

**Two Days Training of First Batch of Yuva Saathi
On
Gender & Masculinities**

04th and 05th May, 2017

Bundi District of Rajasthan



Training Objective

- To provide participants knowledge on gender and masculinities and how gender perpetuates gender inequalities at the level of household and community
- To build participants understanding on importance of involvement of boys for achieving gender equality
- To encourage participants to form their personal and community change plan for achieving gender equality

Background

Centre for Health and Social Justice has been working with two local partners namely Vikalp and Manjari in districts Udaipur and Bundi respectively of Rajasthan. The initiative aims at changing social norms perpetuating gender discrimination and inducing new equitable norm by creating resonance on gender through mobilization activities in the areas thereby identifying male young volunteers. The project is being implemented for eighteen months stretched in five quarters started with effect of 1st January, 2017 and will end on 31st March, 2018. The campaign activities have been conducted in each village thereby as screening process mentor yuva saathi have been identified across 60 villages. Two mentor yuva saath have been identified in each village. The first phase of capacity building training was organized to build understanding of mentor yuva saaythi on gender based discrimination and encourage them to change their attitudes towards women and girls and working for gender equality.

Capacity Building Training

Two days capacity building training with first batch of mentor yuva saathi was organized on 04th to 05th May, 2017 at Training hall of Manjari Sansthan Budhpura Panchayat district Bundi of Rajasthan Rajasthan. There were 23 mentor yuva saathi and two project team members and two representative of Manjari Sansthan. Two representatives of Centre for Health and Social Justice named Badar Uzzama and Jagdish Lal, project coordinator and trainer respectively. In this capacity building training, several learning methods was adopted to build knowledge, understanding and skills of participants. Methods entailed lecture/discussion, group work, game, songs and exercise. Efforts were made to emphasize participatory processes.

Welcome and Introduction: The training started with welcome note given by Sajid Ali, project supervisor followed by introduction of participants and others present in training. In the beginning of training, representatives of CHSJ introduced themselves and shared their work with participants followed by introduction of participants. Participants told their name and village they belong to. In this session of training, participants knew each participants and trainers and CHSJ work. Participants were also oriented on objective of trainings.

Socio Grammy: In this session, trainer intended to have background of participants so that there is a process of conducting sessions according to need of participants. In this session, trainer engaged participants in exercise based on game where each and every one had to move from one's place where there is query to ask. There were some query which were asked like what level of education they have and how many are married, who have left their study and how many of them have attended any training etc. In this exercise, there was outcome that each and one knew each other in very depth manner and trainer also got to know the participant's background.

Accordingly, training mythology was customized accordance with their background and examples were cited close to background. Outcome of his round helped participants know and mingle with each other and also helped facilitators understand background of participants to conduct and modify sessions accordingly by citing example close to their life.



Expectations and Doubts:

Adopting participatory training methodology, trainer handed over

two clour card sheets to all participants in which individual participants were supposed to write down their expectations and any doubts cropped up before attending training. Thereafter, expectations were put into three categories categorized named information, understanding and skills. Closing this session, trainer encouraged participants to clear their doubt in the coming sessions of training.

Setting Up Training Rules: In this session, there was an emphasis on that all the sessions are carried out properly and there is no disruption while conducting training, so some rules were formed democratic way and all participants agreed to adhere. Some rules were that all participants will speak, there will not be any mockery on someone and ideas of all will be given due respect etc.

Gender and Sex: In this session, adopting participatory and game methodology, participants were divided into pairs. Facilitator gave to each pair two slips written XX and XY telling them that XY makes boys and XX makes girl as sign of medical science. On the basis of chit received, participants were asked to draw a picture of person. Pairs drew picture of what they sought in slip. Once all were done, individual paid shared and rest pairs who were seeing defined what they perceived from the picture. Participants recognized the pictures based on dress, hairstyle, ear rings and jewelry etc. Two boxes were drawn on board in which identities of boy and girl were put. In the discussion, only social identity of boy and girl came out, no natural identity could come up as participants could not recognize in picture. Thereafter, facilitator tried to make them understand citing an example that there are two new born

babies who are not wearing any clothe. So, how they would recognize that which is one is girl and which is one boy. Coming further, some participants came forward shared some biological differences between girl and boy. Distinguishing biological and social identity of boys and girl, facilitator told this is gender what they have social identity. Facilitator clarified that it is society which given social identity which keeps on changing as per time and situation. Unlike social identity, sex can never change. The facilitator carried out an exercise to test understanding of participants on gender and sex was carried, some questions were asked which are as follows

सामाजिक	जैविक	सामाजिक	जैविक
लड़का	लड़की	लड़की	लड़की
पेट छोटा है	बूट्टे हैं	पेट बड़ा है	बूट्टे नहीं
कान बड़े हैं	लिंग है	कान छोटे हैं	लिंग नहीं
बड़े-बड़े पैर हैं	पुलिंग	पतली हैं	सूतल
जिंदा पशु है	सुजातु	पाठ में पढ़ते हैं	काम में
हथके बड़े हैं	सुजातु	हथके छोटे हैं	गर्भभरण
छोटी हथके	सुजातु	काम में काम करते हैं	पानी पीने लगाते हैं
अच्छा लड़के हैं	सुजातु	काम में काम करते हैं	काम में काम करते हैं
सुजातु हैं	सुजातु	काम में काम करते हैं	काम में काम करते हैं

- Only women can give birth to babies
- Boys are hard and girls are soft
- Boys should not weep
- Woman should speak less
- Women can only take care of their children very well etc

At the ending of this session, participants were able to understand gender (Samajik ling) and how gender is different from sex. The session ended with a song full of energy and motivation.

Gender Based Discrimination: In this session, facilitator tried to build understand of participants on discrimination and gender based discrimination. The participants were divided into four small groups comprising six members. Group members were assigned a task to demonstrate on chart paper in twenty minutes and five minutes for their presentation. The assigned group task were as follows

- Group 1- Which discrimination is faced by girls inside their home?
- Group 2- Which discrimination is faced by girls outside their home?
- Group 3- Which discrimination is faced by women inside their home?
- Group 4- Which discrimination is faced by women outside their home?

Post presentation of each group, it came out that following forms of discrimination are seen in lives of women and girls

- Discrimination in choosing clothe of their choice
- Discrimination in education
- Discrimination in food
- Discrimination in mobility
- Discrimination in allocating domestic work
- Discrimination in accessing resourcing
- Discrimination in accessing public place and opportunities etc

In this session, it was concluded that gender based discrimination puts negative consequences in the lives of women and girls ranging from psychological, health and economic etc Summing the session, facilitator explained how the women gets deprived of opportunities and faces discrimination owing to gender, conservative, deeply rooted thought, social norms and gender biased mentality of society. The facilitators realized the participants that gender based

gender discriminatory social norms have to be transformed into equitable social norm. In addition to these gender discriminatory social norms, other discrimination based on caste, religion, class and race also exists in our society which need to recognize and take action for building society where there is no inequality. Before ending this session, participants put some queries related to session like how gender work in our life and if there is any structure leading to gender. At



this, facilitator told that these queries would be answered in following session.

Gendered Socialization: To strengthen understanding of participants on gender and how it works in life cycle of a girl. A story of a boy named Kamal and girl named Kamla who born at the same time was narrated. As a process of participation, two volunteers were asked to come forward to lead the game.

Kamal	Kamala
Born at the time celebration was done were given primary education got higher education went to city for work and started working	Born at the time Celebration did not happen Were given primary education Did not get higher education Early marriage

owned housed and well settled	Born four children No nutrition High domestic workload No access to resources
Impact	Impact
Well settled Respected in society Owned housed Good job	Highly burdened Subordination Felt ignored Poor health

In this exercise, participants understood how gender works in the life of boy and girls with the help of story narrated. In the story, it was narrated how a son and daughter were treated differently resulted son earned money after seeking education and daughter was married at a very early age. After this story, participant had empathetic feelings for Kamla and felt that gender works in very systematic manner.

Moving ahead in the session with the help of gender tree, facilitator drew a picture of a tree and told participants that a tree has a root and several its branches. Braches get water through its root. Similarly, gender also has root of patriarchy and social institutions like family, religion, media and education etc as its branches. This patriarchy reinforces gender in the lives of women through these social institutions. In this way, participants knew how patriarchy plays a role to strengthen gender in their life and how boys have pressure on them to prove masculinity which is considered a standard model of patriarchal society.

At the end of this session, participants understood how social institutions reinforce gender in society. The facilitator also encouraged them to adept it in their own lives and ponder to change this patriarchal society by unraveling gender roles and social institutions. Participants understood that there is required intervention on the part of boys since they have been fed words and action attached to patriarchal and masculine.

Violence and Gender Based Violence: In this session, facilitator asked participants to tell what they understand when someone talk violence has happened. Replying to query, participants came up with several example of violence like beating, rape, stalking, taunting, hitting, molesting, using abusive language, slapping etc. The participants were asked to frame a definition of violence on the basis of violence and types of violence they have shared. Facilitator further clarified that when any violence is perpetrated against women only it is called gender based violence. The participants cited many examples of gender based violence like domestic violence and rape.

Testing their knowledge and moving on another part of this session, participants were engaged in group exercise for listing the violence taking place against women and girls



within homes and at the public places. In this exercise, various forms of violence came up which were classified in four category, physical violence, psychological violence, sexual violence and economic violence. This session helped participants understand the definition of violence and gender based violence and forms of gender based violence.

Here, some of doubts cropping into mind of some participants were cleared. Telling that

violence against women and girls is manifestation of power and patriarchal masculinity among men, facilitator end this session.

Privileges and Restrictions: In this session, facilitator discussed privileges given to men and restriction imposed on women. Using methodology of group exercise, participants were involved in a game which taught participants that all resources and privileges are not for women. Contrary to it, those facilities and services are accessed by men. Moving ahead and engaging participants were divided into four small groups who were assigned task as per following.

Group 1- Which are the facilities given by society to women?

Group 2- Which restrictions are imposed by society on women?

Group 3- Which facilities are given by society to men?

Group 4- Which restrictions are imposed by society on men?

After group discussion and presentation, group shared list of privileges given to men by society and list of restrictions imposed on women. On comparing list privileges given to women and men, it came out that men are given long list of privileges and very less restrictions. On restriction list, long list of restriction on women and small list of restriction on men appeared. Based on list emerged after discussion with four groups, facilitator told participants that men have been enjoying more privileges with less restrictions and women are griped more restriction with meager number of privileges. By showing and comparing list, participants understand there is inequality with women due to socially prescribed roles.

Summing up this, facilitator sensitized participants that for achieving gender equality, men need to quit their privileges and restriction imposed on women need to be stopped. Due to this gender based social phenomenon, women are unable to make their identity in the society and get deprived of opportunities for becoming self confident. They consider themselves as inferior and become dependent on men who harvest dependency of women. The session was closed with encouragement to participants that they need to come out new thought based on fairness for gender equality.

Masculinity and Norms: This session witnessed open discussion and group exercise among participants on masculinity and its feature and manifestation. In this open discussion session, facilitator encouraged to participants to what they understand when it comes to be man thereby what it means to be man followed group presentation.

After group exercise, man undergo following forms of pressure

- Men are under pressure to earn, if they don't earn good, they face sarcasm
- Man can't do anything as per his will especially at his home. Certain restrictions are there.
- Man can't share their problems with anyone.
- Man are forced to take risks
- Man are always seen with doubt in the
- Those men are weak, they face insult
- Family keeps hope with the eldest man in their family, due to which if he fails to deliver best, he faces sarcasm or sometimes commits suicide.
- Person gets pressurized if he doesn't wants to get marry
- If any man doesn't replies with other, then too he faces violence from other men and women.
- If a man behaves like a woman, he is considered being real man.

At the concluding remarks, facilitator clarified man owing to patriarchy try to assume power and reflect into bahviour expected from them. When such man does not perform expected, they are ridiculed among their peers. By nature, no one wants to face criticism and ridicule, so man also tries to prevent this ridicule by showing and indulging in specific tasks which are considered appropriate for man.

In this session, facilitator built the understanding of participants there is pressure on man to be real man due to gendered mind set and patriarchy. Patriarchy repeatedly reminds man to be real man. At the end of this session, participants knew that man perform socially prescribed role because they have been told to perform. If those roles are not performed by man, then society does not assume them real man. Participants knew that these roles and behavior constructed by society and society is governed by patriarchal mindset. Session ended with encouragement to participants that man has to shun this mind of being real man.

Second Day

Recap: In this session, facilitator encouraged participants to share learning they gained from last day. Some of the participants shared as to what they have understood from gender, sex and discrimination etc and asked some more clarification they were confused with. A list of topic discussed yesterday was prepared entailing activities took place, what they learnt from different issues, which topic was not clear? Facilitator further added up the topics which were left untouched. Participants were asked to discuss their outcomes from gender equality session.

Group and Group Importance: In this session, facilitator drew three pictures in whiteboard and then asked participants what they understood from these shown pictures. After seeing picture drawn on board, participants came with their understanding stating that some persons are standing at bus stop and some are boarding bus. On asking what they are seeing in another picture, they told a group people are entering mosque/temple. In third picture, view was common that some person are sitting in circular form and discussing something.

Emphasis was laid on third one for building the understanding of participants on group. On this facilitator cleared that in first picture some persons are waiting at bus stop with varied objective and intentions. There is no similarity. In second, persons are entering in mosque/temple. In this also, persons just came for worship and after doing worships will leave for their won destinations. But, in third, case in like rest two picture in which some persons are sitting together in uniformed manner and discussing something. Taking the session ahead, discussions was done on leadership development and qualities of good leader



followed presentation of task assigned to participants divided into four small group. Tasks were as follows

1. What is the definition of group?
2. What is importance of the group?
3. What are qualities of a good leader?
4. How many types of group could be?

Post presentation of participants, facilitator clarified participants that when two or more than people come and join each other with some objectives for specified period then this is called group. Giving reference to the third picture and more examples it was told that groups is always formed for accomplishing some objective and move in that direction. Much of emphasis was laid on qualities of a leader as there was understanding among participants that person who wins election is leaders. In a group, everyone helps and supports each other and

everyone follows their responsibility, which enhances capacity building. That's why it is required to build groups on village level. Clarification was also done sharing with them example of some leaders whom never have been in political parties. Coming on group facilitation and effective facilitation, understanding of participants was developed on what is meaning of group facilitation. Conducting meeting regularly and sharing progress and building common understanding of rest of group members on particular subject or issues and managing conflict arising in group is facilitation. As a mark of good facilitation in group, group should be led by good leader and good leader has to have some specific leadership skills. Giving some examples facilitators told participants that a good leadership always sustains groups. Before closing this session, facilitator reminded participants that they are expected to form group in their respective villages and will conduct meeting non issues they face in their areas. In this session, participants knew about meaning of group and group importance, group facilitation and qualities of good leader for effective facilitation.

Communication and effective communication: In this session, facilitators engaged participants in game in which they were made to sit in 3 equal rows. Facilitator gave written note to first person of first row and asked him to share with the person sitting behind sitting and second person is supposed to share with the same person sitting after him.

In exercise, it came out that messages given to first person got changed by the end of row and why it happened, participants gave answer like

- Message was not read properly
- 2nd person didn't listen properly
- Given half information to second person
- Couldn't say my words properly
- Was in hurry
- Took in fun
- Mind diverted
- Couldn't read properly
- There was whispering in between etc

This play taught a moral that one should read, listen and speak properly with full concentration so that the message should not interrupt and reach the receiver properly. Facilitator explained that, communication is a process where we share with person or group, on the basis of their background so that person should perceive what actually we want to convey. Therefore, one should keep in mind; the meaning of message should not change. Later, facilitator discussed about the various means of communication takes place in our society, which are as written letter, phone/ mobile, whatsapp, email, facebook, newspaper, Television, message, internet, radio, pamphlet, wall writing, slogans, books, plays, games etc.

Kishore Varta Stories: In this session, participants were told four stories have been developed on the issues what has been discussed in two days. Stories have been developed in

such using technology to create a platform which is interactive, enjoyable and yet communicating meaningful messages contributing to knowledge creation and a shift in discourse around the issues of gender, sexuality and reproductive health. After training, four stories will be provided to them and their fellows on registered number which can be listened dialing a toll free number which will be available to them soon. A brief of four stories divided into four episodes covering specific issues was shared with them and encouraged to listen through their basic phone. Before closing this session, one story Lakhan Pur Ka Raju was told to them on speaker so that they could have an idea of stories and narration. There were queries of some participants like whether stories will be available on smart phone and listening stories will affect their balance. The facilitator responded to their query and encouraged to listen on their basic phone and conduct sessions with groups in schools and communities.

Role of Yuva Saathi: Though, in all the sessions covered in two days, there was focus on the roles of yuva saathi to change gender discrimination. However, in the current session, yuva saathi were shared roles in details and encouraged to work in achieving gender equality by changing themselves and others. They were reminded that change begins at home so they need to identify and stop discriminatory practices in their homes and need to change their father, brothers and uncle and many others who have a gender stereotype mind set. They need to make individual change plans and in group community change plans and start implementing change plans. On a query of one participant, it was clarified that sharing domestic responsibilities in their home is implementation of change plan and encouraging others is advocacy to change gender discriminatory practices.

Change Plan: Before ending this session, participants submitted their personal and community change plans like, starting participation in domestic responsibilities, promoting their sister's education, promoting caring behaviour, raising voice if there is talk arising in their home on their marriage at childhood or adolescent age etc. In this session participants had their change plans ready and committed to implement them. Participants committed to have equitable attitudes towards women and girls.

Ek Saath Campaign: In this session, participants were told about the national campaign name Ek Saath already being implemented to change social norms in which yuva saathi have a big role to change social norms. They were told that as they have been identified in their villages similarly in some states yuva saathi have been identified. In this campaign, there is focus to change gender discriminatory social norms so that there is no gender discrimination and women also enjoy equal status in society. This was also shared with them that there will be Ek Saath campaign led by them in their villages and extended villages on social norms.

Training ended with vote of thanks

Agenda of training attached

Two Days Training of Yuva Saathi on Gender and Masculinities

Date: 04th and 5th May, 2017

Venue: Training hall of Manjari Sansthan Budhpura Rajsthan

Agenda

S No	Time	Sessions	Mythology	Resource Person
1	09:30 am to 10:00 am	Welcome and Introduction	One to One	Badar Uzzama
2	10:00 am to 10:30 am	Expectations and Doubts	Open Discussion	Jagdish Lal & Badar Uzzama
3	10:30 am to 11:00 am	Socio Grammy	Game	Jagdish Lal
Team break 11:00 am to 11:15 am				
4	11:00 am to 12:30 pm	Social construct of boys and girls	Game and discussion	Jagdish Lal and Badar Uzzama
5	12:30 pm to 01:30 pm	Discrimination between boys and girls	Small group work	Jagdish Lal
Luch Break: 01: pm to 02:00 pm				
6	02:00 pm to 03:30 pm	Violence and Gender based violence	Group work and presentation	Jagdish Lal and Badar Uzzama
7	03: 30 pm to 04:30 pm	Access and control	Open discussion, Group work and presentation	Badar Uzzama
Tea Break : 04:30 pm to 04:45 pm				
8	04:45 pm to 05:30 pm	Gendered Socialization	Story telling	Jagdish Lal
9	05:30 pm to 06:00 pm	Masculinity and Impact on Men	Open discussion and group presentation	Badar Uzzama
Closing words: 06:00 to 06:10 pm				
Day two				
1	09:30 am to 10:00 am	Recap	Open discussion and sharing	Badar Uzzama and Jagdish Lal
2	10:30 am to 11:30 am	Group and importance	Discussion and Group work	Jagdish Lal
Tea Break: 11:30 am to 11:45 am				
Communication				
3	11:45 am to 12:	Communication	Game	Jagdish Lal

	30 pm			
4	12: 30 pm to 01:30 pm	Means of communication and effective communication n	Open discussion	Badar Uzzama and Jagdish Lal
Lunch Break 01:30 pm to 02:30 pm				
5	02:30 pm to 03:15 pm	Kishore Varta	Discussion	Badar Uzzama
6	03: 15 pm to 04:00 pm	Role of Suva Saathi	Discussion	Badar Uzzama
7	04:00 pm to 04:30 pm	Building change plan	Individual work	Badar Uzzama and Jagdish Lal
Tea Break: 04:30 pm to 04:45 pm				
8	04:30 pm to 05:00 pm	Ek Saath campaign	Open discussion	Badar Uzzama and Jagdish Lal
9	05:00 to 05:30	Kishore varta Test	Storytelling and query	Jagdish Lal
10	05:30 to 05:40	Feedback	Individual sharing	
Vote of thanks				