

GENDER SENSITIZATION



Conceptualisation & Development

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Manual 3

GENDER SENSITIZATION

Forward & Acknowledgment

A key focus area for ACCESS is to empower communities by building their financial and business skills. Over a period of time, ACCESS has developed its own innovative pedagogy to deliver financial and business literacy and help the poor to establish and strengthen their nano-enterprises as also to benefit from government schemes and entitlements. This document is a part of a set of three manuals that will equip a trainer to effectively deliver trainings on a curriculum encompassing financial, business and digital literacy and gender sensitisation. This set of manuals can be used for training delivery as a holistic curriculum or individual manuals can be used for training delivery on selected training topics based on specific training needs of the participants. The manuals have been written in a lucid manner for ease of understanding and use, and is adaptable to cater to diverse participant groups and learning levels. The development of this set of Trainers' Facilitation Manuals has been a collaborative journey traversing multiple projects and engaging many partner organisations and over the past decade. This is our modest attempt to thank all the stakeholders and teams that have contributed to this body of training resources.

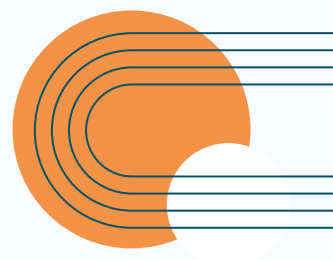
We express our sincere gratitude to Mastercard Centre for Inclusive Growth for providing sustained support to ACCESS, since 2017, as a strategic partner in our endeavour to deliver financial and digital literacy to nano-entrepreneurs across the country. Their generous support over the years allowed us to establish the iconic persona of BuddhiMoney, the dynamic and affable mentor-next-door who helms all our training resources and has become an inspiration for thousands of women entrepreneurs across our programmes.

We are grateful to USAID for supporting the BuddhiMoney initiative through the 'Samriddhi – Kirana for Women' project and encouraging us to address the important dimension of gender sensitisation within the curriculum for financial literacy, digital literacy and enterprise development. This holistic approach has allowed us to unravel and address the nuanced linkages between gender norms in society and women's economic empowerment. This collaboration between USAID, Mastercard Centre for Inclusive Growth, ACCESS and DAI, in particular, enabled us to expand and scale our outreach and impact on women entrepreneurs' digital and financial inclusion.

We would also like to extend our thanks to important partners such as HSBC who supported the development of the BuddhiMoney programme during its earlier formative years.

We extend our gratitude to the external consultants and experts who have contributed towards giving this set of resources its final shape. Rashmi Singh brought her expertise into designing the Gender Sensitisation module and regularly engaged with our communities resulting in a module that is grounded and effective. Tanisha Guin helped to write out the Manuals 1 and 2 in a lucid manner and the team at Small Time Brandits has worked on the layout and design of the manuals, giving it a vibrant and attractive look. We also thank the many subject area experts from amongst our network of partners and friends, who provided their feedback and inputs pro bono, towards raising the technical accuracy of the content.

We would also like to thank the various communities and the micro-entrepreneurs that we work with for being the inspiration and lodestar for us in our efforts towards generating these training resources and for providing us with their honest and candid feedback on the effectiveness of the resources and the topics that should be covered.



Finally, we extend our thanks to our own technical and implementation teams within ACCESS that have worked over the years to develop this rich repository of BuddhiMoney training resources comprising of animation videos, training deck slides, self-learning presentation videos, trainers'

Facilitation manuals and a training app. The teams, comprising of Anoosha Singh, Aryasilpa Das Adhikari, Keerti Bhandary, Mayukh Hajra and Priyamvada Rathore have put in their utmost creative and technical efforts under the leadership and guidance of Radhika Agashe and Vipin Sharma to deliver these resources that are today being widely used and appreciated for their technical quality and effective pedagogical approach.

Developing this set of training resources has been, for our team at ACCESS, a labour of our passion for micro-enterprise development and women's economic empowerment and we are immensely proud of it. We would like to offer these resources for use to all who wish to strive for enterprise promotion and women's economic empowerment. We hope you will find these resources useful.

ACCESS Development Services
New Delhi

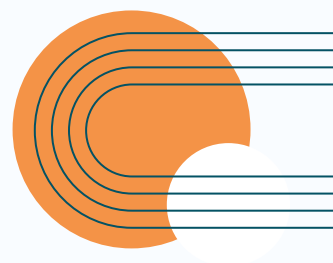


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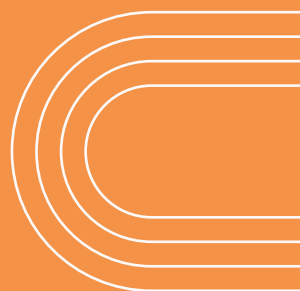
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Part 1:
Gender Sensitization
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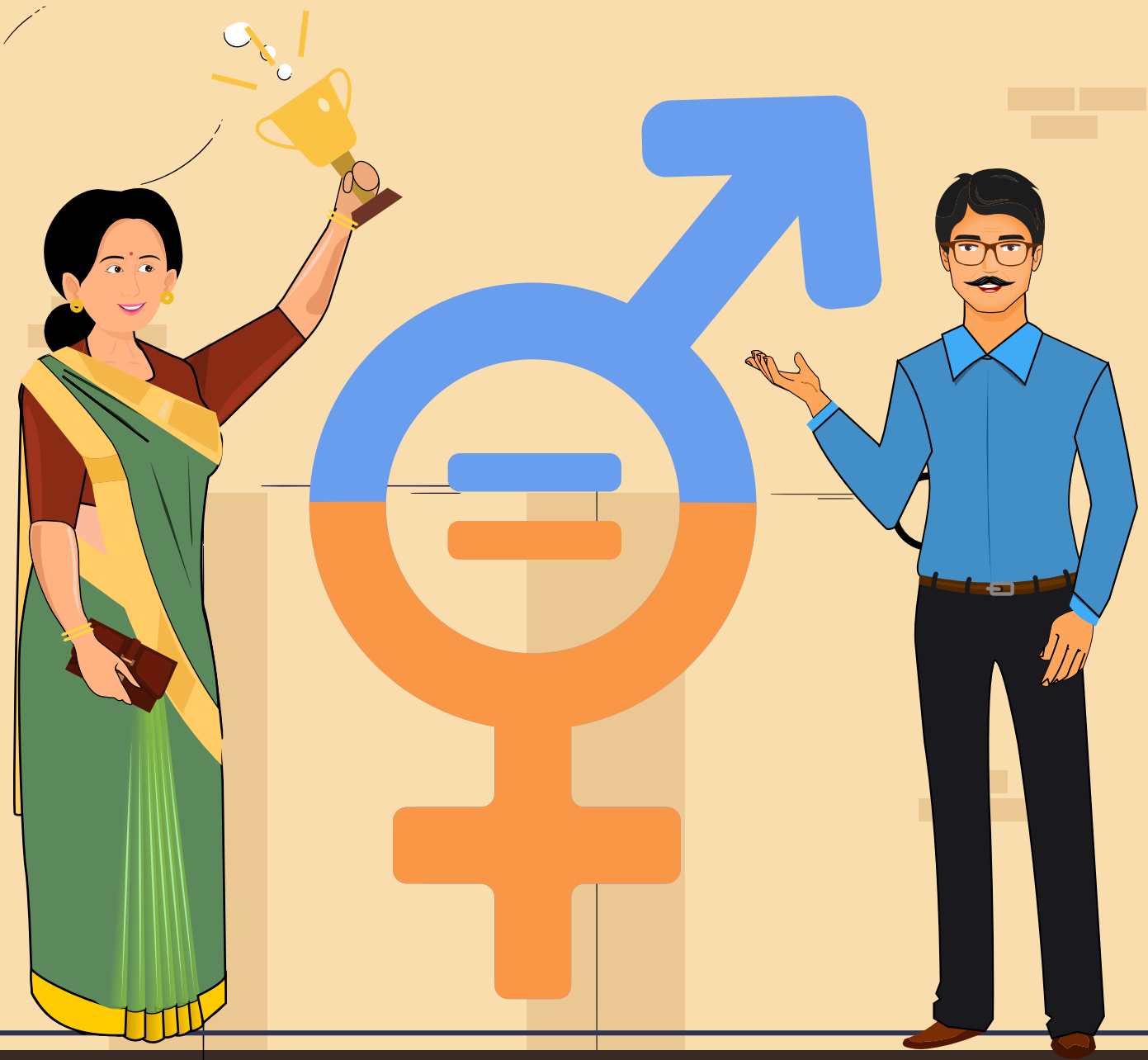
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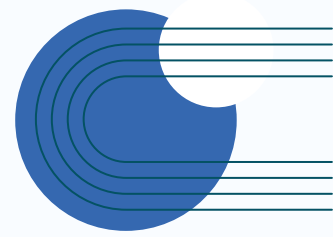
Annexure



Introduction To Manual 3



Dear Facilitator,



Welcome to Gender Sensitization Manual.

This manual is designed to help you conduct training and sensitization on gender using the training module and activity toolkit included here.

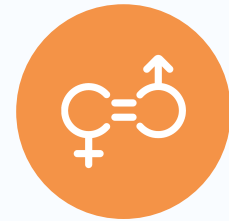
With the help of this manual, you will be able to:



Conduct gender training and sensitization sessions in an interactive manner



Build your understanding on the difference between gender and sex and how society's expectations influence the lives and relationships of men and women and how such norms get perpetuated.



Facilitate and steer conversations on gender roles by reflecting on how tasks, responsibilities and decision-making are assigned to women and men in their daily lives.

Through this manual, we will learn that, gender-based norms and roles are formed by society and perpetuate inequality. Positive shifts in gender-based mind-sets, attitudes and practices can bring gender equality and benefits to family and business.

All the best.

Happy Facilitating!



How To Use This Manual?

Dear Facilitator,

This manual has been designed keeping you in mind. It aims to support you with everything you will need to sensitize and train women, especially women micro-entrepreneurs on gender.

This manual incorporates interactive-learning techniques which are heavily based on discussion-based approaches. The manual has been designed keeping in mind the learning approaches of visual, auditory and kinaesthetic learners.

As a facilitator, you have to drive insightful discussions and share your knowledge and expertise to enable your audience to explore and develop understanding on various aspects of gender and thus enhance their agency.

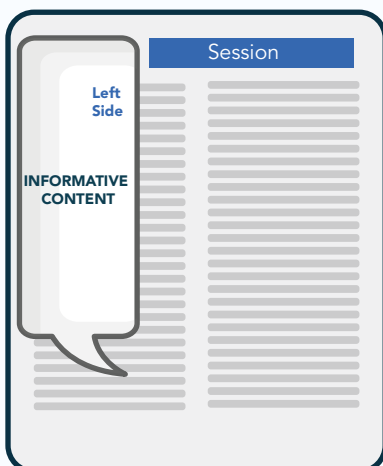
Here is how you will use the manual:

Part 1




1. Part 1 of the manual comes with a slide deck. To be completely prepared for the session, it is best advised to refer to the content in the slide deck before projecting it. Projecting the slide deck as you deliver the content will help make the learning space inclusive for visual learners.

2. Before you start facilitating the session, it is best suggested to thoroughly read both the sides of the manual



3. On the **left-side** of the manual is the core content that has to be delivered in the classroom

- 
4. On the **Right-side** of the manual are the guidelines and nudges which will help you deliver the content effectively



5. Please note that the participants are likely to have different levels of knowledge. As you proceed with each module, use the discussion questions provided to get a sense of the participant group's level of knowledge about the session topic and adapt the training to your participants' needs.




Part 2

1. Part 2 of the manual is divided into five activities. Each activity come with a series of pictures that needs to be printed out in the form of a flex or a set of flashcards to conduct the sessions.



2. Before you start facilitating the session, it is best suggested to thoroughly read the manual. You will have to follow the instruction given step-by-step to conduct the session. To be completely prepared for the session, it is best advised to refer to the content in the flashcards or flex before displaying it in the session.



- 
3. These activities are most effectively conducted with a group size of 10-15 participants, as then each participant is able to actively participate in the discussions.



4. Please note that the participants will have different levels of knowledge. As you proceed with each module, use the discussion questions provided on the right to get a sense of the participant group's level of knowledge about the session topic. Adapt the training to your participants' needs..

Part 1 is to be delivered in workshop mode over 1 or 2 days, the activities included in Part 2 are to be conducted separately, with smaller groups in more informal and intimate settings. While Part 1 allows to establish basic understanding on gender concepts, Part 2 activities help deepen and internalise the conversation and also expand the scope to address associated and important topics such as gender-based violence. Facilitators should encourage participation of all genders in the activities.

Having mixed gender groups enliven the discussions and make it more nuanced by bringing in alternative perspectives. However, when training mixed gender audiences, ensure that participants from both genders get the opportunity to share their views openly without the fear of being ridiculed and that neither gender dominates or gets cornered in the conversation.

After every training or activity is completed, ensure that you fill the trainer self-evaluation form.

Note: This manual will provide you with all the necessary content and guidelines you will require to conduct interactive sessions. However, you should not be limited by the information in this manual and should feel free to access and use other appropriate information and resources too.



Traits That Will Make You A Star Facilitator!



Being a good facilitator is key to your success as a financial & digital literacy change agent. Anyone can facilitate a meeting well, even shy people, as long as they know a few simple tricks.

Here are some tips for being an effective trainer:



1. Be prepared!

- Plan what you want to say in advance.
- Plan and prepare all the materials you need to bring to the meeting in advance.



2. Keep the training focused!

- Announce the agenda of the meeting and how long the meeting will take.
- Explain the purpose and objectives of the meeting.
- Keep the training on track and do not let it get sidetracked to unimportant topics.
- At the end of the training, agree on action plans. Action plans are simple, practical follow-up actions that everyone should take after the training.



3. Create a positive atmosphere at the meeting so everyone feels like they can share their views without fear!

- Create a positive, friendly atmosphere with your participants.
- Address everyone by their name.
- Make everyone feel comfortable speaking by being respectful of everyone's questions and comments.
- Patiently listen to others without making judgments.
- Do not make rude remarks if someone says something that is incorrect.
- Encourage training participants to actively participate and share their views by asking them questions and engaging them in discussions and activities. This will keep them alert and interested.



4. Listen to people's answers and thank them for participating.

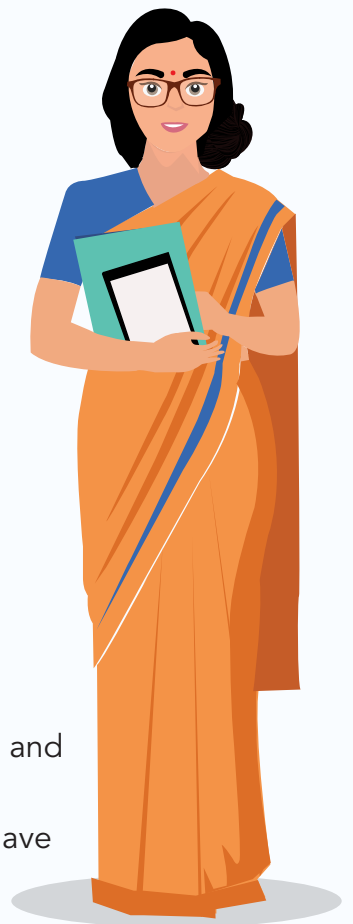


5. Be loud and clear!



6. Invite and inform guest speakers early

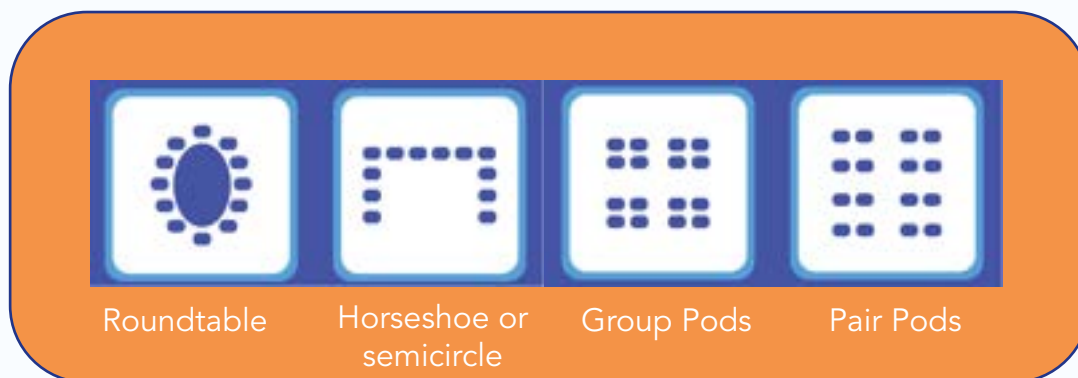
- Explain to them what they should talk about so they can prepare and bring any materials they need
- Ideal guest speakers would involve industry experts who either have very rich experience or have specific experience in working with beneficiaries coming from underserved communities







Notes To Help You Conduct Successful Sessions




Learning Space Design

The chapters in the manual are discussion-oriented and would require you to conduct the sessions using the following seating arrangements:



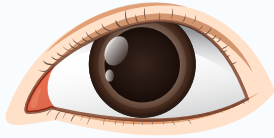
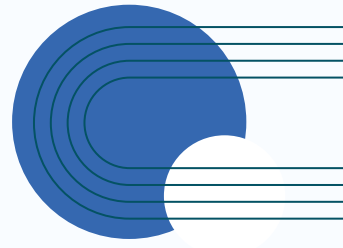
-  For activities that require you to be at the center of the class, opt for the **Roundtable arrangement**
-  For activities / instruction deliveries that require you to give undivided attention to every participant in the class, go for the **Horseshoe or Semicircle arrangement**
-  For activities that are to be conducted in groups, make the participants sit in **Group pods**
-  For activities that are to be conducted in pairs, make the participants sit in **Pair pods**

Here is a table for your reference that will help you understand what scenarios best suit a particular seating arrangement:

Seating Arrangement	Purpose
	Students and instructors all face one another in this setup, which can support whole-class as well as partner dialogue.
	The horseshoe or semi-circle offers a modified roundtable setup, where all participants face each other while the instructor can move about the room. The horseshoe encourages discussion between students and with the instructor. A horseshoe setup can be particularly effective when the instructor wishes to project and discuss course-related material in the front of the class.
	This arrangement can be especially advantageous when students will work in groups or pairs with their classmates for a large portion of class time. More generally, this arrangement communicates a learning community where students are expected to work with one another.

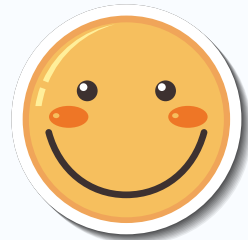
Note- Depending on the space availability, feel free to choose any among the suggested seating arrangements as far as individual and peer-to-peer learning is not compromised

Expected trainer body language



Divide eye contact

Divide your eye contact over the room and look the audience in the eye.



Smile

To make your audience comfortable simply smile at them. Smiling is our most powerful tool.

Gesticulate

Gesture with your arms and hands in a natural way to keep your audience attention.



Keep your back straight

This position will make you breathe better and you'll feel more relaxed.



Authority, keep calm

Demonstrate authority keep calm and use small stiff gestures. This way people will trust you and view you as a confident person.



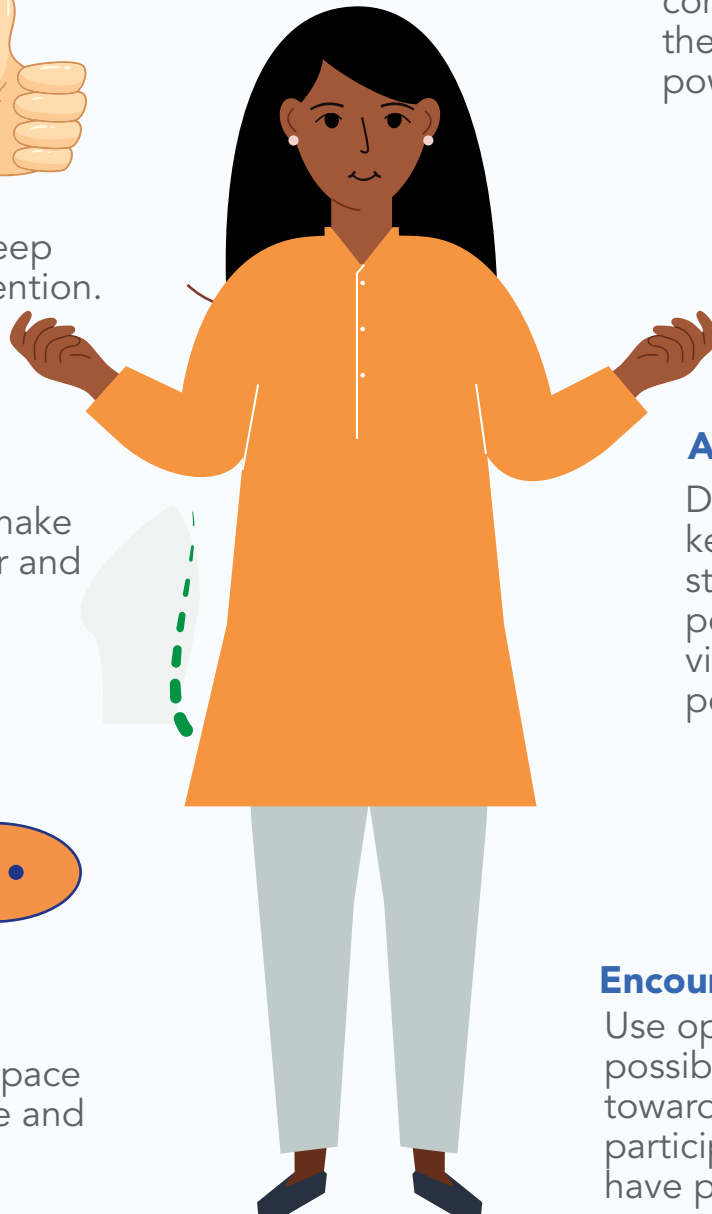
Bring movement to your speech

Use the physical space you have available and walk it.

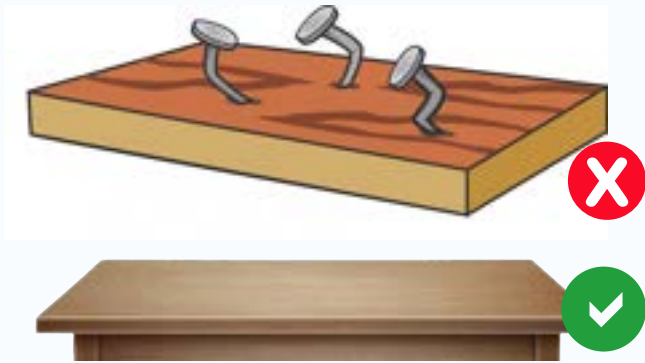


Encourage participation

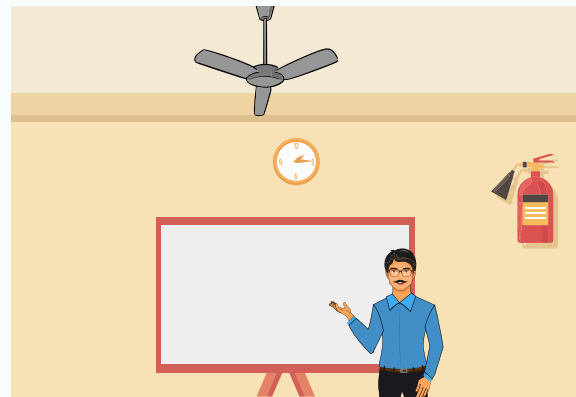
Use open gestures and if possible walk around and towards people. We tend to participate more when we have proximity to a speaker.



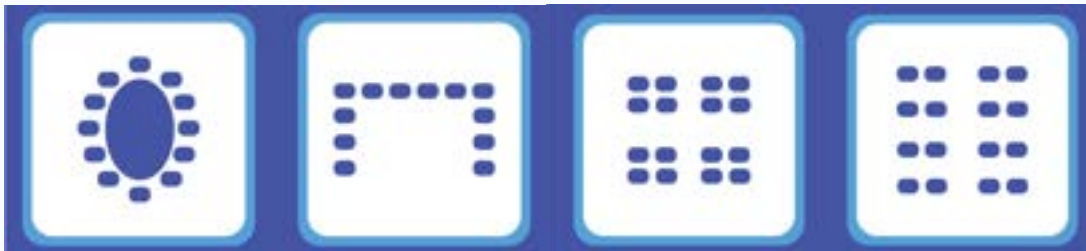
What would an ideal learning environment to conduct these training sessions look like?



No rough or sharp edges, protruding nails or screws, tripping hazards

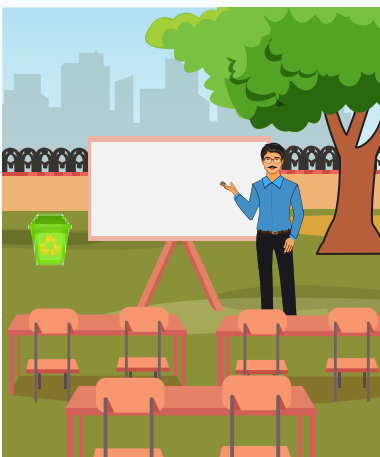


Outlets are covered & fire safety equipments are in place



Seating is comfortable for longer sessions, there should be proper ergonomic furniture; the basics being a desk and a chair

The placement of desks and chairs should not be fixed and should be mobile instead to change the seating arrangement, as and when required



In case of amphitheatres or outdoor learning space, area should be free of trash and animal waste



There should be access to clean drinking water and clean & sanitised washrooms



The classroom should be well lit and not dull

PART 1

Gender Sensitization Training Module



Part 1

Gender Sensitization Training Module

Session 1

Introduction

- Ice-breaker Activity
- Setting ground rules

Session 2

Concepts of Gender

- Storytelling Activity
- Discussion on Gender Stereotypes

Session 3

Gender & Division of Labour

- Activity & Group Discussion

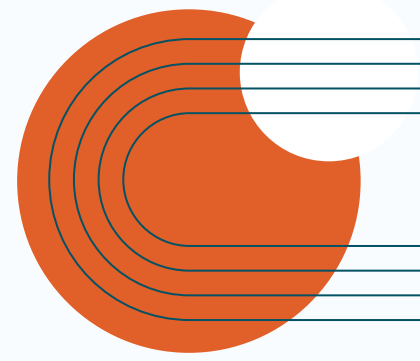
Session 4

Gender & Decision-Making

- Film Screening, Activity & Group Discussion

Session Schedule

7 hours



S.no	Topic	Duration
1.	Session 1: Introduction (ice-breaker activity on setting ground rules)	30 minutes
2.	Session 2: Concept of Gender	90 minutes
3.	Session 3: Gender & Division of Labour	75 minutes
4.	Session 4: Gender & Decision Making	105 minutes
5.	Session 5: Conclusion & Activity	30 minutes

Get Ready For The Training With This Kit:

- 20-25 sketchpens & pens
- Speaker
- Projector
- Whiteboard and markers
- Printout of the activity pictures on a flashcard
- 20-25 copies of the handouts
- 20-25 Review question worksheets
- A4 Size Paper and 20-25 Chart Paper



Session 1: Introduction

Ice-breaker activity

30 minutes



- ◆ Introduce yourself and then request participants to also introduce themselves.
- ◆ Ask each participant to share her/his name and share something about herself/himself that she/he is really proud of.
- ◆ After the participants have introduced themselves, start the session on establishing ground rules for the training. There could be several effective ways to establish ground rules, depending upon the overall time available. The best way, if you have the time, is to allow the participants to generate the entire list themselves.
- ◆ Ask the participants to think about what they, as individuals, need to ensure a safe environment to discuss difficult and controversial issues.
- ◆ If the participants are having difficulty coming up with ground rules, or if they do not come up with a particular ground rule you feel is important to the success of your facilitation, try to prompt them towards it.
- ◆ You can also have a prepared list of ground rules on a flipchart. This can serve as an aid to sum up the session and also remain displayed as a visual reminder during the workshop.



Facilitator Notes:

Seating arrangement for the activity - *Horseshoe / Semi-circle*

- Highlight the importance of creating an environment of trust. This workshop is a good way to hold one another accountable to foster a safe space.
- There is a subtle question of agreement to be considered in this exercise. Just because someone makes a suggestion and it gets charted, it does not mean there is full group agreement. You need to be sensitive to this, and if there are any suggestions that might not be agreeable or fully understood by everyone, you need to ask for suggestions so that the full group comes to consensus.
- It is helpful to post the ground rules somewhere visible during the entire workshop. You or participants can refer back to the list when there is a sense that participants are failing to follow one or more on the list.
- Facilitator should try to embody these ground rules in her/his own behaviour. When citing 'speak from your own experience', ensure that your own language reflects ownership and responsibility by using as many 'I' and 'me' statements as possible.
- People may speak in their own language (with translation following): Highlight that this is to honour the richness of languages present in the room, and also to relieve some of the stress for people whose first language is not the primary language used in the workshop.

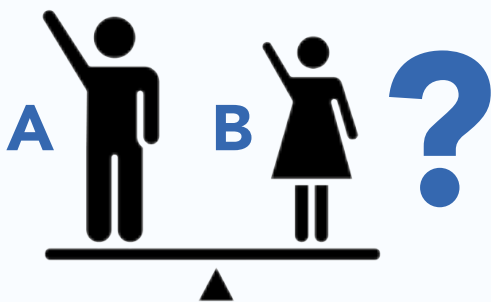


Session 2: Concepts of Gender

A. Storytelling Activity

- ◆ You will narrate the following scenario given below.

A and B live together and also manage a business together. A is very particular about cleaning the house and keeps it tidy but does not like to cook. B is a very good cook and prepares delicious food every day. A is a late riser so often reaches their business very late and takes up job of organizing the office, tidying and beautifying it. B wakes up very early finishes cooking and then reaches office in time. B does not like doing accounts, savings and investment of the business which is taken care by the A. B takes care of all purchases and deals with all merchants and vendors. A has a knack for customer relationships which helps in building good customer base.



- ◆ After the scenario has been read out, ask the participants: (take up one question at a time)
 - What did you think about the story?What caught your attention?
 - In the story who do you think is the man, and who is the woman? What made you think so?

B. Gender Stereotypes

- ◆ Distribute the handouts on 'Gender related Stereotypes'. Please refer Annexure
- ◆ There are two columns titled 'man' and 'woman' in the handouts with associated words already listed down under each column



Facilitator Notes:

Seating arrangement for the activity - *Horseshoe / Semi-circle*



The purpose of both the activities are similar, i.e. to generate a dialogue that helps participants to

- recognize the gender stereotypes that exist in
- society and in our own minds
- understand how these affect their lives
- encourage them to challenge these stereotypes

Thus, you can choose to only invite short responses take up the detailed discussion after the second activity.



Facilitator Notes:

These points will help you steer the discussion

- The difference one sees between women and men undertaking different roles, having different decision-making powers, and stereotypes about them are merely constructed by Society. These are not natural or biological.
- Sex and gender are not the same. Sex refers to the different biological and physiological characteristics of males and females. Gender refers to socially constructed roles, behaviours, activities and attributes that society considers appropriate for women and men.
- Gender is not necessarily defined by biological sex: a person's gender may or may not correspond to their biological sex. Gender is more about identity and how we feel about ourselves.
- Since these are constructed by the society, these can be changed, and do change.
- Gender construct perpetuates mindsets that one group is weaker than the other. It assigns roles to one group which give them more mobility, access to resources and decision-making powers.
- Try and point at the larger systems of inequality that have established the different social characteristics for men and women.

Tips to make the discussion more engaging and interactive



Remind them that this is share openly.

- ◆ Ask the participants to study the listed words under each column and allow them to discuss whether or not they seem appropriate. Invite them to explain to the group if and why they agree with any of the listed stereotypes.
- ◆ Next, ask them to exchange the titles of the columns, putting 'woman' in the place of 'man' and vice versa.
- ◆ Ask the participants: Can the words/roles/ characteristics mentioned for men be attributed to women? Can the characteristics for women be attributed to men? Allow for discussion.



- ◆ Use the questions below to facilitate a discussion:

- When was the first time you realized (or were made to realize) that you were a boy/girl? How did it make you feel?
- What effect did it have on you as you grew up to be men/ women?
- Are you able to relate the listed words to your own situation? Why or why not?
- Do you think the social construct of gender has created barriers in your life? If yes, how and why?

- ◆ At a later stage of discussion, connect it to their business, using the following probes.
 - Do you think gender roles exist in the operation of your business?
 - How do you think has this impacted your business? (Try to point at how an equal share of responsibility in the business can flourish it).
 - How do these expectations from women and men affect their ability to work outside the home and generate and manage income?
 Based on the discussions, direct the conversation about gender construct towards the question of whether change is possible.

Session 3: Gender and Division of Labour

- ◆ Distribute the handouts on **'Activity Listing'**. (Refer Annexure)
- ◆ Ask the participants to think of (at least) 10 activities that are carried out at home and list them in the first column of the handouts. The list should include both work/chores and leisure/fun activities. Allow 15 minutes for this.
- ◆ After they have listed down the activities, ask the participants to mark a cross under any one of the columns 'man' or 'woman' for each activity.
- ◆ Once they're done, ask a couple of the participants to read out what they have marked in their handouts. Initiate a discussion on what their handout markings indicate. Try to connect the division of activities (both leisure and labour) to common gender-based stereotype.

- ◆ Use the following questions to facilitate the discussion:



- What type of activities/chores did men mostly do? What type of activities/chores did women mostly do?
- What factors contribute to the assignment of tasks between men and women? Why? Do you agree with the reasons voiced?
- Who among men and women had more leisure/fun activities? Why do you think a difference exists? Do you agree with the reasons voiced?



Facilitator Notes:

Seating arrangement - *Horseshoe / Semi-circle*

Slide no. 5 to 13



- Additional from the points present in the slide deck, following points will help you steer the discussion
- Division of labour between women and men in the household or in the business are often assigned based on what is prescribed by society. They are not always taken up by individuals based on their interest, choices and skills.
- Pattern of division of labour gives more decision-making power, greater access to productive resources and opportunities to gain knowledge and skills to only one group.
- Since the division of labour is informed by societal norms, they can change, and do change.
- Sharing of roles and responsibilities can bring greater gains to family and to business.

Key Takeaways

Conclude the session by helping participants to sum up what they learnt through these sessions or the key takeaways:



1. Understand the role of gender in division of labour and leisure within their households.



2. Recognize the presence of this division of labour in the operation of their business.

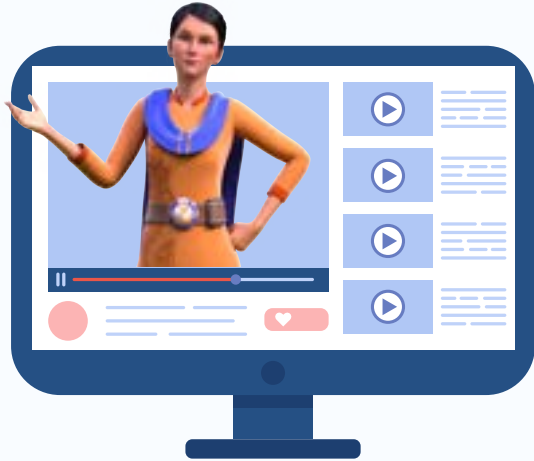


3. Agree on the need to dismantle this division of labour for equal sharing of load and better profit of the business.

Session 4: Gender and Decision-Making

Activity A: BuddhiMoney Video – Screening & Discussion

- ▶ Play the BuddhiMoney video title **'The Balancing Act'**



Facilitator Notes:



- ▶ After the screening, using the following probes (one at a time) ask the participants to reflect on the story:
 - What struck them the most about the story depicted in the video?
 - When the family experienced a financial crunch, the daughter's education was sacrificed first. What thinking might have influenced Naresh to take this decision? Have they observed such thinking within their families/acquaintances?
 - Why do you think Naresh did not consult Anita before taking such a major decision? Are there any decisions in your house/business in which you are not consulted? If yes, do you think you can contribute meaningfully in such decisions?
 - Like Anita was good at maths and accounts, think over whether you also have any special skills or ideas that can improve your business.
 - When Naresh and Anita decided to share responsibilities at home, it became possible for both of them to earn income for the family. Do you think such an arrangement of shared responsibilities is useful and possible in your family?

Activity B: Linking Decision-Making to Gender



- Prepare 10-12 decision cards with one household decision listed or pictured on each (list available on the slide deck). Prepare three title cards of 'men', 'women', and 'both'.
- Introduce the exercise. "In every household, business or enterprise there are many decisions that are taken. Together, we will explore what some of these decisions are; who makes decisions and why; how decisions are made; is there need for change and can it be changed; how can the family and business benefit by this change?"
- Show the title cards (Men, Women, Both) to the participants and place them on the floor/table, spaced out from each other where three separate piles will be formed.
- Show the decision cards (one at a time) to the participants, clarifying the writing or picture for non-literate groups, making sure that everyone is clear on the meaning of each card.
- Ask participants to discuss and decide under which pile (Men/Women/Both) it should be placed depending on who usually takes that particular decision. Repeat the process for each decision card to sort all the cards.
- It is important to remind participants to identify based on 'who takes that decision most often' and not 'who is better in taking it'. This ensures that all decisions do not get placed under the 'both' pile, because often participants find it convenient/safe to opt for 'both' to avoid conflict.



Facilitator Notes:

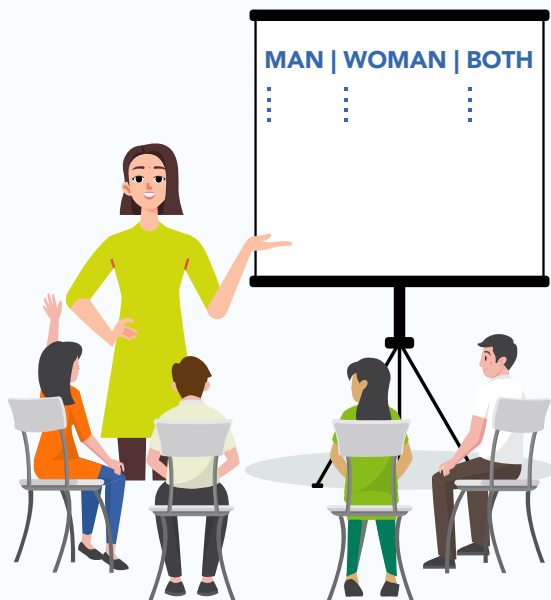
Seating arrangement: *Horseshoe / Semi-circle*

Slide 15 to 21



Additional to the points present in the slide deck, following points will help you steer the discussion towards generating an understanding on 'Why women's participation in all decision-making processes matters for them to take on leadership role in business.'

- Encouraging women to take leadership role in running the business will need a shift in the kind of decisions women take for the shop and the extent of say they have in running the shop.
- If women participate equally in making all decisions pertaining to the shop, it will improve their ownership in managing the shop.
- The current decision-making might appear to be "women are consulted" or "women are informed". This needs to shift to "women have equal say" in determining the final outcome of any decision-making process.
- Decision-making power vested with women or their equal participation in decision making process can play an enabling role in their economic empowerment.
- It is seen that women usually take decisions around day-to-day running of the household such as on what food will be cooked or those around child-care. Similarly, in the shop, they are usually taking decisions pertaining to arranging items in the shop, cleaning the shop etc.



Facilitator Notes:

Seating arrangement for the activity - Roundtable

- ▶ Ask participants if there are any other decisions. If so, draw additional cards and ask the participants to place it under the correct pile.
- ▶ After this activity is completed, you will facilitate a discussion on decision-making, sharing of responsibilities and how change is possible. Use following questions to facilitate a dialogue among participants:
 - What are the consequences of this decision-making pattern on individuals, family and business?
 - Has there ever been swapping between decision making? Why?
 - What will happen if there is swapping?
 - Can any decisions be shifted under 'both'? If yes, what are the reasons it has not been done so far? If not, what are the reasons?
 - What characterises the decisions taken by 'both'?
 - How are these joint decisions made?
 - Who has the final say? Do both parties usually have equal say in the decision-making process?
 - What would be the advantages to family, individual and business if decision-making is shared or if any decision is shifted to other group

- ▶ For women to take on leadership role in managing the shop, it is important to build their skills and knowledge, bring shift in mindset of women themselves and their partner/family that they are equally capable of taking decisions in household related as well as those pertaining to managing business.
- ▶ If women and men have equal say in decisions pertaining to running the business, it brings in different perspectives, life experiences and analysis, and this will benefit the business and help it growth.

PART 2

Gender Sensitization Activity Toolkit



Activity

1

Is there need for change? Is change possible?



Aim

To think about the things that have or have not changed in the community



Approximate Time

45 minutes-1 hour



Requirements

- 1) Printout of the flex given in Annexure
- 2) Two different coloured white board markers (black and red).



Methodology

- 1.Reiterate the ground rules given in the instruction booklet after greeting the participants.
- 2.Spread the flex on the floor and ask the participants to sit in a circle while maintaining social distance.
3. Ask the participants to look at the pictures printed on the flex one at a time and identify what they see in the picture. Participants may have different descriptions for the pictures, which is alright.
- 4.Ask any two participants to volunteer and give red marker to one volunteer and black to the other.
- 5.Ask the participants to look at each picture and circle it with red marker if it has changed since the time of their grandparents and if it has not changed, then circle it with black marker.
6. The two volunteers help them circle the pictures based on the response decided by the participants.
- 7.It is to be kept in mind that a few photos might seem hard to categorize as there can be situations which might not have completely changed. Such photos do not need to be marked with either of the markers and these can be left out.
- 8.After the participants have given out all the answers, point to the photos and clarify- " these have changed, these have not and these are in-between."

Some of the ground rules could be:

Facilitator Notes:

Seating arrangement for the activity - *Horseshoe / Semi-circle*



- ◆ **Listening:** Participants should listen with a desire to learn, and respect each voice in the room;



- ◆ **Empathy:** Participants should seek to put themselves in the experience of others;



- ◆ **Confidentiality:** Participants should share their experience with others outside the workshop, but should not attribute names to anything said or done during the workshop;



- ◆ **Everyone has the right to pass:** Participants at any time can decline to participate or speak.



- ◆ Speak from your own experience instead of generalizing (Start your sentences with 'I' instead of 'they', 'we', or 'you').



- ◆ Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas



- ◆ Instead of invalidating somebody else's story with your own spin on her or his experience, share your own story and experience.



- ◆ **The goal of the workshop is not to agree** -it is to gain a deeper understanding.



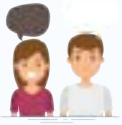
- ◆ **Be conscious of body language and nonverbal responses** - they can be as disrespectful as words.



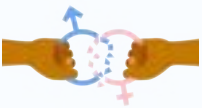
Facilitator Notes:

Key Takeaways

Conclude the session by helping participants to sum up what they learnt through these sessions or the key takeaways:



1. Recognize gender as a social construct through self-reflection.



2. Understand how gender and related stereotypes/roles often act as barriers.

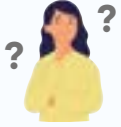


3. Question the discriminatory norms in society that perpetuate inequality



4. Challenge and question gender roles to create opportunities in personal lives as well as in business





Ask the group:

- 1) Look at the things that have changed. What's common among these? Why do you think these things have changed?
- 2) Look at the things that have not changed. What's common among these? Why do you think these things haven't changed?
- 3) Regarding the things that have not changed-is there need for change? Is change possible?
- 4) If possible, how can we start working towards that change?
- 5) Do you see similar things in your community that have changed or can be changed?
- 6) What kind of changes does this project aim to bring? Is it possible? If yes, then how?



Sum Up

Our society is constantly changing. Some changes, such as improved infrastructure, can happen relatively quickly. Changes in our own attitudes, behaviours and practices take longer. From the pictures we can see that many things have changed or are changing - indicating change is possible in our own community. The other pictures show us that many situations related to our own attitudes, and status of women in our society are yet to change - these indicate what change is needed.

Key Message

Change is needed. Change is possible.

Can gender roles change over time?



Aim

To understand the difference between gender and sex.



Approximate Time

45 minutes-1 hour



Requirements

- 1) Printout of the flex given in Annexure
- 2) Two different coloured white board markers (black and red).



Methodology

1. Spread the flex on the floor and then divide the participants into two teams- Team A and Team B.
2. Team A is instructed to stand next to the left side of the flex while team B is asked to stand on the right side.
3. The game begins by Team A choosing the first picture on their side and points it to the other team by describing it with the phrase- "A man is someone who..." . Team B then finds a similar photo on the right side and matches it using a white board marker, to the photo selected by Team A.
4. The game must continue with Team A and Team B taking their turns alternatively till most of the photos are matched correspondingly, and those that do not match should be encircled by both teams. After all the photos are matched, it will be seen that photo 5 and 8 are still separate.

Example

Team A may start with "A Man is someone ...who carries heavy stuff". Team B could reply "Women also carry heavy stuff". Next, team A may say "A Man is...the bread winner in the house " Team B could reply "Women also earn to support a family" and so on .



Ask the group:

1. What is the difference between photo 5 and 8 and the rest? Can one change these; that is, reverse the roles shown in cards 5 and 8?
2. Do we see such division of roles on the basis of gender in spice processing business? Can this change? How?



Sum Up

Other than reproductive functions, men and women are basically the same. But society treats them differently and has different expectations of them. Most activities can be done by both men and women. Only very few activities are linked to our biological differences, like having a baby, breast-feeding, growing a beard etc. Biological differences are fixed and constant. Gender stereotypes are responsible for division of roles. But gender is a variable — it changes from time to time, culture to culture, even family to family. Gender stereotypes can be broken.

Key Message

Gender roles, or the roles of men and women, are not fixed. They are different in different regions and cultures. They also change over time. Gender stereotypes can be broken.

Does society treat men and women equally?



Aim

To show how society discriminates against women.



Approximate Time

45 minutes-1 hour



Requirements

1) Printout of the flex given in Annexure



Methodology

1. Reiterate the ground rules given in the instruction booklet after greeting the participants.
2. Ask the participants to sit in a circle while maintaining social distance.
3. Fold the flex into half, so that both columns can be shown separately to the participants.
4. Show column A to the participants and make sure all the pictures under column A are visible to everyone.
5. Now, discuss one picture at a time by asking the following questions to the group:
 - What is happening in the picture?
 - Is it fair for the man?
 - What impression does the female give? (except the first photo)
 - Does this happen in our society? Why/ why not?
6. Next, show column B to the participants and discuss one picture at a time by asking the following questions to the group:
 - What is happening in the picture?
 - it fair on the woman?
 - What impression does the male give? (except the first photo)
 - Does this happen in our society? Why/ why not?



Sum Up

What we accept as normal in society, often appears ridiculous, unfair or outrageous if the gender is interchanged. This helps us to think that if a situation is unacceptable for a Man, why should it be acceptable for a Woman? Society values women less than men, and allows men to impose their will on women. Although men and women should enjoy equal rights, society discriminates against women.

Key Message

Men and women should enjoy equal rights

Who experiences violence more?



Aim

To understand violence against men and women.



Approximate Time

45 minutes-1 hour



Requirements

- 1) Printout of the flex given in Annexure
- 2) Two different coloured white board markers (black and red).



Methodology

- 1) Reiterate the ground rules given in the instruction booklet after greeting the participants.
- 2) Spread the flex on the floor and ask the participants to sit in a circle while maintaining social distance.
- 3) Ask the participants to look at the pictures printed on the flex one at a time and identify what type of violence do they see in the picture. Participants would largely give out similar answers but their descriptions can vary a bit, which is alright.
- 4) Now, call two volunteers and give red marker to one volunteer and black to the other.
- 5) Ask the participants to look at each picture and circle it with the red marker if they feel that particular type of violence is more likely to be experienced by women and if it is more likely to be experienced by men then encircle it with the black marker.
- 6) The two volunteers help them encircle the pictures based on the response decided by the participants.
- 7) After the participants have given out all the answers, point to the pictures and repeat "this type of violence is usually experienced by women, this type is usually experienced by men."



Ask the group:

1. Can the violence that men face also be faced by women? Why/ Why not?
2. What about the violence faced by women - do men also face those forms of violence? Why/ Why not?
3. So, who experiences violence more?
4. Identify the picture which shows the youngest victim of violence. Is it a girl or boy?
5. Why is this infant a victim of violence? What was his or her fault?
6. Have you observed any of these forms of violence around you? Who is usually the victim of that violence?



Sum Up

It is terrible for any human being – a child, a woman or a man – to experience violence, or live with the fear of it. Unfortunately, in our society many people experience violence simply because they are women. Gender based violence is a manifestation of power relations. Women face violence from before they are born and throughout their lives because historically, patriarchal systems have given them a lower status in our society.



Key Message



Women experience violence more, simply because they are women.

Why does a woman have to suffer violence?



Aim

To discuss social and political aspects of violence.



Approximate Time

1-1.5 hours



Requirements

- 1) Printout of the flex given in Annexure
- 2) Two different coloured white board markers (black and red).



Methodology

- 1) Reiterate the ground rules given in the instruction booklet after greeting the participants.
- 2) Spread the flex on the floor and ask the participants to sit in a circle while maintaining social distance.
- 3) Distribute paper chits and pens to all the participants.
- 4) Ask the participants to look at the photos printed on the flex and let them realise that the flex shows different forms of violence.
- 5) Now, ask the participants to list down the forms of violence that they have experienced or they recognize as common on the chits of paper provided to them.
- 6) After they're done, collect all the chits, read them and note down the form of violence mentioned by most women.
- 7) Initiate a discussion by talking about the form of violence mentioned by most women in the group by asking the questions given in the next section (ask the group). While you're doing this, make sure nobody's identity is disclosed in the process.
- 8) After you're done discussing one form of violence, ask the same questions for other forms of violence shown in the pictures on the flex.



Ask the group:

- 1) Who is facing violence? Does she deserve it? Is it her fate?
- 2) Who is being violent? Do they have the right?
- 3) What excuses do people give to justify different forms of violence?
- 4) Are these excuses acceptable?



Sum Up

No woman deserves to suffer violence. Suffering violence is not a woman's fate. Much of the violence against women happens simply because she is a woman, and usually the perpetrators are men. Society perceives men to be superior and gives men the right to control women. This urge to control manifests in different forms

Key Message

Violence against Women is not acceptable.

ANNEXURE

TRAINING FEEDBACK FORM

Module Name:

Date:

Company Name (optional):

Please answer the following questions where applicable to your course and tick the option that best represents your response

1. Module Content & Structure		Strongly Agree	Agree	Disagree	Strongly Disagree
1.1	Course learning outcomes were clearly stated.				
1.2	I understand the content of this training session.				
1.3	The course sequence was easy to follow.				
1.4	Sufficient time was allowed for each topic.				
1.5	The course content has prepared me well for work.				
1.6	The training had a good mix of theory and practical.				

2. Delivery Methods		Strongly Agree	Agree	Disagree	Strongly Disagree
2.1	The electronic media used in the presentation assisted to better my learning and understanding.				
2.2	The delivery methods were suitable for the content of this training.				
2.3	The delivery methods assisted my learning and understanding.				
2.4	The method used by the facilitator made the content clear and easy to				

3. Training Activities

		Strongly Agree	Agree	Disagree	Strongly Disagree
3.1	The group activities encouraged my participation.				
3.2	The activities increased my learning.				
3.3	There were sufficient activities in the session.				
3.4	The method of assessment was a fair test of my skills and knowledge.				

4. Facilitator

		Strongly Agree	Agree	Disagree	Strongly Disagree
4.1	The facilitator's enthusiasm about the subject kept my interest during the course.				
4.2	The facilitator presented the content clearly and was easy to understand.				
4.3	The facilitator effectively used the training materials to assist my learning.				
4.4	The facilitator identified real world examples that assisted my learning, or was able to contextualise the information to make it more relevant to my workplace.				

5. Training Environment and Administration

		Strongly Agree	Agree	Disagree	Strongly Disagree
5.1	The venue provided a good learning environment.				
5.2	The process for enrolling in this course was easy to complete.				
5.3	The training organisation had a range of services to support learners.				
5.4	The training organisation staff respected my background and needs.				

Your feedback is important to us. Please let us know how we may further improve our services.

FOR OFFICE USE ONLY		
Date	Name of Facilitator	Manager
Action Req'd		
Action owner		
Follow up Req'd	<input type="checkbox"/> No <input type="checkbox"/> Yes	
Complete and closed		

TRAINER SELF-EVALUATION FORM

To be completed by the trainer who conducts the training

Name of the Trainer:

Date/s of Delivery:

Session / Manual Title:

	Low High				
	1	2	3	4	5
1. Overall, I was pleased with the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. List two things that went well:					
3. List two things that could have been better:					
	Low High				
	1	2	3	4	5
4. How I rate myself in the following areas:					
Focused on the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Created a comfortable learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kept learning outcomes consistently in mind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made a good selection of the training facility (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilised the most appropriate training delivery medium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chose the most cost-effective training delivery medium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Felt prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had mastery of the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitated effective participant activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made adjustments in delivery to better meet participant needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managed pace of the training well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitioned well between content items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessed training content and delivery throughout the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offered contact information to participants for follow-up questions and/or concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MY TRAINING IMPROVEMENT FOCUS NOW IS TO:

Handout – Gender related Stereotypes (Part 1: Session 2)

Man

- Tall
- Aggressive
- Strong
- Short hair
- Finance Management
- Dominating

Woman

- Nurturing
- Under-confident
- Cooking
- Menstruation
- Over-sensitive
- Interacting with customers/clients

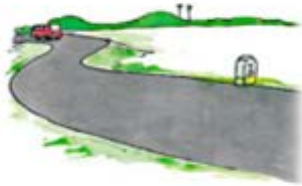
Handout – Activity Listing (Part 1: Session 3)

	Activity	Man	Woman
Labour			
Leisure			

Flex / Flash Cards – Activity 1



**Is there need for change?
Is change possible?**



Flex / Flash Cards – Activity 2



Can gender roles change over time?



Flex / Flash Cards – Activity 3



Does society treat men and women equally?



Flex / Flash Cards – Activity 4



Who experiences violence more?



Flex / Flash Cards – Activity 5



Why does a woman have to suffer violence?



