gender or sex?

- Women should speak less. Gender or sex?
- Male should not do household work related to women . Gender or sex?

Post session discussion and conclusion

**Gender-** is constructed by society. It changes with time and place due to its changeable nature. It can be changed. This further discriminates between men and women which is shown as below-

- ✓ Outfit of men and women
  - ✓ Nature of work assigned to men and women
  - ✓ In behavior and discrimination of men and women
- Sex-This is natural and this has the same in the world. This does not change place to place. This is inevitable. This cannot be changed. This doesn't differentiate among men and women and actually defines the body or physical appearance of boy and girl.
- ✓ This is only a physical difference.
  - ✓ This is only and only a difference.

Character of any female is associated with mentality based on gender. Women who keeps character, behavior like men and who shows off their femininity, are generally not considered good.

Post session, go for singing a song based on gender else if participants are tired, ask them to play some games to revive them

### **Session 05: Gender Based Discrimination**

**Method:** Discussion in small group/ demonstration

**Time:** 60 minutes

**Material:** Board marker, chart paper

#### **Objective:**

- Increase knowledge among participants regarding gender based discrimination
- Build knowledge among participants on the consequences of gender on the lives of girl and women

#### **Activities:**

- 1- Divide participants into 4 groups.
- 2- Ask participants to choose group leader for presentation in a period of 20 minutes.
- 3- Give topics for discussion as below-
  - Group1- Which are the discrimination faced by young girls at home?
  - Group2- Discrimination faced by girls outside their home.
  - Group3- Discrimination faced by women within their home
  - Group4- Discrimination faced by women outside their society.
- 4- Ask them to give presentation post group discussion on given topics.

- 5- Facilitator should ask the participants about points which they couldn't write or speak in the discussion.
- 6- Facilitator shall now discuss about the main points, especially about the following points-
  - Discrimination in work and work related opportunities
  - Discrimination related to studies
  - Discrimination related to travel
  - Discrimination related to outfit.
  - Discrimination related to speak
  - Discrimination related to rituals, etc.

### **Activity 2- Impact of discrimination-**

- 1- Facilitator should further discuss about the impacts of discrimination on the lives of women and girls
- 2- Facilitator should further write down the points came out of group discussion, this could be as follows-
  - Self confidence keeps on decreasing
  - Could be dumb and less capable in taking decision
  - lack of education
  - Future prospective gets diminished
  - Gets dependent on other brother or husbands or any supporting male person
  - Face violence
  - Health keeps on deteriorating
  - Faces discrimination

### **Post session, highlighted issues -**

Women are being discriminated within and outside of their homes due to the conservative thoughts and mentality of people based on social norms. Women are considered as subordinates to the men and this lead them to face several forms of discrimination in every sphere of their life. So, for creatimh gender just society, this becomes important that all to be part of creating awareness on women's right of not being discriminated on gender ground.

### **Third Day**

#### **Session 01: Recap of the Second Day**

**Method:** Questionnaire

**Time:** 60 Minutes

**Material:** List of questions

#### **Objective:**

- To identify the information gathered by the participants on 1st and 2nd day after attending the session.

- On the basis of session of two days, clear the confusion among the participants.

### Activities

- 1- Questions from 2 days session shall be made out by the facilitator. Try to keep total number of slips equal to the total number of participants.
- 2- Divide participants into two teams. Rules to be discussed before the start of questionnaire round.
  - Each question will carry 10 marks
  - Each participant will question the other participant. If he doesn't know the answer, or if unable to answer it properly, then remaining team members will help him
  - If the team is satisfied with the answer given by that participant, he will be given 10 marks for that.
  - If the relative participant is unable to answer, then he will only get 5 marks.
  - If the team or his relative members are unable to answer that question, then the question will be passed to the one who asked it, and if they answer it correctly, they will get 5 marks as bonus.
  - This rule shall be imposed on both the teams.
- 3- If both the teams are unable to answer, then facilitator will answer the question. And, none of the team will get any marks.
- 4- Then, facilitator shall ask the participants to continue with their questionnaire round, and he should write the marks on the board of each team, to calculate it later.
  - Differentiate between gender and sex.
  - Define gender
  - What is equity
  - What is equality
  - Female can only feed baby- Gender or Sex?
  - Baby can be delivered only by female- Gender or Sex
  - What is the basis of social discrimination?
  - If freedom given to the women, society may ruin or not. Agree/ Disagree
  - Is it men if they share their weakness? Agree/ Disagree
  - If women do have accessibility on resources, what will be negative impact on their life?
  - Girls are soft and boys are harsh. Agree/ Disagree and why?
  - Women who speak to other men are not considered of good character. Agree/ Disagree and why?
  - What are the ill effects of restriction implied on women?
  - Only man can lead the family or generation. Agree/ Disagree and why?
  - Husband is God? Is this gender or Sex
  - Is it good to marry a girl child in early age? Agree/ Disagree and why?
  - Girls must be expert on doing domestic work. Agree/Disagree and why?
  - Males are not meant for household work. Agree/ Disagree and why?
  - Girls can't compete with boys. Agree/ Disagree and why?
  - Earning money is only meant for men. Agree/ Disagree and why?

Facilitator should ask the participants if they have got any doubt once the team is done with the questionnaire round. Ensure teams about this session were not meant for any discouragement but this session took place for assessment of learning how much it has cropped into their mind.

## **Session 2: Gender and Social institutes**

**Method:** Open discussion, Picture (Gender Tree)

**Time:** 60 minutes

**Material:** board marker and chart paper

### **Objective:**

- Identify the social institutions which reinforce gender and discrimination.
- Building understanding on how these contribute in development and sustain gender related issues.

### **Activities**

1. Facilitator is required to ask the participants to discuss about the social institutes with the help of a tree, to which we may call it as GENDER TREE. Facilitator should make list of some phrases like- Husband is God, Women are weaker and men are stronger etc.
2. Facilitator will draw a tree, make its branches and root and name them as under-
  - Family
  - Society
  - Media
  - Religion
  - Training Institutes, etc
3. Facilitator shall discuss about some examples carried out on institutional level, and ask participants to share some examples too.
4. Facilitator clarify and link root of the tree to patriarchy while making participants understand that roots of tree transmit water and food to its branches similarly patriarchy strengthen various social institutions which further reinforce gender and discrimination
5. Facilitator help the participants to understand and recognize how these institutions work with other institutions like law, politics, economic etc.
6. Also, help participants to understand that patriarchy works exactly tree as continually keep reinforcing gender and discrimination like root keeps transmitting water to its branches

Post discussion, highlighted issues and outcomes

In every spheres of life as part socialization several social norms and institutions plays vital roles in promoting patriarchy thereby create gender and women face discrimination in their life. However, this socialization also creates immense pressures on men also, therefore, it is required to come forward to end these discrimination against women.

### **Session3- Self Gender Development and Socialization**

**Method:** Play, role play, open discussion

**Time:** 120 minutes

**Material:** Story-2 focusing men and women, board marker or chart paper

#### **Objective:**

- Building understanding on how socialization influence individual's life
- Knowing important factors while socialization process.

#### **Activity 1**

- 1- Ask 2 volunteers to come forward to initiate the game
- 2- One male volunteer to be called as Kamal and female as Kamla. Rest of the participants may divide into two teams.
- 3- Both the volunteers have to follow the instructions given by Facilitator.
  - Ask both of them to stand in one line.
  - Read one statement and ask Kamal and Kamla to take step forward if they like the statement or may take foot back in case they don't like it.
  - Tell them, you will be now called as Kamal and Kamla and they should not bother about the society. They simply have to think about themselves only in this game.
  - Kamla and Kamal they both don't have to think about each other.
- 4- Again, statement will be given by the Facilitator who will count the movement of both the volunteers after statement is read out. Make sure statements should be prepared beforehand, like-
  - Place where Kamla was born, home is mourn and dejected and where Kamal was born, sweets are being distributed.
  - Kamla's mother is being tormented and Kamal's family is happy that at least boy is born to lead their generation.
  - Proper care is given to Kamal but negligence is shown to Kamla's health.
  - Toys are being brought for Kamal but nothing is there for Kamla.
  - Kamal got admission into big private school for his studies and Kamla got enrolled into some government school.
  - Kamal was asked to go out of the home to play and all other stuff, but Kamla was always asked to be at home, learn household things because she is a girl.
  - Both passed 10th class examination with first class, but Kamla is asked to stop her studies, because she is a girl and what would she do after studying much. She asked to get married but Kamal gets admission into some engineering college for his further studies.
  - Kamal has now become an engineer but Kamla is married now, which was against her will where she doesn't even know about the language of that place.

- Kamal has now enough money, name/fame, car, bungalow, but Kamla has 3 children and she has become lean now.
- After many years, Kamal visits his village. Senior citizens praise him and say, he has brought name to the village. Similarly, same time, Kamla visits her maternal village too. Everyone gets sad and comment, that Kamla was so beautiful in her adolescent/childhood. But now she has become weak who is unable to recognize now.

(Kamla has gone back many years of her life and Kamal has gone far)

- 5- Facilitator remains quite for a while, after giving a pause, further asks Kamal and Kamla about their experience in this game -

Ask Kamla, how do you feel? Felt bad, feeling sad? Why?	Ask Kamal, how do you feel? Felt good, feeling happy? Why?
<input type="checkbox"/> Family was not happy when I was born. <input type="checkbox"/> Attention was not given in rearing <input type="checkbox"/> Family didn't allow to complete my studies <input type="checkbox"/> Early marriage took place <input type="checkbox"/> marriage was against my will <input type="checkbox"/> restrictions were imposed on my choice and freedom	<input type="checkbox"/> Family happy when I was born <input type="checkbox"/> Allowed to play out <input type="checkbox"/> Attention was given in rearing <input type="checkbox"/> Completed my studies <input type="checkbox"/> Allowed to go out station <input type="checkbox"/> restrictions were not imposed

- Facilitator will further ask some questions from other participants about this discrimination. Following answers may come out after the discussion.-

6-

Impact on Kamla's life-	Impact on Kamal's life-
<input type="checkbox"/> Was deprived from education/knowledge/information. <input type="checkbox"/> lean body and health was deteriorating <input type="checkbox"/> was suffering from inferiority <input type="checkbox"/> life was very tough and disturbing <input type="checkbox"/> didn't get chance to stand on her feet <input type="checkbox"/> whole life she was discriminated <input type="checkbox"/> was unable to make her own name <input type="checkbox"/> was not allowed to take her own decisions	<input type="checkbox"/> Got full information/ knowledge <input type="checkbox"/> allowed to study anywhere <input type="checkbox"/> got money/respect/fame <input type="checkbox"/> was self dependent <input type="checkbox"/> make his own name <input type="checkbox"/> allowed to take his own decisions

### Post session issue highlighted

In our society, gender issues affect more women's life rather boys and men's. This puts huge impact on their personal development. Therefore, new social norms need to be developed and existing discriminatory need to be ended.

### Activity-2

- 1- Ask for 2 volunteers again
- 2- One of them will be wife and other will be called as husband. Decide among each other what they want to be.
- 3- Divide participants into two teams. Name them as Janki and Govind.
  - Govind! Get up and give me a cup of tea.
  - Hey! You have given hot cup in my hand.
  - Why did you remove your veil? Don't you know good husband remain in veil.
  - Why are you looking out? These are not meant for good husbands.
  - Don't you know that males are not supposed to speak to other people?
  - Have you gone mad or what? Male never communicate with eye contact.
  - Govind, leave everything and come on bed.
  - Dawn has come. Why haven't you washed the dishes yet? Don't you know this is meant for husbands?
  - Will slap you, don't you argue. Get lost! Do your work. Wash my clothes fast.
- 4- Now, ask Govind, how is he feeling now after this behavior of janki with him-
  - Feeling like committing suicide
  - I was bearing much pain
  - Have not got justice in my entire life
  - Was getting irritated why social norms are made by the society
  - Not his life partner, but is slave
  - we won't be able to fulfill our dreams
- 5- Ask female participants if they do suffer these kinds of acts in their daily life?
- 6- Is this situation is good for all? If no, then what measures to be taken to change such scenario?

When we look on these social norms attached to men and boys, we see, men also have to face them and are compelled to prove them. Therefore, it is required to change the mentality and behavior of males in order to live a healthy life.

**Note-** Facilitator try to arrange movie like Lajja, Astitva at night to the participants, followed by group discussion. After this, facilitator should discuss about the following points.

- How they were feeling throughout the film?
- What was the story of the film?
- Is this taking place in our society also?
- Who was being discriminated in the film?
- Who was the one who discriminated?
- What was the reason behind discrimination?
- How informative you have become after the shot of this movie?

#### **Session 4: Accessibility of women at public places**

**Method:** Group discussion

**Time:** 60 minutes

**Material:** board marker, chart paper

**Objective:**

- Building understanding and discussions on issue of accessibility of men and women at public places and what are losses for not having reached such places.

**Activities:**

- 1- Ask participants to write down the names of public places in chart paper and write it down in your own made table.
- 2- Who has got maximum reach to these places? Put single tick for one and 2 for more than one.

Name of public places	Accessibility of women	Men's accessibility
Handpump/well		
Pond		
Meadow		
Farm		
Community		
Cross roads		
parks		
Public meetings		
Play ground		
Market		
village Panchayat bhawan		
Government Ration shop		
Bank		
Court		

- Ask participants that what they understand from this table. If they are unable to understand anything then, facilitator held them understand through following points
  - Reach of women at public places is very less.
  - Reach of male is everywhere
  - Where the reach of women is seen, those work is associated with underserved service
  - Men's accessibility is more in seeking knowledge, entertainment field and fun.
  - Men's reach is there in where they get social identity
- 3- Then after participants should discuss about how it impact on the life of women when they can't reach such places. Facilitator should write about the points and following points can be there-
  - fail to gain opportunities and outside knowledge
  - Don't get ways to come forward
  - becomes victim of violence and discrimination
  - lacks self confidence



4- After the completion of the table, participants should understand the figures so that participants can compare and analyze to understand the situation of women.

5- Ask participants, what they have understood till now. Later, discuss the matter-  
Involvement-

- Involvement of female in institutes is more because they are meant to take care of the things.
- Involvement of men is less than women on accessibility.

Reach-

- Reach of male and female in institute is almost equal.
- Reach of female in institute is somewhere less or more. But in technical institutes, reach is far less.
- Role of men is more in taking decisions and controlling resources

Post session, issue highlighted

Discussions held on reach and involvement and decisions taking matters of the women on resources. Women are more into care, look after and hard work which is seen more as an involvement. If we see reach of women on resources, it becomes less, but, women are not seen when it comes to take decisions. Women don't become self independent because they are asked to remain away from using and enjoying resources to take decisions. Accessibility of resources and decisions are in the hands of men. Non accessibility on resources and control over makes women more vulnerable to discrimination.

## **FOURTH DAY**

**Session 1: RECAP OF THIRD DAY**

**Method:** Fish ball

**Time:** 60 mins

**Material:** Some small ball and music.

**Objective:**

- How much participants have understood till now after their training.
- Clearing the confusions and bringing clarity among the participants.

**Activities**

- 1- Facilitator should ask the participants to pass on the ball to other person, once s/he will clap, the person who gets the ball has to discuss about all the 3 days session.
- 2- Give 2nd chance to the participant if is unable to say. This will continue till everyone's turn ends. This will tell the individual's knowledge and understanding.
- 3- Participants can take out the names and discuss from different session, name of the games, knowledge taken post games, some phrases, some definition, some stories, and songs.
- 4-If participant is not clear about any topic or if something is left, facilitator should discuss about those matters.

### **Session 3: Female workload and impacts**

**Method:** Discussion in small group and demonstration

**Time:** 90 minutes

**Material:** Board marker, chart paper

#### **Objective:**

- Sharing knowledge among participants regarding impact of work load on women's life
- Sharing knowledge on impact of work load on women, girl, and men.

#### **Activities:**

- 1- Facilitator should divide the participants in 4 groups. Name them accordingly.
- 2- Ask participants to discuss about the following with other groups  
Group 1- Work done by men from morning 5 am till they sleep.  
Group 2- Work done by women from morning 5 am till they sleep.  
Group3-Work done by girls from morning 5 am till they sleep.  
Group4-Work done by boys from morning 5 am till they sleep.
- 3- 20 minutes will be given to each group to complete their task.  
Assign group leader from each group and present case their role as-
  - For discussion in the group and ask other to come and put forward their words.
  - All of them should listen carefully.
  - Ask any participant to write clearly on a chart paper
- 4- Ask participants that they have to write about the whole day work on a chart paper in a given time.
- 5- When the group is done with their presentation, continue the discussion with them on the following questions-
  - Tell, how many hours a day do women and girls work?
  - How many hours do man and boys work?
  - How women work more than men?
  - What kind of work is done by women?
  - What kind of work is done by men?
  - What impact falls on women of work done by them?
  - What impact falls on males of work done by them?

For facilitator-

Work of women -

- Taking care of family and their belongings
- nurturing their children
- work related to farming
- Taking care of pets

Work of men-

- Work related to their entertainment and health
- Earning money
- Making name/fame among society

- Taking care of their family

Impact on women –

- Work load on women is more
- health is deteriorating
- They are forced to stay in house premises
- Not getting enough ways to go out
- Lack of knowledge of outer world

Impact on men

- Get opportunities to go out
- Have more knowledge of outer world
- Health remains good
- Becomes self dependent

### **Post discussion issues highlighted,**

Women and girls do not develop properly due to work load and consequences are on their health and they do not get ample opportunities to grow. No one values the work done by them of what they do in home. That's why men should reduce the work load in home and should allow them to work outside too so that they can enhance their skills and can take care of their health too and women should be able to stand on their feet.

At the end of the session, sing some gender related song, so that with the help of song, participant can change his thinking.

### **Session 03: Opportunities and Hurdles**

**Method:** Discussion in small group and demonstration

**Time:** 90 Minutes

**Material:** Board Marker, Chart paper

#### **Objective:**

- To realize participants what sorts of restrictions are imposed on women in our society and what benefits they get?
- Putting light on how women lost their opportunities when they gets restricted and how it affects their creativity and innovativeness

#### **Activities**

- 1- Divide participants among 4 groups.  
25 minutes will be given to each group to complete their chart as per the following questions-
- 2- Group1- What facilities is given by the society to women?  
Group2- What restrictions are imposed by society on women?

Group3- What facilities are given to males from society?

Group4- What restrictions are imposed on men by society?

- 3- After group discussion, ask participants to present one by one. 5 minutes will be assigned to each person.
- 4- Ask participants on what they understood after their group discussion.
- 5- At the session of the session, facilitator should ensure about the what impact falls on women's life how it affects them

### **Post session, highlighted issues**

There is very less restriction on men and women have less opportunity, which is gender based discrimination which should be ended for change. The women cannot make their own identity because of gender discriminatory attitude and are not allowed to grow and enjoy public opportunities. It leads them to live dejected and gloomy life. They become dependent on their brother, husbands and find any support person. They feel ashamed in everything and it makes them less confident. Due to accessing services and opportunities men become dominant and don't allow women to lead their live their own way.

Restriction is not good for whether it's imposed either on men or women. This affects individual identity and dignity to prosper. That is why in order to work on gender equality, it is must to end discriminatory attitudes.

At the end of the session, facilitator should sing some gender based song, so that participants could understand the social DHARNAYE of gender. E.g. par lga liye hai humne, ki ab pinjre mein kon baithega...

### **Session 04: Future planning based on knowledge and learning sought through training**

**Method:** Discussion and Personal plan

**Time:** 60 minutes

**Material:** Note pad, pen

#### **Objective:**

- What best can be done for individuality on social level with the information learnt from training.

#### **Activities**

- 1- Facilitator shall teach the participants with the help of board, for what they have learnt in their training and how we can implement that.
- 2- Facilitator clarify that participants are required to write in their note pad mentioning their names based on given heads
- 3- Copy of one planning to be given to the participant so that they can remember about the promise what they had made and can implement on it.

#### **Points for planning**

- 1) What can you do on your basis for your community

2) What can be done on personal basis? Indulgence in household work, giving freedom to women to go out of their home.

4- At the end, ask participants to check in expectation chart which expectations have been fulfilled and which have not fulfilled? tick there

5- Discuss about the feedback format of the participants

### **Session 5: Ending and feedback**

**Method:** Open discussion

**Time:** 30 minutes

**Material:** Note pad, pen

#### **Objective:**

- Know the feedback of the participants after end of the training.

#### **Activities**

- 1- Firstly, facilitator should brief the discussion with the participants done in these 4 days.
  - 2- Ask the participants if they have any any feedback regarding this training programme to make certain changes if needed.
  - 3- Any participant can start giving feedback.
  - 4- Facilitator should write important points in his note pad provided.
  - 5- Facilitator should thank the entire team, participants and close the ceremony.
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