

A Toolkit on

Addressing Inequalities through Gender Education

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The Mahila Samakhya Initiatives

Foreword

The Mahila Samakhya (MS) Programme was initiated in 1989 as a concrete programme for the education and empowerment of women in rural areas, particularly of women from socially and economically marginalised groups. The critical focus in MS is recognising the centrality of education in empowering women to achieve equality through collectives - *Sanghams*. Mahila Samakhya is geared to addressing and combating systemic inequalities and disparities and achieving gender equality and social justice through education. Education in MS is understood not merely as acquiring basic literacy skills but as a process of learning to question, critically analysing problems and seeking solutions, bringing about a change in women's perception about themselves and the perception of society in regard to women's 'traditional roles'¹.

Attaining women's empowerment requires a women-centred political process and orientation. Gender education is a programme designed to achieve this mission and vision. It is an educational process which enables the development of a perspective and orientation to view thoughts, philosophy, ideologies, systems and establishments and institutions through a gender lens. The socialization process has defined the roles, attitudes, and relations between men and women. Gender education focuses on the analysis, critical reflection and questioning of this socialization process which casts men and women into stereotypical roles.

Gender education is not an isolated concept but encompasses and cuts across class, caste, race and gender and addresses dominant ideologies and all institutions like marriage, family, state and knowledge production centres. This toolkit on gender education is the cumulative effort of Mahila Samakhya in three states: Andhra Pradesh, Karnataka and Kerala. It demonstrates through practical, innovative tools exactly how gender education can be implemented in a variety of contexts, with men, boys and girls in villages, with teachers and institutions, to name a few. It is a tested framework and is open to be adopted in a variety of field situations. The strength of the toolkit is its wider approach and the element of flexibility which helps increase its adaptability.

Thus, this toolkit is a 'live' resource as it represents dynamic innovations which are ongoing, evolving processes. Gender education enables and empowers people to view the world from a gender perspective leading to transformation in behaviour, attitudes and relations. In the long run, it would lead to engendering of policies, programmes, institutions, relations, norms and values and how knowledge is produced to pave a path towards equality and social justice.

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¹ Ministry of Human Resource Development, *Mahila Samakhya: Education for Women's Equality, 11th Plan document*. New Delhi, 2008.



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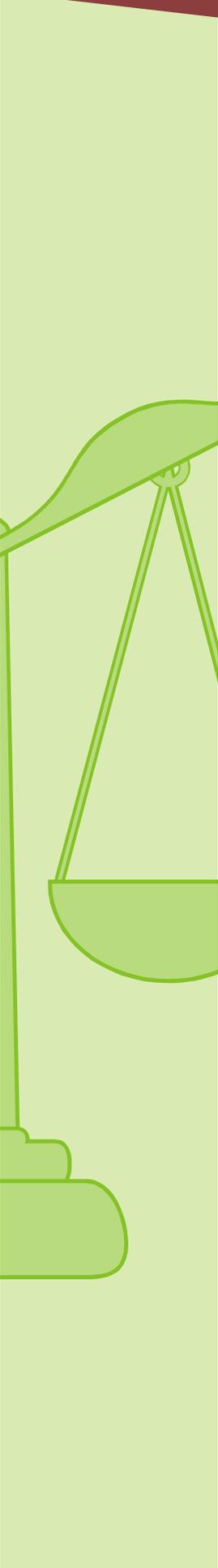


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Introduction

The Mahila Samakhya programme is geared to addressing and combating systemic inequalities and disparities and achieving gender equality and social justice through education. Achieving empowerment for women requires an educational process which enables the development of a societal perspective that views philosophy, ideologies, systems and institutions through a gender lens. Therefore, gender education should encompass and cut across class, caste, race and gender. It enables its recipients to challenge both dominant ideologies, like patriarchy, and institutions in which these ideologies are embedded such as marriage, family, state and knowledge systems.

The Mahila Samakhya programme in Andhra Pradesh, Karnataka and Kerala implemented gender education in a variety of contexts, with men, boys and girls in villages and with teachers and institutions. Gender sensitization of boys and men is conducted through a series of discussions, camps and training sessions where gender concepts are analysed using case stories of discrimination in families and society. Dialogues on social evils such as child marriage, dowry and female foeticide are facilitated through participatory, innovative methods. The participants are encouraged to look into their own lives and share their experiences on gender discrimination. The gender education programme

envisages the creation of an enabling environment at home where men, not only refrain from violence, but also support their women in the family and society. Through sensitizing youth and boys, a gender-sensitive second generation is created who play a role in stopping harmful practices in the family and society.

The Gender Education in Schools programme was carried out by Kerala Mahila Samakhya Society (KMSS) with support from all departments within education such as State Council of Education Research and Training, Department of Public Instruction, Sarva Shiksha Abhiyan, State Planning Board and Department of Social Welfare. This toolkit is to facilitate capacity building for master trainers at the state and district levels who in turn would train teachers on gender inequities within education. This

training enables teachers to understand how to achieve gender equality through changes in behaviour, attitudes, and to ensure equal access to and control over spaces - physical, mental and intellectual. Further, the toolkit includes sessions on gender planning in education and on integrating gender equality and social justice issues within the curriculum and syllabi.



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What is Gender Education?

Gender education is a programme to achieve gender equality, equity, and social justice, to combat gendered socialization of boys and girls, gender segregation, issues of marginalization and social exclusion. It is constantly evolving, participatory and contextual. It aims at addressing inequality caused as a result of the social construct of gender and challenges gender stereotypes. It is the process of awareness building, critical analysis, inquiry and reflection on one's own condition and position in the family and society as embedded in the existing social structure and processes, leading to personal and political changes.

It provides a space for men and boys to critically reflect on and reconstruct their concept of gender and redefine their roles in society.

Purpose of the Toolkit

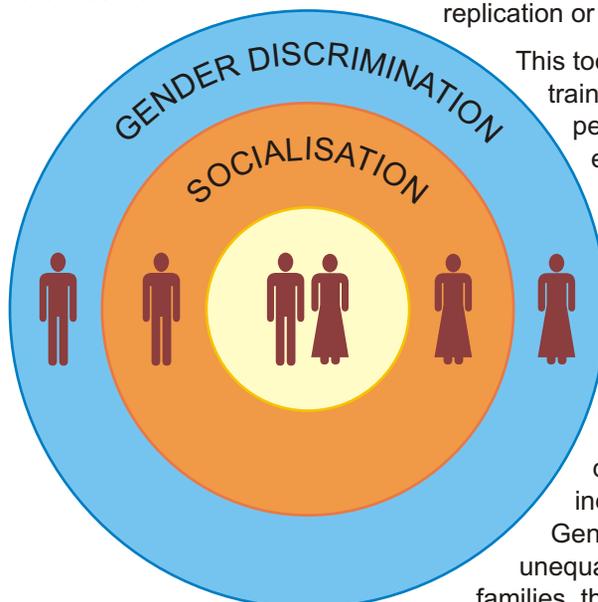
This toolkit is a training guide which includes a collection of steps and strategies to implement a gender education programme. It provides standard procedures, resources, outcomes and case stories that the facilitator can use to streamline the programme.

Enclosed are guidelines for the trainer and supplemental training and reference materials for use, as and when it is required. Participatory methods used include small and large group discussions, presentations, diagrams and charts, games, dramas and role plays, flash-cards, posters, pictures and illustrations, stories and case studies, and songs.

Context

Moreover, this toolkit is a practical and useful manual to help in the replication or scale up of this practice, where feasible.

This toolkit has been created primarily for staff and trainers of institutions with a clear gender perspective to further the goal of gender education.



Why Gender Education?

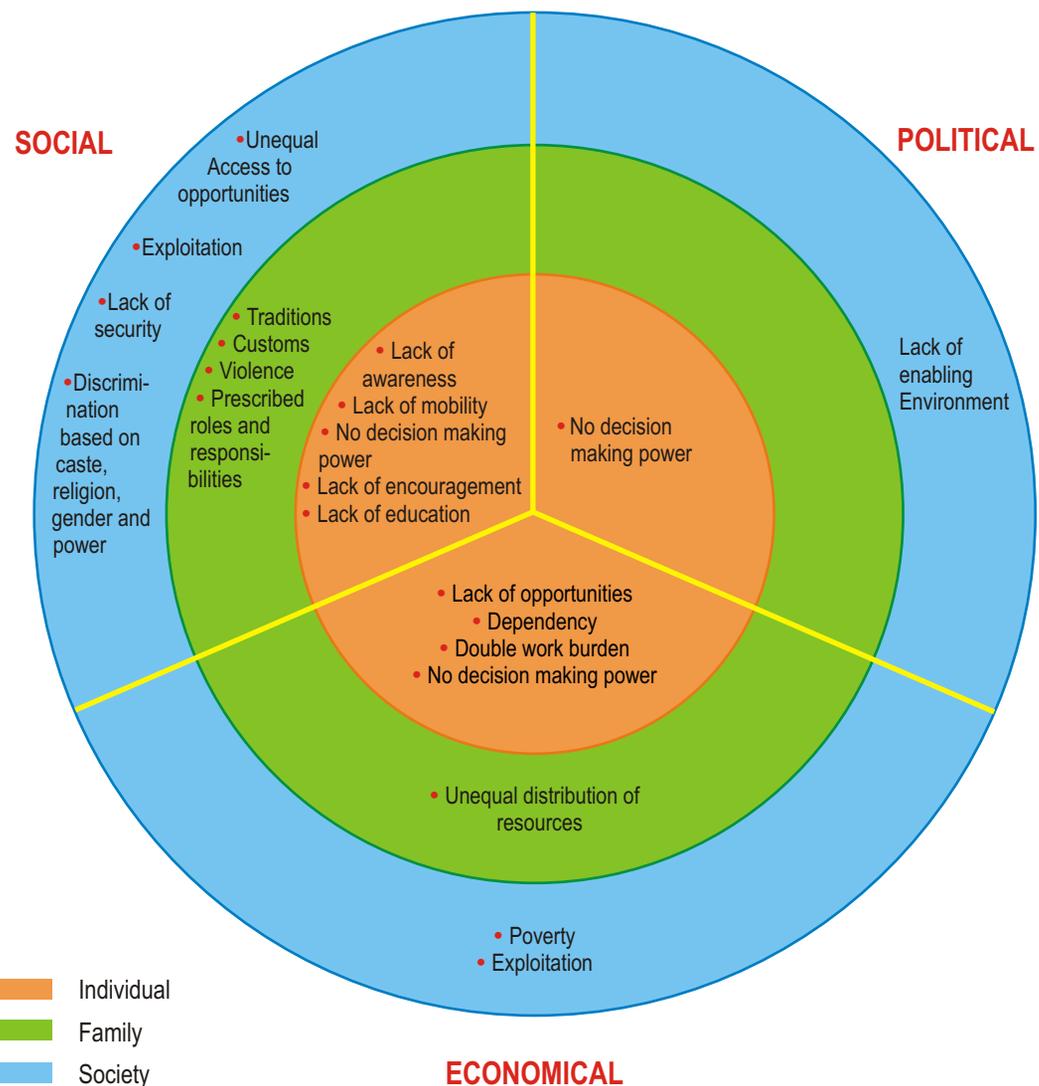
Inequity between men and women is evident in social, economic and political spheres of Indian society. This inequality has emerged as a result of centuries of socialization and systemic gender discrimination. The outcome of this discrimination is seen and felt at the individual, family and institutional levels. Gender based discrimination is visible in the unequal distribution of resources even within families, the double burden on women, of home and

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work responsibilities, lack of opportunities for women and the perceptions of the roles women are expected to play in the family and society.

This perception, developed over time, has further heightened the dependency that women experience with respect to their financial status, mobility and decision making. Traditional customs, myths, symbols, oppressive social practices and lack of support systems have accentuated their situation. Given the escalating incidence of violence and exploitation of women leading to further inequity, addressing these inequalities is now of vital importance. Therefore, there is a need for a consciousness raising process in men, women, and society as a whole which will break this vicious cycle of discrimination.



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Gender education creates awareness of the deeply entrenched inequalities, helps question the commonly held perceptions and beliefs, brings about changes in power relations between men and women and encourages the creation of an enabling environment for women to access their rights, entitlements and address their practical needs and strategic gender interests. It works towards engendering systems, infrastructure, behavior, attitudes, decision-making and policy.

Why Gender Education for Men, Boys and in Schools?

Women are already engaged in empowerment processes and in accessing their rights. This calls for a similar consciousness raising process with men through gender education, which would then lead to transformation of gender roles and relations in family and society. Power relations between men and women can also be changed through this process. It also facilitates men to accept and support women's autonomous decision-making and leadership in domestic and public spheres. Educating men would also help prevent violence in the family by making them aware of the consequences.

Working with children during formative years facilitates the building of a gender sensitive personality and second generation. Sensitizing boys helps them challenge and break stereotypes, socialization and discrimination stemming from and sustained by the family. They would also be able to understand the harmful effects of traditional practices like child marriage, Devadasi/Jogini dedication and dowry prevalent in society. They would also start sharing the work burden within the domestic and public spheres.

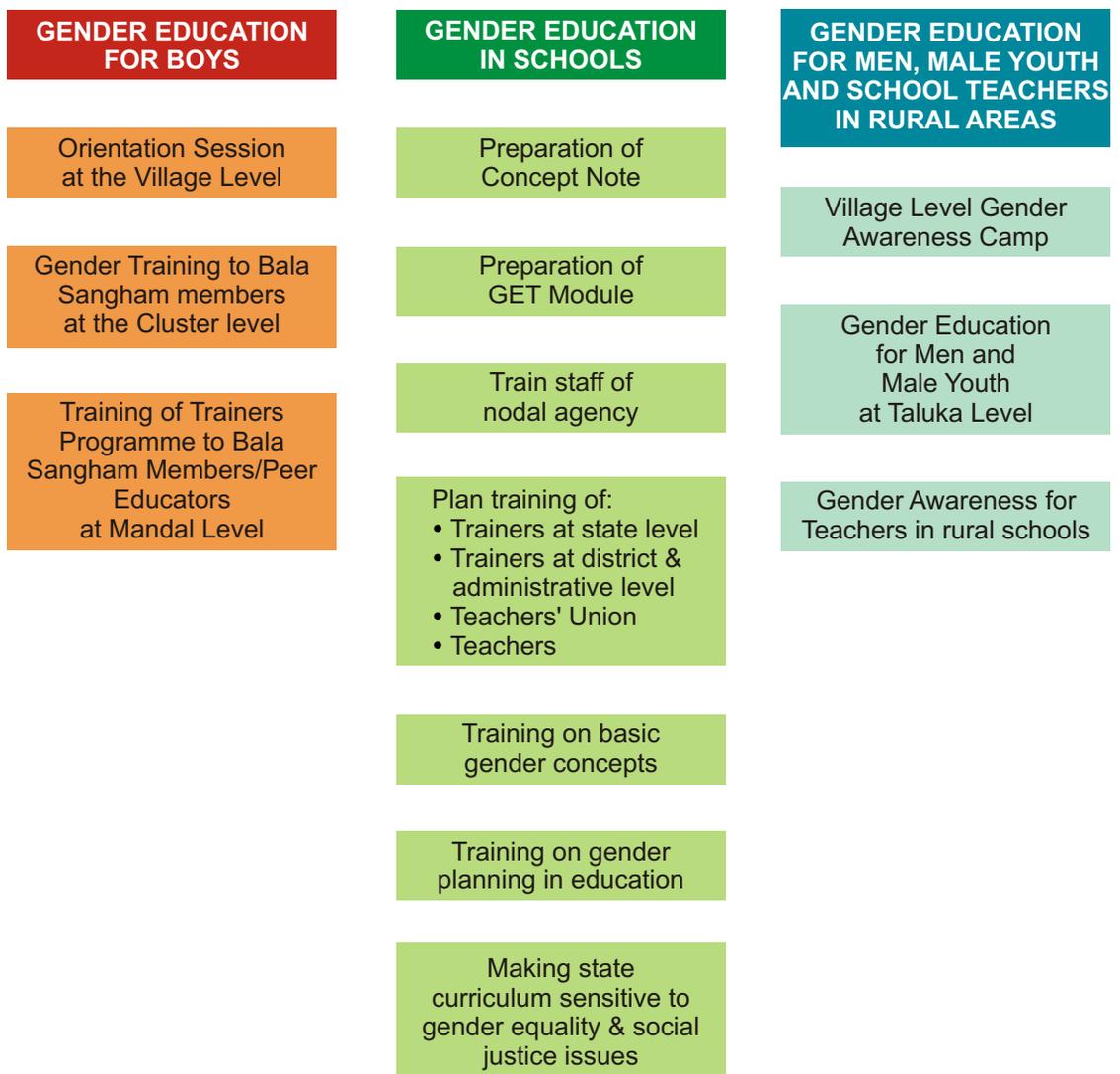
Schools sustain and enhance gender inequities within education through their curriculum, infrastructural facilities, and even teaching methodology. Gendering takes place often due to attitudes and behavior of teachers who reinforce the same set of stereotypes within classrooms. Gender segregation as practiced by teachers translates into children of both sexes not having common spaces in schools, imprints strong images of masculinity and femininity in the minds of children and causes hidden and subtle disparities in educational institutions. To achieve gender equality within mainstream education, teachers need to analyze and review gender equality and social justice within education.



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Schematic Diagram of the Toolkit on Gender Education



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Guidelines for the Facilitator

- Objectives should be clear to the facilitator.
- Identify a time and place that is suitable for most people to attend.
- The facilitator should visit the village in advance to familiarize herself with the community and gather necessary data and information.
- Place and time of training should not be decided by the facilitator, but by the community through participatory consultative process.
- Avoid conducting the programme on days following major festivals or elections and during major disturbances (for example during political events or bad weather conditions) in the area, harvest or sowing seasons.
- The facilitator should ensure that all necessary arrangements have been made for the smooth running of the programme.
- Preparation for the programme should be complete in terms of identifying right examples and stories from live experiences relating to the context.
- Selection of songs and games should suit the context and theme.
- Gather some local or folk stories to initiate discussion and analyze gender issues.
- Prior preparation of the formats/materials should be ensured.
- The facilitator should be punctual and follow the time schedule.
- The facilitator should have an attitude conducive to learning and teaching.
- Set the mood for interesting and proactive participation of the members.
- Draw up rules and norms for behaviour for the duration of the training.
- Encourage all to participate. If a participant is shy or hesitant, encourage the person to speak openly and disclose information. The trainer should not give his/her own interpretation to what is said.
- Display pictures, posters and illustrations to initiate interesting discussions.
- Respect individual experiences and do not judge their views as right or wrong.
- Use keen observation to ensure that everyone participates actively.
- Raise thought provoking questions in the middle of the discussion and let the participants come up with their views. Do not impose your own views, opinions or decisions on the group.
- For the questions raised from the group, the facilitator should facilitate as to get answers from the group itself.
- Give enough space and time for every participant to share their feelings, doubts or raise questions.
- The facilitator should be careful not to deviate from the subject. Do not let participants interrupt and derail the programme (e.g., trouble makers, drunken men).
- Speak with confidence about your own experience. Share personal experiences, if necessary, to allow the participants to understand that gender discrimination is faced by everyone at some point of time.
- Continue to facilitate a given discussion until a conclusion is arrived.
- The facilitator should take feedback from the group after the training is completed.

GENDER EDUCATION

FOR BOYS

ANDHRA PRADESH



Background

Gender sensitization of boys creates a gender-sensitive second generation, which would help create an enabling environment at home, and in the community where violence against women and girls will be challenged and their activities will be supported. Gender sensitization of boys is implemented through the forum of the Bala Sangham, a village level collective of girls and boys in the age group of 12 to 18 years.

Gender education is first introduced through basic orientation (*Activity 1*) of girls and boys at the village level, followed by intensive residential training of a representative group at cluster levels (*Activity 2*). After this, at the mandal level, a select group of young leaders, both boys and girls are carefully chosen for capacity building as peer educators (*Activity 3*).

The programme envisages that sensitized boys and girls will have a greater awareness on child rights and increased access to rights and opportunities. They will also play a role in challenging harmful traditional practices such as child marriage, girl child abuse and child labor. It is expected that these leaders will play a proactive role in promoting education through enrolling children in schools, especially girls.



GENDER EDUCATION FOR BOYS

ANDHRA PRADESH

Activity 1

Orientation Session at the Village Level

Step 1: Introduction of participants

Step 2: Why Bala Sangham

Step 3: Gender discrimination faced within the family and in school

Step 4: Understanding gender

Step 5: Addressing gender discrimination at the individual level

Activity 2

Gender Training to Bala Sangham members at the Cluster level

Step 1: Introduction of participants

Step 2: Recap of the orientation sessions

Step 3: Masculine and feminine characteristics

Step 4: Understanding gender

Step 5: Understanding gender discrimination, its forms and existence

Step 6: Show and analyze Meena film on overcoming gender discrimination

Step 7: Impact of gender discrimination on girls

Step 8: Addressing gender discrimination

Activity 3

Training of Trainers/Peer Educators Programme to Bala Sangham Members at Mandal Level

Step 1: Introduction of participants

Step 2: Who is a trainer, why training to a trainer

Step 3: The skills required for a trainer

Step 4: Arrangements for conducting a training programme

Step 5: Understanding on the module, differences between orientation, training, and Training of Trainers

Step 6: Techniques of conducting training

Step 7: Practical experiences of conducting the training programme

Step 8: Facilitator, trainer, tips to trainers/peer educators

Step 9: Participants create action plans

Prerequisites

There should be a group of boys and girls who form a Bala Sangham each of which has a minimum of 15-20 in number.

The age group of the participants should be between 12-16 years for boys and 12-18 years for girls and the Bala Sangham may include both school and non-school going children.

The group should be cohesive and regular in attending the village level Bala Sangham meetings.

The Bala Sangham meetings should be held regularly and registers and records must be maintained

The group should have gained inputs on issues like general health, education and child rights

Availability of training materials and modules on gender education. See Appendix 1 for Gender education modules for Bala Sangham members

The presence of Mahila Sanghams at village level is helpful in strengthening the Bala Sangham.

Activity 1 Orientation Session at the Village Level

In this activity, a group of Bala Sangham boys and girls are given orientation for about five hours in a spacious hall at the village level. The participants are oriented on gender and socialization practices which lead to gender discrimination in families, society and at individual level. Through a series of participatory methods like discussions, role plays and experiential sharing, the facilitator helps the group to identify gender concerns and encourages them to take action in their own lives to address gender disparities.

Objective

To create awareness among boys on gender and socialization practices, which lead to gender discrimination and stereotypical roles of boys and girls.

Duration: One day

Participants

A group of 15-20 boys and girls of Bala Sangham

Venue

A spacious hall (or community hall, school building, Gram Panchayat building, house of a Sangham member) with good ventilation and provision for display of resource materials



Materials required

Accommodation, electricity
Mats and training equipment
Travel for the facilitators
Notebooks and pens to participants
Other stationary
Food and Snacks
Copies of reading material for participants

Preparatory Phase

- The village level functionary should fix a convenient day and time for the orientation in collaboration with Bala Sangham members
- Identify a probable group for orientation

Activity 1 Orientation Session at the Village Level

- Collect relevant data and information on discriminatory and gender stereotypical practices, impact on girls and areas where the gender gap still persists
- Identify a suitable venue.
- Gather required resource materials
- Identify facilitators for the orientation and their preparation.
- Facilitators should visit the village and acquaint themselves with the Bala Sangham members prior to the actual programme.
- Conduct formal and informal discussions with parents, school teachers and village elders and give them information about the orientation.
- If the day falls on a working day, obtain prior permission from the teachers for the participants to attend the session.

The day before the programme

- Remind the participants about the orientation.
- Ensure food, snacks and water arrangements are made at the venue.
- Keep the room ready for the session.
- Ensure cleanliness at the venue.
- Keep the stationary and materials ready.
- Facilitator should reach the place well in advance to ensure everything is in place.

Conducting the programme

The orientation programme is generally a 4-6 hours duration activity slotted in a day at the village level. An identified group from the Bala Sangham members of the village would attend. The programme is broken up into sub activities as per the module framework. Certain local specific issues, experiences and practices should be incorporated to further strengthen the discussions. Usually Junior Resource Person/Cluster Resource Person (mandal / cluster level functionary) along with the Karyakartha (village functionary) conducts the session.

After an introductory song, the actual session starts.

Activity 1 Orientation Session at the Village Level

Step 1: Introduction of participants

This is the first step of the activity and here, the facilitator sets the stage for the orientation session through an ice breaker

Time required: 20 minutes

Resource material: Charts, sketch pens, Games used for Bala Sangham Training (Appendix 2).

Objective

To set the mood through an ice breaking session

Box1: Name game

Each participant should tell his/her name and one aspect of his/her personality that he/she likes.

The next participant should repeat what the first one said and then say his/her own name and an aspect of his/her personality that he/she likes.

Each of the next participants should start from the beginning till the preceding person and then say his/her own name and his/her likes.

It continues till the last participant repeats all the names and likes of all the other participants before saying his/her details.

Method

Conduct an icebreaker such as *Name game / drawing a figure / expressing their likes and dislikes in their personality*

Since the members belong to the same Bala Sangham, they know each other and hence the introduction is meant for setting the mood for orientation. Therefore different ice breaking methods can be used.

After this the facilitator should explain the objective of the orientation programme.



Expected outcomes

- Participants would express personal interests breaking inhibitions.
- A conducive environment would be created leading to proactive participation

Points to be noted

During the activity, the facilitator has to keenly observe the participation of the members to ensure that every one is involved.

Activity 1 Orientation Session at the Village Level

Step 2: Why Bala Sanghams?

In this session, the facilitator discusses on the need for Bala Sangham to address gender discrimination. This session is conducted through an interactive plenary discussion

Time required: 50 minutes

Resource material: Charts/black board, sketch pens, chalk pieces

Objectives

- To make participants understand the need for Bala Sangham to address issues of gender discrimination.
- To encourage the participants to recall major activities taken up by the Bala Sangham since its formation

Method

The facilitator should initiate the discussion by asking the participants to point out issues where they saw or experienced gender based inequities and during this discussion, the need for Bala Sangham to tackle issues of gender discrimination as a collective (Box 2).

Box 2: Examples of issues addressed by the Bala Sangham

The group might come out with social issues such as child marriage, child labour and discrimination between genders with respect to education, food and health and how the Bala Sangham dealt with these issues.

Further, the facilitator also encourages the group to recall the major activities of the Bala Sangham since its formation.

As the participants state the points, the facilitator notes it on a chart paper.



Expected outcomes

- The participants would realize the need for the collective of boys and girls to address gender issues.
- Members would recall the activities taken up by them collectively
- All members will actively participate in the session
- Facilitator would know about Bala Sangham activities in addressing gender concerns

Activity 1 Orientation Session at the Village Level

Step 3: Gender discrimination faced within the family and in school

In this session, through participatory methods of discussions on actual field experiences and stories, experience sharing and role plays, the facilitator helps the participants to articulate and understand gender discrimination happening within the family and school.

Time required: 45 minutes

Resource material: Charts, sketch pens, Case lets on gender disparities

Objective

To enable the participants to open up and articulate their experiences of facing gender discrimination

Method

The facilitator encourages the participants to share their own experience of facing gender discrimination at home and school. For eg. a girl might talk about her experience of not getting the same quality of food that is given to her brother or about her experience of being teased by boys.

Boys may also share experiences of their family members facing gender based disparities. Taking a lead from these experiences, the facilitator guides the discussion on why discrimination happens in those situations.

The facilitator should be prepared with instances of discrimination in families and in schools such as girls not being sent to school, girls not being allowed to play some games,

and women having food after men

The facilitator then, shares case stories of gender discrimination with the group (*Box 3*).

Building on such stories, the participants discuss gender discrimination in the family and society. Further, the participants are asked to present a role play based on the story presented.

Box 3: Example of a case of gender discrimination discussed

There was a family consisting of parents, a daughter and a son. Both the children are studying. One day, the mother falls ill. The girl in the family is then asked to work in the field in place of the mother while the boy continues to go to the school. As days go by, the girl drops out completely from school.

Activity 1 Orientation Session at the Village Level

Expected outcome

- Participants share their experiences.
- Participants understand that discrimination happens within families and in society

Points to be noted

The facilitator should respect individual experiences and should be empathetic.

Step 4: Understanding gender

In this session, the facilitator illustrates the difference between sex and gender using pictures and explains how the biological differences are further widened using socialization processes.

Time required: 45 minutes

Resource material: Illustrations, black board, chalk piece, Pictures of socialization processes

Objectives

- To enable participants to understand the difference between sex and gender
- To create awareness on socialization processes and to understand that socialisation results in stereotypical roles for boys and girls

Method

The facilitator then uses pictures of boys and girls at different age groups right from birth illustrating the gender stereotypical roles reinforced through socialization process (Box 4:)

The facilitator should use pictures which are relevant to the lives of the participants.

Other pictures are shown of girls waiting for food while boys and men are eating, girls playing with dolls while boys playing with cars, girls helping out at home while boys are



Box 4: Examples of gender stereotypes shown in the pictures

A picture of an infant wearing underpants is shown and participants are asked to guess whether it is a boy or a girl. Some participants say it is a boy and some say it is a girl, but typically they cannot distinguish.

Now pictures of a young girl and a boy are shown where girls dressed in a particular fashion and here participants can easily recognize her as a girl.

Activity 1

Orientation Session at the Village Level



playing. Based on the pictures, the facilitator discusses about stereotypical gender roles in the family, by encouraging the participants to share their own experiences of certain tasks/work allotted to women and girls.

The facilitator should also bring out through the discussion how these gender roles are not dependent on the biological differences and are socially constructed. The facilitator should bring out various impacts on girls like making them more vulnerable and losing opportunities.

Expected Outcomes

- Participants learn that sex is a biological construct and gender is a social construct.
- They also realize that gender roles are reinforced through socialization process and it widens the biological differences evolving as gender stereotypes.

Points to be noted

The facilitator should try to extract live experiences from the participants and use simple language to explain gender construction.

Step 5: Addressing gender discrimination at the individual level

Based on their understanding of the previous sessions and on the information about child rights and programmes, the participants are asked to chart out action plans for themselves and for their Bala Sangham to take action in their families, schools and community.

Time required: 45 minutes

Resource material: Black board, chalk pieces, illustrations reflecting socialization pattern of boys and girls right from birth, case studies from field experiences showing gender inequities, stories

Objective

To encourage the participants to form action plans to reduce gender discrimination at their personal levels and at the Bala Sangham level.

Activity 1 Orientation Session at the Village Level

Method

The facilitator has to gather information on child rights and different programmes and services for girls to facilitate this session.

Then the facilitator raises some simple questions about the gender stereotypes in the family. For instance, can't boys play with dolls or girls play with cars? Can't boys share some of the work that girls do at home? Can't we ask our parents to do that? Based on these discussions the participants are asked to make action plans at a personal level.

The facilitator also provides information about programmes and scholarships available for children and about child rights. Based on this information, the participants are asked to make action plans to get their entitlements. The concluding discussions should lead to strengthening collectives of boys and girls to identify and address gender discrimination at their level.

Box 5: Action plan that emerges after the activity

- Boys and girls will attempt to bring changes in their thinking about gender stereotypical roles
- Participants will share this information with their family members and other Bala Sangham members and try to convince them of the need to bring about change
- Bala Sangham addresses issues like early marriages, education of girls and girl child labour
- Bala Sangham meetings are held regularly and they maintain minutes of their meetings
- There will be an increase in membership of the Bala Sangham
- There will be demand for further capacity building

Expected Outcomes

- Participants understand that discrimination can be reduced by enabling girls to secure their rights and entitlements.
- Participants realize that they can play a role in bringing about gender equality within families and their immediate social environment.
- Participants form simple, practical action points to reduce gender stereotypes in their personal lives

Points to be noted

The facilitator should ensure that each participant comes out with

some practical action points as individuals and all of them prepare an action plan for the Bala Sangham.

Activity 1 Orientation Session at the Village Level

Follow up action by the facilitator/village level functionary

- Conduct follow up visits to assess impact of the orientation session
- Continue discussions in the Bala Sangham meetings.
- Understand the challenges if any, faced by boys and girls in putting their learning into practice and build their capacities in negotiating for change.
- Observe changes among the members and encourage them further by sharing and discussing with their family members
- Document the observations and the activities taken up by the Bala Sangham to address discrimination.
- Regularly update the profiles of Bala Sanghams reporting the changes and assessing progress.
- Generate demand for further capacity building.
- Discuss the impact with the parents/ Mahila Sangham members

Expected Short-term Outcomes of the Orientation Session

- Boys agree to share house hold work of their mothers and sisters.
- Some boys immediately put their learning into practice.
- Boys ensure that their sisters attend school regularly.
- There is an increased participation in the Bala Sanghams
- There will be regular attendance in the meetings.
- Girls try to negotiate for their rights and entitlements
- Bala Sangham members come up with issues of gender inequalities for further discussion in the meetings.



Activity 1 Orientation Session at the Village Level

Expected Long term Outcomes of the Orientation Session

- Bala Sangham will become stronger in identifying gender concerns at family and school levels
- Boys and girls will take up activities collectively to address issues of discrimination
- Members demand for further training

Challenges	Strategies
Parents may not allow their kids to go to the meetings of Bala Sanghams	At meetings with parents and teachers disseminate the activities of Bala Sangham
Initially some boys may oppose sharing work	Focus on continuing the discussion on the points raised in the orientation session in the regular Bala Sangham meetings at village and cluster levels
During the discussions in the session itself boys express many doubts and questions on work sharing, parents' acceptance etc. Change may not be visible immediately after orientation	Simultaneously bring the discussion points to the sangham meetings for further analysis on the need for change
Passive participation of girls or they might oppose to sharing of work by boys	Build the capacities of girls to negotiate change Follow up with families on action points
Male youth and villagers might say that if girls are given priority, they would behave adamantly and not listen to their parents.	Further consciousness raising for male youth should be done. Further capacity building at cluster level
Boys who are positive to bring change might be teased by others.	During follow up, encourage the boys to stand by their commitment

Activity 1

Orientation Session at the Village Level

Box 6: Action plans executed by the Bala Sangham after Orientation

Bala Sangham of Venkatrapalli village, Chityal Mandal, Warangal district was formed in 2002. Presently the membership of this Bala Sangham is 45. Prabhakar has been a member of this Bala Sangham. He and other Bala Sangham members keenly followed the discussions held in the regular Bala Sangham meetings and trainings, particularly on issues of Child rights, discrimination of girl children and on child marriages. Taking these forward, Prabhakar led the effort to identify school dropout girls and those who were not enrolled. In this process they took support from the Village Mahila Sangham and the Panchayat members. Thereby they could enroll seven girls who were out of school for many years in the Mahila Shikshan Kendra at Warangal. When they found that two more girls had recently dropped out from school, they got them enrolled back in the school. In addition, the Bala Sangham members took support of the others in the village, spoke to the Sarpanch and arranged for streetlights in the SC waada.



Activity 2 Gender Training to Bala Sangham Members at the Cluster Level

This activity is a cluster level residential training on gender held across two days to sensitize boys on gender issues through discussion, role plays and exercises by making them understand discriminating practices and gender stereotypes in family, school and neighbourhood.

Objective

To sensitize boys on gender issues by making them understand discriminatory practices and gender stereotypes followed at family, school and immediate neighborhood.

Duration: Two-day residential programme

Participants

A group of 25-30 boys and girls of Bala Sanghams from the cluster where a cluster is a group of 3-5 villages

Venue

A spacious hall (or community hall, school building, GP building) with good ventilation and running walls to display the resource material is required. Proper accommodation should be arranged with toilet facility.

Materials required

Accommodation, electricity
Durries and training equipment
Travel charges from villages to the venue (cluster village)
Travel and accommodation for the facilitators
Notebooks and pens to participants
Other stationary
Food and Snacks
Copies of reading material to participants

Preparatory Phase

- The village level functionaries of the cluster villages should fix a convenient day and time for the training in collaboration with Bala Sangham members from their respective villages
- Identify a probable group with representation from each Bala Sangham. The representation should be from the group that has already received orientation.
- Collect relevant data and information on gender discrimination and

Activity 2 Gender Training to Bala Sangham Members at the Cluster Level

stereotypical practices, impact on girls and areas where gender gap is still persisting.

- Identify a suitable venue.
- Gather required resource material.
- Identify facilitators for the orientation and their preparation.
- Conduct formal and informal discussions with parents, school teachers and village elders giving them information about the residential training programme to a mixed group in all the cluster villages and obtain their consent.
- If the training dates fall on working days, obtain prior permission from the teachers for the participants to attend the training programme.

The day before the programme

- The village functionaries remind participants about the training
- Ensure food, snacks and water arrangements are made at the venue.
- Ensure that safe and secure accommodation is provided for the girls and boys separately.
- Keep the training hall ready for the session.
- Ensure cleanliness at the venue.
- Keep the stationary and resource material ready.
- Facilitator should reach the place well in advance to ensure everything is in place.

Conducting the programme

The training programme is for two days and is residential. Members from Bala Sanghams of the cluster villages attend this training. Ideally there should be a three to four month gap between the orientation and the training at the cluster level. Since it is a residential programme, the module has some night exercises to engage the participants. Within the broad module framework, specific issues identified from the cluster activities and experiences of the Bala Sangham and Mahila Sangham would define the scope of the contents and the methods. Usually Junior Resource Person/Cluster Resource Person (mandal / cluster level functionary) along with the Karyakartha (village functionary) conducts the session. If support is needed district staff may also give support.

After an introductory song the actual training programme starts.

Activity 2 Gender Training to Bala Sangham Members at the Cluster Level

Step 1 (on Day 1): Introduction of participants

This is the first session of the training programme where icebreaking and mood setting is done through a group exercise

Time required: 20 minutes

Resource material: Ball (can be made with bunch of small papers also)

Objective

To set the mood through an ice breaking session

Box 7: Ball game

All the participants should stand in two rows such that each row has a mixed group of boys and girls standing opposite each other in one line. The ball is given to any one participant and facilitator should ask the member to say his/her name, education, his/her village and then throw the ball to any one s/he is interested in the opposite row. The person who thus receives the ball should say his/her name, education, village and throw the ball again to another person in the opposite row. It should not be thrown to the person who already got the chance. Thus the ball is rolled between participants of both the rows till every one completes the introduction.

Method

The facilitator should explain the game to the participants (*Box 7:*)

The facilitator observes how the ball is thrown between boys and boys or between girls and girls or mixed, what are the expressions of others when the ball is thrown between a boy and a girl, any inhibitions noticed among girls or even boys. These observations can be used for discussion in the later part of the day.

Expected outcomes

- The participants would introduce themselves to others and get familiarized with their names.
- A conducive environment is created leading to proactive participation

Points to be noted

During the activity, the facilitator has to keenly observe the interaction between the members and note any inhibitions in mixing with each other as they belong to different villages.



Activity 2 Gender Training to Bala Sangham Members at the Cluster Level

Step 2 (on Day 1): Recap of the orientation session

This session is a discussion on the learnings from the previous orientation program held a few months back.

Time required: 30 minutes

Resource material: Chart paper, Sketch pens

Objective

To recall the learnings from the previous orientation and assess the understanding levels on gender and socialization

Method

The facilitator, in the plenary should ask the participants to share their learnings from the orientation programme. The facilitator should note down the points in the chart paper as participants recall it.

Expected Outcome

Participants recall that gender is a social construct and is reflected in the stereotypical roles of boys and girls and they recall that the impact of socialisation is more on girls

Points to be noted

The facilitator should try to extract personal experiences from the participants and use simple language to further explain gender construction and its effects on girls.

Step 3 (on Day 1): Masculine and feminine characteristics

In this session, the participants are engaged in a group exercise which helps them to understand that leadership evolves over time and is nurtured through socialization and that masculine and feminine traits are imposed and not innate.

Time required: 2 hours

Resource material: Black board, chalk pieces

Objectives

- To understand that masculine and feminine traits are imposed, not innate

Activity 2 Gender Training to Bala Sangham Members at the Cluster Level

- To realize that leadership evolves in the process of growing up which is nurtured through socialization

Method

The facilitator should first ask participants to identify the personality traits and list them one by one on the board separately for boys and girls. Then ask some or all of them to name at least one male and one female role-model. Write those also on the board on the other side in a different colour, separately for men and women. Then ask participants again why they are/were great. Then match the reasons with the traits of boys and girls written earlier. The participants understand that certain traits exist in both male and female role models. Taking lead from the exercise the facilitator should explain the reasons why this happens, explaining that leadership is shaped by the socialization processes right from childhood. It is also influenced by the exposure to knowledge and information and the socio-cultural factors of the family and neighbourhood society in which the child is brought up.

Expected outcome

Participants come out with an understanding that traits / personalities are shaped or/and influenced by the way people are brought up, by the availability of opportunities and these traits are not a biological phenomenon

Points to be noted

The facilitator should explain that traits are developed in the process of socialization. Leadership evolves based on opportunities but often is misconstrued as natural or specific to men and to women.

Step 4 (on Day 1): Understanding Gender

In this session, the book, *Who is a boy? Who is a girl*, by Kamala Bhasin and other pictures depicting gender stereotypical roles are used to illustrate that gender is a social construct

Time required: 1 hour for exercise and 45 minutes for plenary discussion



Activity 2

Gender Training to Bala Sangham Members at the Cluster Level

Resource material: Book by Kamala Bhasin “Who is a boy and Who is a girl”, black board, chalk piece

Objective

To understand that socialization pattern reinforces gender roles

Method

The facilitator should divide the members into small groups and give them copies of the book *Who is a boy? Who is a girl?* and ask them to read it thoroughly and come up with their observations as related to their personal experience. The participants should be asked to present their observations.



Based on the presentation, the facilitator steers the discussion on stereotypical gender roles in the family, by encouraging the participants to share their own experiences of certain kinds of roles typically allotted to women and girls. The facilitator could ask questions like, “A boy grows a beard, why can’t he grow long hair?” (Refer Appendix 2 for more questions)

Unlike the orientation, here the facilitator goes into detail on biological differences and gender as a social construct. The facilitator should discuss biological differences between men and women.

Then they should compare biological differences and those that arise from socialization.

After the exercise, the facilitator should clearly explain the concept of gender discrimination, socialization and taboos. The facilitator gives examples of restrictions on girls’ mobility such as girls not being allowed to laugh loudly, not allowed to talk to boys and not allowed to go out without permission of parents.

Expected Outcomes

- Participants recall that gender is a social construct and is reflected in the stereotypical roles of boys and girls
- Also understand that socialization process reinforces these roles

Points to be noted

The facilitator should try to extract personal experiences from the participants and use simple language to further explain gender construction.

Activity 2 Gender Training to Bala Sangham Members at the Cluster Level

Step 5 (on Day 1): Understanding gender discrimination, its forms and existence

In this session, through role plays and exercises, the facilitator makes the participants understand gender discrimination happening at family, school and society

Time required: 1 hour for exercise and 45 minutes for conclusion

Resource material: Charts, Sketch pens, black board, chalk pieces, Mother India role play (Appendix 3).

Objectives

- To enable participants to open up and articulate their experiences
- To realize the existence and influence of gender discrimination at family, school and societal levels

Method

The facilitator should prepare the daily schedule of a rural family in a chart and make columns against each task listed. Through discussion with participants, she checks off whether it is being done by a boy, girl, both, others. This chart is used to lead a discussion on gender discrimination in the family. The same can be done in the form of a group exercise where the participants are asked to come up with their own work charts, which is more participatory.

The facilitator should ask participants to present role plays of gender discrimination in schools and in society. For e.g. the participants might do role plays on discrimination in food and opportunities available for girls with respect to boys.

After the session, the facilitator may identify two or three games which helps break gender stereotypes and which contribute to refreshment and relaxation. Examples could be kabaddi, tennikoit, skipping etc. Locally played games could also be identified and played.

Expected Outcomes

- Participants understand that discrimination is a social construct and is present in family, school and society.
- They also learn that this causes separate identities for girls and boys and influences their physical, mental and social growth.

Activity 2 Gender Training to Bala Sangham Members at the Cluster Level

Points to be noted

The facilitator should respect individual experiences shared in the role plays.

Day break

Resource material: Film titled “Meena” developed by UNICEF (<http://globalclassroom.unicef.ca/en/resources/video.htm>)

During this day break, the facilitator has to recap the day's sessions and ensure that all participants have captured the learning. Depending on the mood and interest levels of participants, the facilitator may also plan for some night exercises such as showing the gender related video films, for e.g. film entitled *Meena*. This would further substantiate discussions and add to thoughts for actions to be taken to address gender discrimination. This, in turn will lead to the next day's sessions.

The film on Meena has 8 parts with many themes which relate to both gender discrimination and life skills. Therefore the facilitator should choose only such themes which are related to gender discrimination such as the parts entitled

Count your chicken

Dividing the mango

Will Meena leave school,

Is Meena too young to marry

Next Day

Recap of previous day :

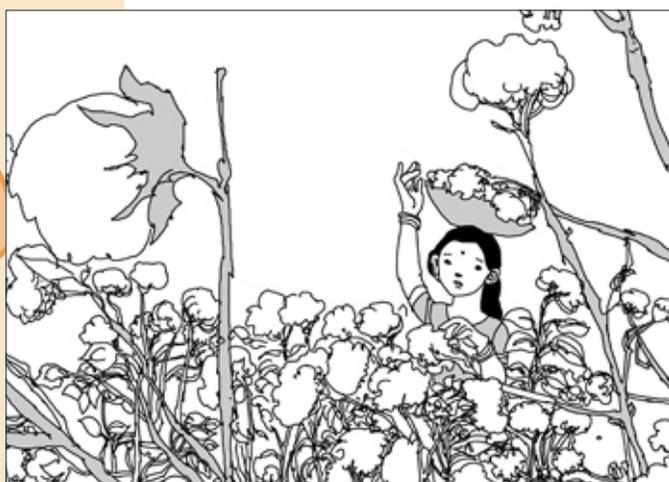
On the next day, the facilitator should ask the participants to present their learnings from the previous day to the plenary. The facilitator notes it on a chart paper. All participants are encouraged to participate in this sharing.

Step 6 (on Day 2): Meena's Film

In this session different themes of gender discrimination based on the film are discussed.

Time required: 1 -1.5 hrs

Resource material: Charts, Sketch pens, Black board, chalk-pieces



Activity 2 Gender Training to Bala Sangham Members at the Cluster Level

Objectives

- To develop an understanding of gender discrimination in different forms
- To understand how problems can be solved in different ways

Method

The facilitator should have watched the film and noted the themes with respect to gender discrimination as preparation for this session.

The facilitator should ask the participants on their views on the Meena film. The focus of the feed back is to check whether the group observed the nature of discrimination, where is it visible and what were the actions taken by Meena in those situations. The facilitator should ask questions about each theme and note down the observation from the participants. Using the film as a basis, the facilitator should ask participants to share examples of gender discrimination from their own life.

Expected Outcomes

- Participants identify where discrimination is visible in the society
- Participants also understand that there are opportunities which can be used to solve our problems

Points to be noted

The facilitator should take care not to counter any of the feelings/observations of the participants and take leads from this session for the next one.

Step 7 (on Day 2): Impact of gender discrimination on girls

In this session, through discussions based on field examples and case studies of gender disparities, the facilitator should bring out the impact of gender discrimination on girls.

Time required: 45 minutes

Resource material: Charts, Sketch pens, Black board, chalk-pieces

Objective

To make the participants realize that discrimination impacts both boys and girls and that it is more visible among girls.

Activity 2

Gender Training to Bala Sangham Members at the Cluster Level



Method

The facilitator should be prepared with examples and case studies of discrimination within families, schools and society. The facilitator should use examples to explain how gender discrimination is transformed into lack of opportunities for girls, keeping them marginalized and on the receiving side of disparity. Thereby they remain timid, isolated and develop low self-esteem. Within the family the girls are treated as a burden and not given priority for provision of education, nutrition or health care. At school also, girls are excluded from major responsibilities in the school activities and prevented from playing games that boys play. Even within the immediate neighbourhood or in society, girls are seen as burden to the family. Restrictions

are imposed on mobility, expression of interests and they are not allowed to participate in decision making. Subsequently the facilitator should lead this discussion to make them understand that this process transforms girls into disempowered women. Taking examples from field experiences or narrating case studies would be effective in transferring the message clearly.

Keeping this reality in mind, the facilitator should focus on the status of boys and girls within the family and the society so that the boys realize their role in bringing about gender equality.

Expected Outcomes

- Participants would realize that gender discrimination is isolating girls from accessing their rights, making them more vulnerable and denying them of opportunities.
- Boys realize that they are also engendered in the process of socialization.

Points to be noted

The facilitator should explain the impact of discrimination particularly on girls in simple terms. Care should be taken to avoid conflict during discussions between boys and girls.

Step 8 (on Day 2): Addressing gender discrimination

In this session, the facilitator disseminates information about programmes and services and asks the participants to frame action plans

Activity 2 Gender Training to Bala Sangham Members at the Cluster Level

at their levels to reduce gender discrimination

Time required: 1 hour 30 minutes

Resource material: Reading material on different programmes and services, Black board, chalk pieces

Objectives

- To disseminate information and discuss the relevance of programmes/services available for their development.
- To encourage the participants to frame action plans to reduce gender discrimination at a personal level.

Method

Materials of different programmes and services are displayed in the training hall. These are materials from governmental and non governmental organizations which deal with gender, child rights and programmes for children and adolescents. The facilitator should be prepared with information on the programmes and services and also on child rights. The facilitator should ask the participants to go around the room and read the displayed material on opportunities available for their development.

After the participants read the displayed materials, the facilitator should explain that even different programmes and services meant for development of children and adolescents are sometimes biased. These biases reinforce stereotypical roles of boys and girls leading to loss of opportunity for either or both. For e.g. some vocational training programmes like tailoring, and candle making are earmarked for girls while electrical repair and motor repair training is slotted for boys. Likewise, other examples include school committees where water and service committees are given to girls while sports committees are given to boys.

Further, from this discussion the facilitator should ask the participants to frame action plans at their level to address gender discrimination. Further, the facilitator should ask them to make action plans for the Bala Sangham. The concluding discussions should lead to strengthening collectives of boys and girls to identify and address gender discrimination at their level.

Expected Outcomes

- Participants realize that even certain programmes such as vocational training, health care services reinforce gender roles.

Activity 2 Gender Training to Bala Sangham Members at the Cluster Level

- Participants understand that discrimination can be reduced by enabling girls to secure their rights and entitlements.
- Participants come up with simple and practical action points to reduce gender stereotypes.

Points to be noted

The facilitator should ensure that each participant comes out with some practical action plans as individuals and a collective action plan for the Bala Sangham.

Box 8: Action plan that emerges after the session

- Boys ensure that they share household work
- Boys and girls evolve a concrete plan to bring changes in their activities to address gender stereotypical roles
- Participants share this information with their family members and other Bala Sangham members and convince them on the need for gender equality
- Participants ensure that they will prevent child labour and enroll children into schools
- Participants ensure that the Bala Sangham will address issues of early marriages, education of girls and girl child labour
- Participants commit that they will meet regularly for Bala Sangham meetings at village and cluster levels
- Participants plan to increase the number of members in the Bala Sangham
- Participants demand further capacity building
- Participants plan to form child clubs, school cabinets in school to put their learning into action

Activity 2

Gender Training to Bala Sangham Members at the Cluster Level



Follow up action by the facilitator/village level functionary

- Do follow up visits to assess impact of the training and to ensure dissemination of the information to the other Bala Sangham members
- Continue discussions in the Bala Sangham meetings on the issues discussed in the training programme
- Gather experiences from the members about the changes they could bring in their families, school or in their communities.
- Gather experiences of challenges, if any that the members face and facilitate follow up meetings to give further inputs to the participants

- Document the observations and the activities taken up by the Bala Sangham to address issues of gender discrimination and regularly update the Bala Sanghams' profiles to track the progress
- Identify potential trainers among the group in the follow up visits for further capacity building
- Extend support to the peer educators to function effectively
- Facilitate formation and strengthening of Bala Panchayat

Short-term outcomes observed after the training

- Boys share house hold work of their mothers and sisters
- Out of school girls are enrolled in the schools
- Participation will increase in the activities of the Bala Sanghams
- Bala Sangham members identify issues of gender discrimination for further discussion in the meetings and request suggestions from the facilitator.
- Bala Sangham members evolve as peer educators
- Members share their learning with their peers in schools and encourage them to form child clubs / cabinets

Activity 2

Gender Training to Bala Sangham Members at the Cluster Level

- Bala Sangham members identify cases of child marriage, seasonal drop outs or non enrollment of girls and try to take up the cases with the support of Sangham and the village level functionaries.



- Members initiate discussion of evolving the Bala Panchayat

Long-term outcomes observed after the training

- Sensitivity among members towards special needs of girls will increase
- With the support of Sangham and village functionaries, the Bala Sangham will be strong enough to challenge issues
- Cluster level Bala Panchayats will evolve with representation from village level Bala Sanghams. This is to be viewed as an indicator of the strength of the Bala Sangham
- Child rights Protection Committees with representation from Gram Panchayat, School Teachers, Mahila Sangham will support the activities of the Bala Panchayat
- Bala Panchayats will address issues of child rights, discrimination and vulnerability of girls with the support from Child Rights Protection Committees
- Periodical meetings and capacity building of Bala Panchayats will be conducted
- School cabinets or child clubs will address gender concerns of children along with Bala Sanghams
- Bala Sangham members will influence parents' attitudes
- Members will demand further training
- Bala Sangham members will be able to fight traditional harmful practices

Activity 2 Gender Training to Bala Sangham Members at the Cluster Level

Challenges	Strategies
During discussions some boys may be reluctant to accept that certain roles are stereotypical.	Continue training and capacity building to overcome resistance to gender equality Simultaneously bringing the discussion points in the Mahila Sangham meetings for further analysis and support.
Boys may deliberately raise doubts and questions related to discrimination and vulnerability of girls.	Focus on continuing the discussion on the points raised in the training programme in the regular Bala Sangham meetings at different levels
Some members who attended orientation sessions may not attend this training and new members might join afresh	Suitable modifications in the module should be done and inputs on the basics of gender should be given to new members
Some times, some members may not be willing to stay overnight.	Involving Mahila Sangham of the cluster village for escorting the participants during night stay
It may require some time to convince the parents to send their adolescent daughters for the residential training as the training is for mixed group.	Parent - teachers meetings to disseminate the activities of Bala Sangham
Since the training is held at cluster village, there might be a difficulty to arrange proper accommodation facilities.	Taking support from the local Mahila Sangham and GP members in arranging accommodation and other logistics for the training
There is a possibility of disturbance from the curious youth in the village.	Organizing village level awareness programmes on child rights and gender discrimination.



Activity 2 Gender Training to Bala Sangham Members at the Cluster Level

Box 9: Challenging sexual abuse due to information on child rights

Prakash is 15 years old and is an active member of Geetanjali Bala Sangham since the last five years. Prakash comes from a poor family of daily wage earners consisting of four members. He has one sister. His father is a habitual drunkard, is violent and would harass his wife and tried to sexually abuse his daughter. Analytical discussions held on child rights through the Bala Sangham inspired Prakash to raise this issue with the hope of arriving at a solution with the help of the Bala Sangham and Mahila Sangham.

The Bala Sangham was formed in 2005 with 42 children in Tharasingh Bavi Thanda of Nellikuduru mandal of Warangal District, Andhra Pradesh. Prakash participated in the cluster level training on gender issues. During the training sessions, all the children shared their individual experiences, of alcoholism among fathers, mothers becoming breadwinners, girls being burdened with domestic work and boys becoming child labourers. As a result, they are not able to focus on education leave alone

access their rights as children. Prakash raised the issue of sexual abuse of his sister by his father and felt that all these need to be addressed by the Bala Sangham children.

Prakash then facilitated two more Bala Sangham meetings in the same village with the support of youth and women groups to address and access issues of child rights, alcoholism and abuse of women and children.

One day, the Bala Sangham members convened a bigger meeting, invited their parents and panchayat members. They poured out all their concerns on the impact of alcoholism on the families, children and village. Prakash boldly raised his sister's plight to every one and felt that this issue needs to be taken seriously as it is a violation of her right to security.

Moved by these issues raised by the children, the parents decided not only to stop drinking but also stopped the preparation of cheap liquor in the village. The Upa-sarpanch, village elders and thanda leaders made a collective resolution that a fine of Rs 500/- would be imposed on anyone who drinks. From then onwards, the practice of drinking has reduced and preparation of alcohol was stopped in the village. Prakash's father also stopped drinking and has started contributing financially to the family.

The cluster level meetings provided information on child rights, different provisions and opportunities available for children and information on their immediate problems. The processes further involved were detailed reflection on the problem, its impact on the individual, larger family and neighbourhood, particularly women and girls and manners in which it could be resolved and with whose support. This equips every child with capacities to deal with the issue with confidence. The Bala Sangham and the Mahila Sangham played a major role in supporting Prakash to solve his problems.



Activity 3 Training of Trainers/Peer Educators Programme to Bala Sangham Members at Mandal Level

This activity is a two day residential training programme held at the mandal level with interactive, participatory methodologies. A group of 25-30 Bala Sangham members are trained to become trainers to build capacities of other Bala Sangham members.

Objective

To evolve a cadre of sensitized second generation Bala Sangham members, who in turn become trainers to build capacities of other Bala Sangham members and influence change at a wider level

Duration: Two-day residential programme

Participants

A group of 25-30 boys and girls of Bala Sangham

Venue

A spacious hall (within Mandal office, MRC/BRC, GP office, school building or a rented accommodation) with good ventilation and adequate space for display of resource materials is required. Good accommodation with toilet facilities are necessary.

Materials and resources required

- Accommodation with toilet facilities
- Rent and electricity charges
- Mats and training equipments
- Display materials
- Travel charges from villages to the venue for participants
- Travel and accommodation for facilitators
- Notebooks and pens to participants
- Other stationary
- Food and Snacks
- Copies of handouts to be given to participants

Preparatory Phase

- Conduct follow up meetings with Bala Sanghams at mandal level after the cluster level training to identify potential trainer group/peer educators.

Activity 3 Training of Trainers/Peer Educators Programme to Bala Sangham Members at Mandal Level

- The mandal level functionary should fix the dates in collaboration with identified Bala Sangham members to fix up dates for the training.
- Identify a probable group of Bala Sangham members to attend Training of Trainers programme,
- Collect relevant data and information on discriminatory and gender stereotypical practices, impact on girls, areas where gender gap is still persisting.
- Identify a suitable venue at mandal level.
- Gather required resource material.
- Identify facilitators and ensure that they are prepared.
- Facilitators should visit some of the villages in the clusters to acquaint themselves with the Bala Sangham members and know their activities.
- If the dates fall on a working day, obtain prior permission from the teachers for the participants to attend the sessions.
- Mobilize the group members
- Invite identified mandal officials.

The day before the programme

- The village functionary should ensure that identified participants attend the training and if possible arrive the night before the training to the venue.
- Ensure food, snacks and water arrangements are made at the venue for all days.
- Prepare the training hall for the sessions
- Ensure cleanliness within and surrounding the training hall.
- Keep the stationary and resource materials (audio, video, print, pictorial etc.) ready.
- Keep the handouts ready

Conducting the programme

The training programme is for two days and is residential. Identified members from Bala Sanghams of the villages in that mandal attend this

Activity 3 Training of Trainers/Peer Educators Programme to Bala Sangham Members at Mandal Level

training. Care should be taken to identify a group which is energetic, can give time and have already played a role as a change agent in their own family and through the Bala Sangham. Involving members with leadership qualities, who have raised gender issues in the Bala Sangham or Bala Panchayat, would be an added strength. Since it is a residential programme, the module should have night exercises to engage participants. Within the broad module framework, mandal specific issues, activities and experiences identified by the Bala Sangham and Mahila Sangham should be considered to elaborate the scope of the contents and the methods. Usually the District staff along with Junior Resource Person/Cluster Resource Person conducts the session. The village level Karyakartha has greater role in mobilizing the boys and girls to attend the training programme. If there is a senior village level functionary who has already been trained, she can be a co-facilitator. After an introductory song, the actual training programme starts.

Step 1: Introduction of participants

Objective

Ice breaking and mood setting

Method

The facilitator might choose any game to introduce the participants to each other. The idea is to break the ice and let the participants feel free to mix with each other and openly express their views. Refer Appendix 2 for other ice breakers. The facilitator has to keenly observe the interaction between members and note any inhibitions in mixing with each other

Time and Material

20 minutes

Expected Outcomes

- Participants would introduce themselves to others and get familiar with each others' names
- A conducive environment will be created leading to proactive participation

Activity 3

Training of Trainers/Peer Educators Programme to Bala Sangham Members at Mandal Level

Step 2: Who is a trainer, why training to a trainer

Objective

To enable participants to understand that the trainer is an important change agent

Method

The facilitator should conduct this session in an interactive manner by posing questions such as what is training, why convey a message or information in a training mode? what is the training of trainer programme? Should it be conducted? What is the difference between ToT and training? The facilitator should explain the importance of training to transfer knowledge in a structured manner. The facilitator should emphasize that the Bala Sangham peer educator should develop similar capacities

Time and Material

30 minutes

Expected Outcomes

The participants would learn the importance of training, that the trainer is a facilitator of any change process and that the trainer himself/herself needs capacity building to become an effective trainer and leader

Step 3: The skills required for a trainer

Objective

To help participants realize that the trainer should have specific skills to conduct training efficiently

Method

The facilitator should try to extract details whether the participants have previous experience of facilitating any sessions, conveying a message to a group or other related experience. Taking lead from this the facilitator should focus on the skills required for a trainer. The facilitator should clearly explain the importance of having issue based knowledge combined with the special skills to transfer the content smoothly.

Time and Material

1 hour

Activity 3 Training of Trainers/Peer Educators Programme to Bala Sangham Members at Mandal Level

Expected Outcomes

Participants would identify that apart from issue based knowledge, the trainer also needs special skills such as facilitation, coordination, communication, time management and so on

Step 4: Arrangements for conducting training programme

Objective

To help participants learn to organize training including logistical and other arrangements

Method

Some discussion points from the previous activity can be taken as leading points for initiating discussions in this session. The facilitator should stress on the need to ensure prior preparations including logistical arrangements is essential for a trainer in smooth conduct of the training.

Time and Material

45 minutes

Expected Outcomes

Participants learn that preparatory steps such as identification of trainees, preparation of module, material, venue, and planning the time for training are important.

Step 5: Understanding the module, differences between orientation, training, and TOT

Objective

To make the participants understand the importance of a module, types of modules and preparation

Method

After the plenary discussion on the differences between meeting, training and orientation, the facilitator should divide the participants into groups and give a topic asking them to prepare an outline for the theme in the form of a meeting, orientation and training. From this exercise, further explanation should be given on the preparation of module based on a

Activity 3

Training of Trainers/Peer Educators Programme to Bala Sangham Members at Mandal Level

framework according to the nature of the session or need for conveying the message.

Time and Material

1 hour

Expected Outcomes

- Participants would learn about modules, preparation of a frame work according to the context and needs of participants
- They would also know the difference between agendas for meetings and modules for training.

Step 6: Techniques of conducting training

Objective

To familiarize participants on training methods and techniques for each issue

Method

In this activity, the facilitator should try to gather the existing knowledge of the participants about different training methods and explain further methods like small group exercises, plenary discussions, games, songs, case studies, story writing, role play, skits, pictorial presentations, mapping, exposures, debate, etc. While explaining about each method, the contextual usage should also be explained. The facilitator can take some examples and let the participants demonstrate the method.

Time and Material

45 minutes

Expected Outcomes

Participants learn different methods of delivering a message

DAY BREAK Video clippings, games or role plays

Step 7: Practical experience of conducting the training programme

Objective

To enable the participants plan and conduct the training and gain hands on experience

Activity 3 Training of Trainers/Peer Educators Programme to Bala Sangham Members at Mandal Level

Method

After the recap of the previous day's sessions, the participants may be given exercise to develop modules and content. This exercise should be done in group. Each group should be asked to identify sub themes from their experiences (relevant to the gender issues like discrimination at family, school, workplace and child rights) The facilitator should ask each group to conduct one session for the whole group. Time management is a major responsibility of the facilitator during this part. The facilitator should keenly observe the demonstration sessions by participants and provide feedback.

Time and Material

2 hours

Expected Outcomes

Participants are made to conduct demonstration sessions to understand their strengths and identify gaps for further strengthening

Step 8: Facilitator, trainer, tips to trainers/peer educators

Objective

To give inputs to participants on the skills of training and facilitation

Method

The facilitator should gather ice breakers, games and songs so that they can be used if there are any mood diversions during the sessions. Simultaneously she should explain that the trainer needs to be creative and has to keenly observe the moods of the group undergoing training and use appropriate ice breakers / energizers to facilitate the session effectively. The facilitator should also explain the need to conclude each session and the process of conclusion of the session making a link to the subsequent/next session.

Time and Material

1 hour

Expected Outcomes

- Participants would learn that the trainer is actually a facilitator and

Activity 3 Training of Trainers/Peer Educators Programme to Bala Sangham Members at Mandal Level

needs creative and innovative thinking to use relevant methods and materials

- Participants will learn to transact content with participatory methods
- Creativity and innovation of the members would be explored

Step 9 (on Day 2): Taking action plan from the participants

In this session, the Bala sangham members are asked to chart out their action plans as an exercise.

Time required: One hour

Resource material: Existing module frameworks for reference, material on games and energizers, notes or reference material on training methods and techniques

Objective

To enable the Bala Sangham members to chart out specific action plans for themselves as peer educators for other Bala Sangham members in their villages

Method

The facilitator should explain the need to evolve action plans from participants after completing the training. This action plan should comprise specific points of action in their villages as peer educators. While facilitating this, the following points should be kept in mind:

- Issues identified at Bala Sangham / school cabinets / Bala Panchayats should form the base for preparation of modules which may be specific to the village or group. The choice of issue should be kept flexible and open for the peer educator / trainer.
- Common issues emerging from participants should be included in the module in the relevant subtopic and given to the group.

The facilitator should then help participants form action plans covering, design, issues and date for capacity building activities in their villages

Expected Outcome

The Bala Sangham members form a simple and practical action plan to build the capacity of other Bala Sangham members

Activity 3 Training of Trainers/Peer Educators Programme to Bala Sangham Members at Mandal Level

Box 10: Action plan that emerges after the session

- Participants will design a training programme considering the immediate needs of the Bala Sanghams.
- The participants will identify tentative time and date for the training.
- A clear action plan emerges for capacity building to the Bala Sanghams for the next three months.

Follow up action by the facilitator/village or mandal level functionary

- The facilitator or the village or mandal level functionary has to ensure that the peer educators transmit learnings to Bala Sangham members.
- Follow up action is required to gather enough training material (preferably pictorial) so that the trainers can easily transmit the messages.
- Use the experience of the training of trainers in the Bala Sangham, Mahila Sangham, Bala Panchayat meetings and other forums to develop second line leadership.
- Identify and build linkages between the trainer group and the Bala Sanghams so that the trainer group gets visibility and further support.
- Track the progress of the trainer group and build their capacities further.

Short-term outcomes of Training of Trainers

- The participants will understand how to convey messages in a structured manner in the form of training, meeting or orientation and will plan the next steps
- An energetic trainers group will evolve.
- The trained group will mobilize the Bala Sangham members and conduct training sessions in their villages or in the neighboring villages with a lot of enthusiasm.



Activity 3 Training of Trainers/Peer Educators Programme to Bala Sangham Members at Mandal Level

- Members will demand further capacity building.
- Members will extend support to the functionaries to build capacities of the Bala Sanghams / Bala Panchayats.

Long-term outcomes of Training of Trainers

- Participants will have increased self-confidence.
- A resource group will evolve at mandal level which can build capacities of the Bala Sangham members on gender issues across the mandal.
- Peer educators will further develop their capacities to become change agents.
- An adolescent forum, with representation from the Bala Sanghams and Bala Panchayats will be formed at mandal level
- Youth sanghams of older boys and girls of the Bala Sanghams will evolve
- The Bala Panchayats and the adolescent forums along with this resource group of peer educators will act as a pressure group to facilitate gender equality.
- Participants will extend support to Mahila Sangham to address issues of gender and girl child empowerment.

Challenges/Concerns	Strategies to overcome the challenges
Turn over of peer educators due to boys and girls leaving the village for higher education	Build second line leadership
Trained girls get married and leave the village/mandal	Continuous capacity building to Bala Sangham members
Peer educators feel shy in co-trainings	Plan frequent training activities
Sustaining enthusiasm and energy of the trainer group	Adolescent forums disseminate experiences of this trainer group to other organizations working on child rights, institutions and departments
Coordination between Bala Sangham, Bala Panchayat and Adolescent Forum	Take support of the Mahila sanghams, mandal level federations and other groups

Activity 3 Training of Trainers/Peer Educators Programme to Bala Sangham Members at Mandal Level

Box 11: Peer educators take charge

Giddemuttaram is a village in Chityal mandal of Warangal district. In this village, the Rudramadevi Bala Sangham was formed in 2001 with 20 boys and 25 girls. They actively participated in the gender training sessions held at cluster and mandal levels where they discussed issues of child rights, early marriages, education for children, personal hygiene and caste discrimination. These children came back to the village and shared their learnings with all the other children. After the training, the Bala Sangham members began to attend the village level meetings and the cluster level meetings regularly. New members also joined the sangham. They also addressed issues with support from their school teachers.

The Bala Sangham activities had a number of impacts. The Bala Sangham raised money for soap in school toilets to improve hygiene and children were enrolled in schools of which five were girls.

Earlier, children used to sit according to caste in the school, particularly during mid day meals. This issue was raised with school teachers and was changed. Now all children understand that caste discrimination is wrong and eat food together.

In the cluster meeting the Bala Sangham raised the issue of child marriage of a 15 year old girl (Kavitha) of Garmillapalli village. Having understood that it is harmful for the girl's health and that it is against law, three Bala Sanghams went to the girl's village, spoke to her parents. With the support of the village school teacher the Bala Sangham members convinced Kavitha's parents to postpone the marriage. Every one complimented the Bala Sanghams for this.



Overall Expected Outcomes

- Mobility of the members will increase
- Participation of members in Bala Sangham will increase
- Members will experience an increase in confidence
- Members will develop analytical skills (period of two-three months)
- Boys will invite sisters to meetings
- Boys will allow sisters to talk, express themselves, will respect and listen to them
- Girls will delegate chores to their brothers
- Members will not be scared to go out alone
- Members will be able to talk, work and plan together (a long term impact, which takes a period of 1-2 years)

Box 12: Building the second generation of leaders

Sindhu Bala Sangham was formed with 23 girls and 12 boys in Venkatapur village of Illanthakunta Mandal, Karimnagar district in 2001. It is active in raising child rights issues, demanding information and addressing issues related to health, hygiene, child marriages and out of school children. Neeraja, who was instrumental in forming the Bala Sangham was very active and enthusiastic. She became interested in health issues. After class VIII, she dropped out but continued to be an active member of the Bala Sangham. At 18, she got married. After which she convinced her husband to let her continue her education. She then appeared for the class X public exam and passed.

The next year, she applied for the post of Arogya Karyakartha and got selected as she answered all the questions on health. Presently, she is working as Arogya Karyakartha in her own village and is taking care of the health issues of women, girls and children. She educates the community on the importance of hygiene and general health. She played a key role when medical camps were conducted in her village and campaigned widely on the spread of Filaria. According to Neeraja, the learning from Bala sangham and the experience of participating in the meetings and melas gave her the knowledge and confidence. Now she is an active member of the mahila sangham in her village. She is also pursuing her bachelor's degree through open-university while helping the Sangham women gain literacy as ALC teacher.

- Boys and girls talk and participate equally in discussions
- Boys become more sensitive towards girls
- Girls will experience a decrease in teasing within 3-6 months, depending on the attitude of the boys
- Members will get married at a later age and not as children
- Members will be able to fight traditional harmful practices

Immediate Expected Outcomes

- Boys and girls will share work and food equally
- Boys will stop teasing other boys when they do household work
- Members will experience a change in attitude
- A collective process of decision making will evolve with boys including girls
- Members will take part in community activities
- There will be a decrease in violence

Box 13: **Building young male leaders**

The Children of Toragallu village in Kanagal Mandal of Nalgonda district formed the 'Nehru Balala Sangham'. They held regular meetings to sensitize non-school going children and convinced their parents to enroll them. They discuss issues of health, child rights, gender discrimination, child labour, child marriage and superstitions and try to apply them to their own lives. As a result, there is a remarkable change in their thinking and behaviour. The transformation in Nagaraju has immensely pleased his parents.

Fourteen year old Nagaraj is a member of this Sangham. One day there was a discussion on gender roles and discrimination in the Bala Sangham. The arguments and analytical debates made Nagaraju think. He came to understand women's subjugation at home and his role in it.

Earlier he never shared work at home even when his mother asked him, but now he willingly helps his mother and sister, in household chores which he proudly announced at the Bala Sangham meeting. He is now teaching others what he has learnt. He convinces parents and employers to let child labourers attend school using his knowledge on child rights and Child Labour Act.

A member of the Sangham, Krishna was working for a land lord and not allowed to attend meetings. The Bala Sangham approached the landlord and asked him to send Krishna with them. When the couple refused, they educated them about child rights and that any infringement of these rights could invite police action. The lady was taken back and had to send Krishna. The children shared this proud victory with everyone else at the meeting.

Overall Challenges and Strategies

Challenges (related to implementing gender education for children at various levels):

Challenges of Village Level Orientations

- Parents do not allow children to attend the meetings.
- Youth tease girls.
- In orientation, boys oppose sharing tasks in homes. Boys say that everybody should do their own work and was not open to sharing work at home. The girls did not oppose, but they raised the issue that the boys would beat them if they did the work that boys generally did

Challenges of Cluster level Training sessions

- Some girls may not open up because of presence of boys.

- Challenges lie in logistical arrangements. At cluster levels sometimes food is unavailable
- The accommodation of boys and girls is difficult and inconvenient. Tents are set up for boys on one side and for girls at another side.

Challenges of Mandal Level Training of Trainers

- Venue of the training at mandal level is usually far from their homes. They need to take bus, auto or jeep to attend the training. Therefore meeting travel expenses is a challenge.
- The training sessions are usually held on holidays but sometimes overlaps with working days causing the children to miss school.
- Getting accommodation for four days may be a challenge.

Gender Education training in schools

When the Bala Sangham members try to put their learning into action and when gender education sessions are held in the school, certain challenges are faced:

Challenges	Strategies
Teachers do not cooperate	Conduct one to one personal interactions
School Head Master does not allot time for Bala Sangham activities	Attending school complex meetings (organized by the Education Department for all schools in the area)
Gender equity is not accepted by teachers	Continuously facilitate the process irrespective of opposition
School teachers show resistance in accepting gender equality issues	Facilitate through case-studies
School authorities do not support the planned activities	Take up issues to higher officials
Teachers and school departments do not take an active role in discussions	Build convergence with departments, panchayats, teachers and departments
Schools are unable to maintain the retention of enrolled children	Ensure effective functioning of educational committees

Advocacy around Gender Education

Challenges	Strategies
Accepting gender equality is difficult	Being a member in the committees of gender issues at district level
Accepting role reversals is difficult	Formation of youth Sanghas, Bala Sanghas and Adolescent Forums, Bala Panchayats
Men make sarcastic comment in process of the activity	Conduct informal and focused the discussion with men
Disputes arise within the family	Involve men in the implementation of activities
Village and caste heads object and criticize the activity	Strengthen convergence between government, NGOs and other institutions Involve the Gram Panchayat by organizing meetings

GENDER EDUCATION IN SCHOOLS

KERALA



GENDER EDUCATION IN SCHOOLS

KERALA

Background

Gender education in schools is an effort to address issues of gender discrimination, gender disparity, gender segregation and gendering by training teachers in understanding gender concepts and how gender intersects with all other aspects of life. It is an effort to create a child-friendly environment in the schools and to undo the conditioning and stereotyping with respect to gender, caste, religion, colour and other fragmenting forces.

It would enable teachers to analyse their own notions, attitudes and behaviour and critically reflect and building capacities for change.

This innovation aimed at state wide change, requires seven phases of intervention which include preparation of a concept note to clarify gender concept to senior level officials (*Phase 1*), preparation of the gender education module in collaboration with a variety of state educational institutions (*Phase 2*), training of staff of the nodal agency leading this initiative (*Phase 3*), systematic planning of the training at state, district and cluster levels (*Phase 4*) and building a cadre of master trainers in government agencies who in turn train high school teachers(*Phase 5*). These five phases together comprise the intervention to sensitize teachers on gender concepts. *Phase 6* and *Phase 7* include training on gender planning on infrastructure, behaviour, attitudes, decision making, spaces within the system and specifically on curriculum and are aimed at integrating gender in the curriculum.



GENDER EDUCATION IN SCHOOLS

KERALA

GENDER EDUCATION FOR TEACHERS

PHASE 1 — Preparation of Concept Note

A note about the rationale behind gender education is required which discusses issues of gender segregation, gendering of educational systems, marginalization and social exclusion in schools. The causes behind problems like child sexual abuse, suicide and gender discrimination as a whole are analysed.

PHASE 2 — Preparation of GET Module

A module needs to be prepared which discusses the essential sessions of the educational programme.

PHASE 3 — Train staff of nodal agency

Training of staff of the nodal agency is essential to be able to facilitate the training programme in a strategic manner as gender issues and issues of marginalization are extremely sensitive. The training has to be done systematically so that the training can be conducted simultaneously in several districts

PHASE 4 — Plan training of:

- Trainers at state level
- Trainers at district & administrative level
- Teachers' Union
- Teachers

Several planning sessions must be held for trainers at the state and district level to undertake the training on gender concepts in a systematic and phased manner.

PHASE 5 — Training on basic gender concepts

This training discusses issues of gender equity, equality, marginalization and social exclusion and focuses on enhancing social sensitivity of teachers.

INTEGRATING GENDER IN THE CURRICULUM

PHASE 6 — Training on gender planning in education

Gender planning in education aims at sensitizing educational systems and curriculum. It is an advanced course following the training on gender concepts.

PHASE 7 — Making state curriculum sensitive to gender equality and social justice issues

The steps necessary to making the state curriculum sensitive to issues of gender equality and social justice are outlined.

Prerequisites

The nodal agency leading the gender education initiative should be an organization like Mahila Samakhya which has a woman centered political orientation and philosophy.

The organization must have prior experience of working with adolescents.

The nodal agency should have developed the expertise on gender education modules through working directly with children in a variety of contexts.

The government has to have the political will to implement the gender education programme with teachers.

Convergence with government departments is necessary, specially the Ministry of Human Resource Development, Department of Education, which has to be an integral part of this programme.

Participatory and inclusive methodology of trainings need to be used which has the clarity that links and is inclusive of people of different backgrounds and religions, caste and political party differences.

The nodal agency should have an action orientation like MS, which means to engage in consciousness building and intervene in issues through mobilization of collectives.

GE training of teachers (state/district)

Phase 1 Preparation of concept note in gaining conceptual clarity

The concept note was prepared to deliberate on the need for gender education in Kerala, the issues related to marginalization and social exclusion and how this could be combated through sensitization and consciousness building of teachers. After preparation, the concept note was discussed with strategic decision makers like the Minister or Education and State Planning Board. Discussion was also held with key ranking officials of Sarva Siksha Abhiyan, State Council of Education Research and Training, Social Welfare Department and Directorate of Public Instruction to impress upon them the need for gender education of teachers.



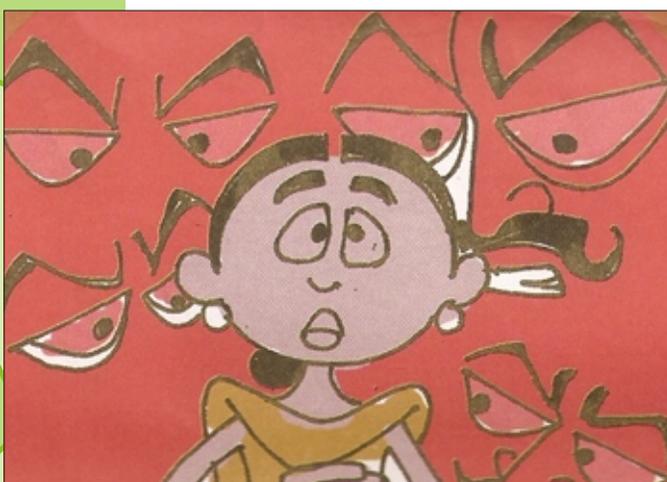
Objectives

- To gain conceptual clarity about the rationale and the aim of gender education of teachers (GET).
- To clarify the issues of gender disparity, inequality, gender segregation within all systems in the state.

It was envisaged that the concept note would explain how GET can lead to a more egalitarian society and combat issues of violence leading to violation of child rights (child sexual abuse, student suicide, corporal punishment, marginalization and social exclusion).

Human Resources Required

- Intellectual input - Functionaries of nodal agency (specialized inputs on gender, child rights). The nodal agency has to prepare the draft and then it has to be discussed in consultation before finalizing it.
- Functionaries of the nodal agency should collect information and data (statistics)
- Functionaries of the nodal agency should collect reference materials and literature
- Functionaries of the nodal agency should facilitate discussions with national experts



▶▶ GE training of teachers (state/district)

- Prepare a power-point presentation based on the concept note to clarify concepts

Materials Required

- Draft Concept note for circulation
- Funds for the consultation

Time frame

- Preparation of concept note: 1 month
- Discussion at the Ministerial level: 3 hours
- Discussion with officials: ½ day

How

- The nodal agency must first conduct a needs assessment and a situation analysis of gender discrimination and issues faced by girls in schools.
- The nodal agency must collect information and statistics on the status of adolescent girls.



- The nodal agency must collect reference material and literature to build a strong conceptual framework for the innovation.
- The nodal agency must prepare a list of experts on gender, child rights and education within the state and nationally to consult for the preparation of the concept note.
- A draft concept note must be prepared by the nodal agency based on this needs assessment conducted by the nodal agency and on its prior work experience with adolescents. Refer to Appendix 1
- This note has to be prepared through a collaborative process in consultation with the Minister of Education and State Planning Board, Sarva Shiksha

Abhiyan, State Council of Education Research and Training,
Department of Social Welfare and Directorate of Public Instruction.

▶▶ GE training of teachers (state/district)

Points to be noted

- There should be clear information about the position and status of women and children in the state.
- Conceptual clarity of existing problems within the education system should be identified and clearly spelt out.
- A positive and optimistic attitude and approach of programme functionaries of the nodal agency towards the achievements and programmes of the Department of Education is essential. Cynical and critical attitudes have to be avoided. Hostile and defensive methods should not be used for presentation and deliberation. An environment needs to be created for inclusiveness, respect and acceptance of diverse identities.

Challenges

- Challenges arise in controversies generated around issues of “sex education” in Kerala and the likelihood of Gender Education being mistaken for sex education.
- Existing politicization of the teachers' unions could also be a barrier.

Strategies

- The nodal agency should have conceptual clarity of how gender is a concept that intersects through every aspect of life and that sex education is only a part of it. With this knowledge, the nodal agency should convince the various departments.
- It is essential to convince the teachers unions about the programme and to enable the teachers union take ownership of the programme.

Expected Outcomes *(specific to this training)*

- Creation of a detailed concept note that provides the rationale for Gender Education for Teachers and a framework for the GET innovation.
- Conceptual clarity would be gained on GET at the ministerial and official levels leading to smooth facilitation of the programmes at all levels

▶▶ GE training of teachers (state/district)

Box 1: Setting up a gender unit in SSA

The impact of gender education of teachers was seen in the change that was made in the SSA. For the first time, a gender unit was set up in SSA. A senior functionary with a strong gender perspective and involved with Mahila Samakhya training was appointed in charge of the Gender unit. A nuanced understanding of gender could be observed in the behaviour and attitude of all functionaries and members of the state resource group. SSA is incorporating gender into other aspects of their work like girls education and in the communication of textbooks in their teachers manual. The state resource group is a team who are the master trainers for the gender education of teachers at the state level. The SRG comprises of DIET faculty, Block Resource Centres of SSA, Child Development Project Officers of Social Welfare Department. The faculty was deputed on the basis of their expertise in training, child rights and gender issues.

- Ownership by the Department of Education would be developed which would consequently result in the department being responsible for all official communication on the programme. *Box 1* shows the impact on SSA of such ownership.

▶▶ Phase 2 Preparation of GET Module

This phase entails the preparation of a module on gender education for teachers with subject experts from government and NGOs.

Objectives

- To translate goals of gender equality and equity into a structured module to be provided

to participants in a time bound manner.

- To convey the concepts and information related to gender to participants.
- To transform behavior and attitudes through inclusive and participatory training methodologies.
- To enable the transmission of knowledge where there is an integration of life skills, sex education, and gender education.

Human Resources Required

- Intellectual input from the nodal agency and expert resource persons
- Collection of data and information by nodal agency

- Discussion between experts from the state level and nodal agency
- Discussion on literature and materials on child rights, gender and education



▶▶ GE training of teachers (state/district)

Material Resources Required

- Module
- Power point presentation on gender education module to gender experts
- Funds for training
- Stationary and printing

Time Frame

- Preparation of module: 5 days
- 4 to 5 one-day workshops
- Process for module circulation, making changes according to suggestion and the workshops: 1 month

Budget

- Food
- Stationary/Printing of Modules (for circulation to all departments)
- Travel

How

- Data should be collected as well as literature and materials on child rights, gender and education to prepare the module.
- Review the state syllabus to understand how gender and issues of marginalized can be incorporated into each subject.



- The participants for the preparation of the module include experts from the various education and social welfare departments and NGOs. Subject experts and key decision makers also participate in the workshops.
- A series of 4 to 5 workshops (one day each) must be held on the drafting of the modules facilitated by the nodal agency
- The nodal agency should facilitate discussion between experts from the state level who have expertise on gender and education
- The draft module on concepts of child rights, gender

▶▶ GE training of teachers (state/district)

and life skills should be prepared with expert resource persons in the workshops.

- Suggestions of resource persons should be incorporated within the module and circulated to enable government officials and all stakeholders to gain conceptual clarity.

Points to be noted

- Adopt suggestions of all participants keeping the women-centric focus of module intact.
- SSA's syllabus of life skills (eg: 'Valicham' in Kerala) should be incorporated.
- Ensure strategic use and choice of language and subjects in the module keeping sentiments of caste, religion and sexuality in mind. The nodal agency should be prepared to make changes suggested by discussants so that religious and caste based sentiments are not offended.

Challenges

- There is a need to gain conceptual clarity distinguishing sex education from gender education. Sex education is a part of life skills education. Gender on the other hand, encompasses and cuts through life skills as well as sex education.
- Tremendous effort is required to convince trainers about the rationale behind integrating life skills within the gender education curriculum. This is important because while department of education personnel understand the significance of life skills, they do not see how every life skill has a gender dimension and possible bias

Expected Outcomes of modules *(specific to this training)*

- Draft module on gender education for teachers
- Officials involved in the preparation of the module are sensitized on the need for GET (*Box 2*)
- The module is effectively used in all trainings on girls' education and incorporated in the training for teachers of the Department of Education.
- The module is used by SCERT and other educational bodies responsible for developing the curriculum for teacher training.

▶▶ GE training of teachers (state/district)

Box 2: Rethinking gender roles

In the case of Kerala's module on gender education for teachers, the effectiveness of this module could be seen in the integration of life-skills within other concepts like gender issues, child rights, adolescence, sexuality and child sexual abuse. This module was appreciated by all participants from SSA, SCERT and Social Welfare Department. Participatory exercises like sociogram, gender division of labour, case studies were used to explain different concepts. The module is now being used by Block Resource Centre trainers in their programme on girls' education. Several male teachers had the notion that gender was related to women and after the workshop understood gender concepts differently including the equally important implications in the lives of men. The gender division of labour was the most powerful exercise which opened the eyes of male teachers with respect to the division of labour, the time and effort spent by women and girls in household work and the different roles played by men and women. They



understood the need to rethink their roles in the family, contribute more to domestic work, and redefine the roles they have performed as men.

▶▶ Phase 3 Training for Staff of the Nodal Agency

Training of staff of the nodal agency is essential to be able to facilitate the training programme in a strategic manner as gender issues and issues of marginalization are extremely sensitive. Staff training has to systematically be done such that the gender education training can be conducted simultaneously in several districts. A clear understanding of the module is essential to assist in facilitation of sessions if clarity is required from SRG or DRG and clear deliberations on the nuances of gender intersecting with caste, class and religion.

Objectives

- To gain conceptual clarity for the nodal agency to lead and facilitate the GET programme
- To develop clarity on the module at all levels
- To build capacities and confidence among nodal agency functionaries as trainers and to manage funds.

▶▶ GE training of teachers (state/district)

Human Resources Required

- Staff time to attend workshops
- Staff time to be trained on communications, facilitating the district level training, budgets and monitoring

Material Resources Required

- Travel funds for staff to attend workshops
- Module on gender education

Time Frame

Four separate one-day workshops must be held before each kind of training for staff of the nodal agency

- Before the DRG training
- Before the high school teachers training
- Before the Gender planning in education (refer to *Phase 6*)

How

- District staff of the nodal agency must attend workshops among teachers to clarify concepts and module of Gender education of teachers. These workshops would help functionaries understand the planning, organizing, monitoring and reporting of programmes to be held in each district.
- Conduct discussions on how to facilitate each session and how to ensure sensitivity about class, caste, religious issues since this needs to be imbibed by staff.
- Conduct discussions of financial allocations and budgets
- Maintain post-training documentation and records (for example, attendance lists)

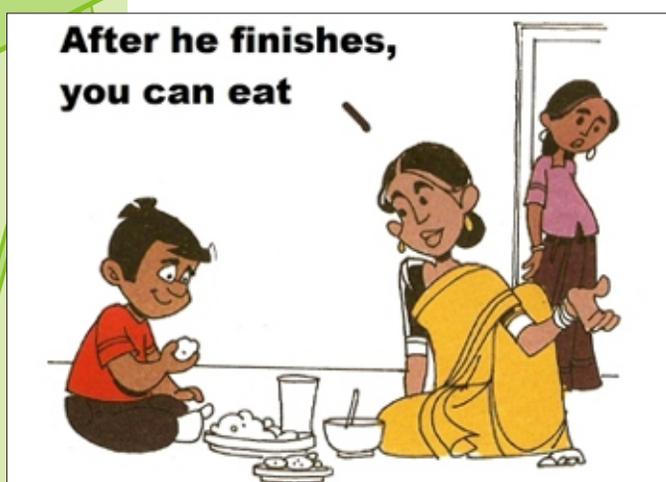
Points to be noted

- Nodal agency staff must be sensitive towards political, social, cultural background and sentiments of the DRG trainers and teachers.
- Nodal agency staff must understand the financial limits and accountability
- Skills of staff on communication needs to be built

▶▶ GE training of teachers (state/district)

Challenges

- There could be a gap between the educational background of nodal agency staff and participants (teachers, DRG), which could raise apprehension among staff as to whether they would be able to communicate effectively and convincingly.
- Differences in political perspectives (of trainers/trainee) and patience (of nodal agency functionaries) to listen to the stereotypical gendered and sexist assumptions could also be a challenge.



Actual/Expected Outcomes for nodal agency staff *(specific to this training)*

- Nodal agency functionaries get clarity on the modules
- Nodal agency functionaries facilitate training effectively
- Nodal agency functionaries are able to systematically document all processes
- Nodal agency functionaries are able to manage funds and communicate effectively

▶▶ Phase 4 Planning for training of trainers at state, district and administrative level, teachers union and teachers

This phase would involve the creation of a systematic, phased plan for training at state, district and cluster levels for both master trainers at the state level down to teachers in schools.

Objectives

The principle objectives of engaging in systematic planning are to:

- To enable smooth facilitation and organizing of training programmes
- To ensure the training programmes do not clash with training programmes of Department of Education.
- To ensure the implementation and monitoring is done in a time bound manner.

▶▶ GE training of teachers (state/district)

- To ensure clear financial allocation for each training.
- To ensure that all departments like Department of Public Instruction, State Council for Educational Research and Training, Sarva Shikshan Abhiyan among the major educational bodies are consulted before the date, time and venue are fixed.

Human Resources Required

- All functionaries of the nodal agency involved in planning at all levels
- Time provided by departments for scheduling
- Human resources provided by departments to form the SRG and DRG.

Material Resources Required

Box 3: State and District Level Master Trainers

State resource group

- Administrative staff of Sarva Shikshan Abhiyan-
- Trainers from the Block Resource Centre from every block
- Faculties within DIET from every district
- Child Development Project Officer of the Department of Social Welfare
- Faculties within SCERT at state level

The state resource group consists of 50 expert trainers in life-skills and to some extent undertaking gender issues at the school level.

District Resource Group

- Trainers from the Block Resource Centre
- Supervisors from ICDS
- High School teachers

The district resource group was selected from each district and composed of 40 faculty who were involved in dealing with children's problems.

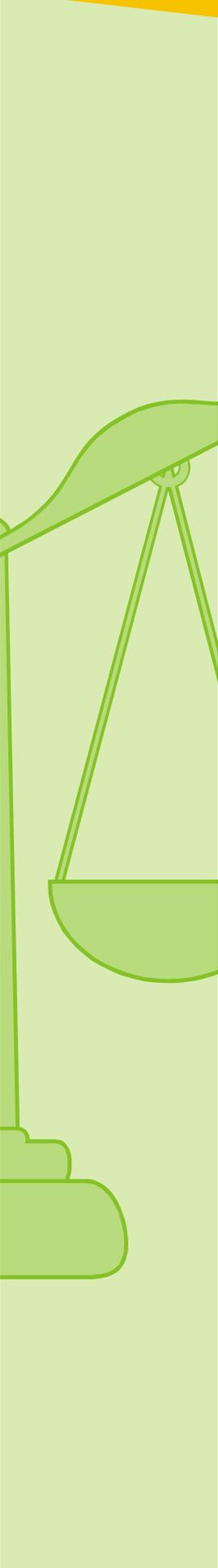
Letter, couriers, emails and telephonic for communication in budget allocation

Time Frame

- Planning must start 15-20 days before SRG, DRG, teachers union, administrative staff and teachers
- 1-day planning at state and district levels is required before each training

How

- The nodal agency should request all departments to prepare a list of trainers at state, district and cluster levels who will finally act as master trainers to implement GET
- From this list the nodal agency in collaboration with key decision makers should create a state resource group and a district resource group who will be involved in the training (Box 3).



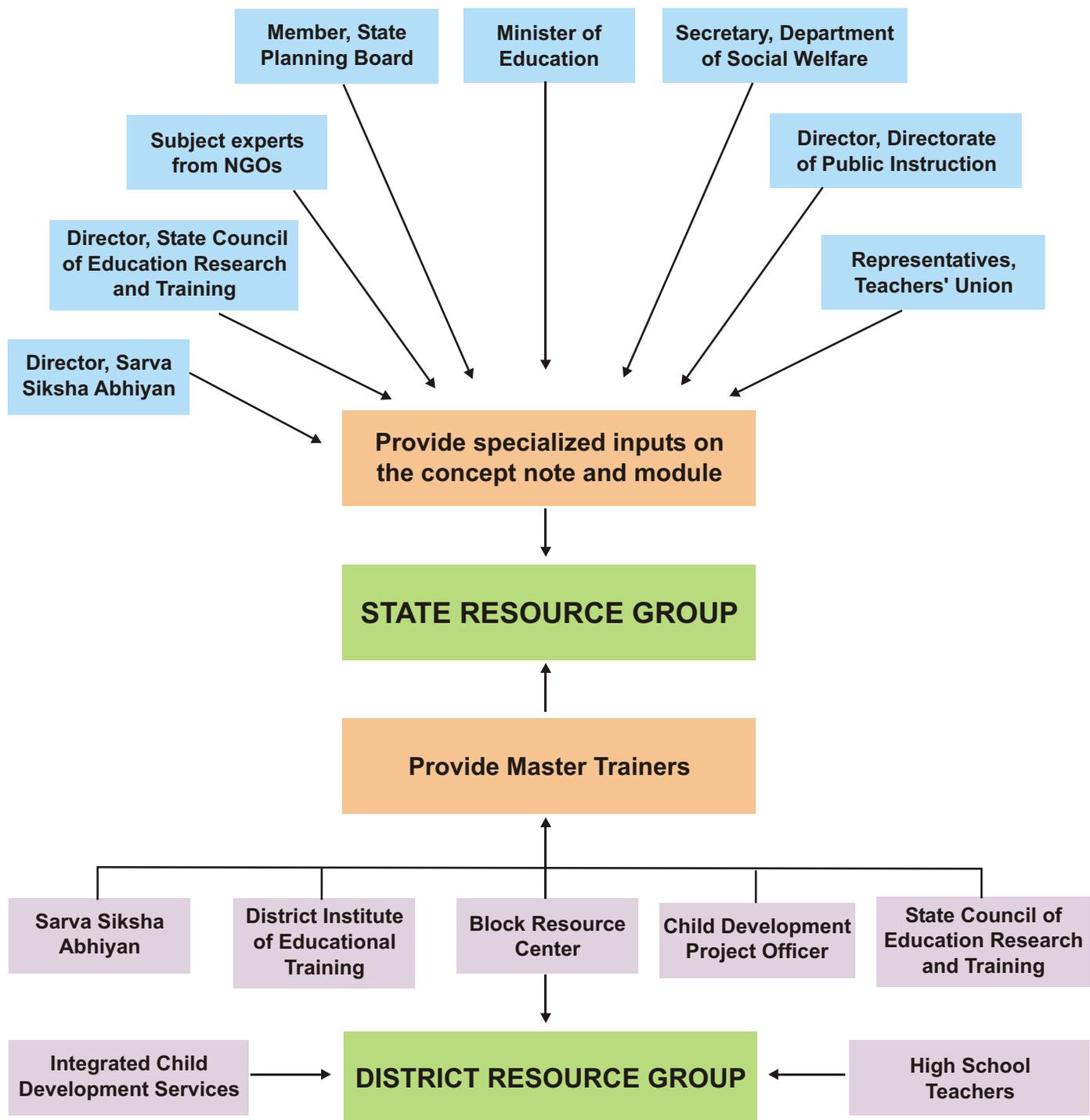
▶▶ GE training of teachers (state/district)

- Consultations are held by the nodal agency with the secretaries, and directors of DPI, SCERT, SSA for fixing the time frame and venue of training.
- Letters and all communication needs to be done in collaboration with the secretary of Department of Education and the nodal agency.
- Consultations on the module must be held with the Deputy Director of Education, District Educational Officer and District Programme Officers.
- The module needs to be circulated with the teachers' unions after incorporating their suggestions and gaining their acceptance.
- It is better to gain acceptance by inviting the representatives of teachers unions to the discussion on module
- Start planning with the SRG and DRG 15 days before the training commences
- Planning at state and district levels needs to take place a day prior to the training.
- Planning at the district level for the DRG is done with the support of the SRG in all districts.
- Planning for the high school teachers is done with the SRG and DRG in all districts prior to the training of the school teachers.

GENDER EDUCATION IN SCHOOLS

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FORMATION OF STATE RESOURCE GROUP AND DISTRICT RESOURCE GROUP



GE training of teachers (state/district)

Roles of different stakeholders

Role	Agency	Person	Level
Providing specialized inputs on the concept note and module	SSA	Principle Secretary	State
	SCERT	Director	State
	DPI	Director of Public Instruction	State
	State Planning Board	Member	State
	Teacher's Union	Representatives	State
	Dept of Social Welfare	Secretary	State
Extending administrative support	DPI	Director of Public Instruction	State
Financial assistance	Dept of Social Welfare	Secretary	State
Participants and resource persons for the training	DIET	Principals	District
	Sub District level Administrators	Administrators	District
	Supervisors from ICDS	Director of social welfare	District
	Block Resource Center	District programme officer	District
Participants undergoing the training	High Schools	High School Teachers	Cluster
	Upper/Lower Primary	Teachers	Cluster

▶▶ GE training of teachers (state/district)

Points to be noted

- The method of communication should be inclusive, convincing and respectful.
- Views of all departments whose emphasis may differ should be taken into consideration. For instance, SCERT may focus on life skills while the Department of Integrated Child Development Services may focus on child rights.
- GET training schedules should not clash with other training to ensure full participation.
- Transparent and non-hierarchical modes and methods of communication between the functionaries of the nodal agency should always be maintained to set an example for the entire GET programme
- Clear and precise drafts of communication should be prepared by the nodal agency in collaboration with the government.
- Transparency, accountability and prudence in financial management must be maintained.
- Trainings need to be organized in a systematic, meticulous and time bound manner.
- Roles and responsibilities of functionaries of the nodal agency at all levels as well as those of the government has to be clearly stipulated.



Challenges

- Providing information to all the departments and ensuring their involvement and ownership of the training programmes can be tedious.
- Garnering financial resources from the state departments and accurate financial management of the programmes is another challenge.

Expected Outcomes (specific to this training)

- A clear schedule for the training at SRG, DRG, administrative, teachers levels is prepared including the following: timings, venues and list of master trainers.

▶▶ GE training of teachers (state/district)

- Through in-depth information and communication the relevance of training is ensured and conceptual clarity among trainers and government departments is established.
- Clarity on the division of responsibilities between different agencies and refer to table

▶▶ Phase 5 Training on Basic Gender Concepts

In Phase 5, training sessions were conducted for a range of stakeholders at various levels on gender concepts (*Box 4*)

Objectives

Box 4: List of personnel trained on gender concepts

- The State resource group (SSA, BRC, DIET, DSW and SCERT) at the state level
- District resource group (BRC, ICDS and High school teachers)
- Leaders of teachers unions
- Education administrators (DDE, DEO and DPO)
- Teachers at the level of educational divisions within each district

- To build a pool of master trainers at state, district, and cluster levels.
- To sensitise teachers on gender concepts.
- To bring about changes in the attitudes and behavior of teachers.
- To achieve the goals of gender equality and social justice by imparting gender education.

Human Resources Required

- Nodal agency staff
- SRG and DRG members

Material Resources Required

- Module on gender education
- 3000 Copies of training material and modules (Spirally bound)
- Chart, Pen
- LCD Projector
- Budget for workshops

▶▶ GE training of teachers (state/district)

Time Frame for the Actual Training

- SRG-4 days
- DRG- 3 days



- Teachers' union leaders- 3 days (state level [1 workshop])
 - Administrative staff- 2 days zonal level 2 workshops.
- Training takes about 1 year (from SRG all the way down to teacher level)

How

- Department of Education sends out communications inviting participants for the training of State resource group, district group, teachers unions and high school teachers.
- The date and venue was selected according to the convenience of the department.
- The workshop for the State Resource Group needs to be facilitated by the nodal agency.
- The training for the district group must be held in each district
- A combination of the state resource group along with the nodal agency state and district staff must facilitate the training.
- The sessions on gender must be facilitated by the nodal agency especially when the concepts need to be understood in a nuanced manner.
- The organizing and facilitation must be done by the nodal agency.
- The training for the teachers union and the administrative staff like the deputy directors and district education officers must be done by senior staff of the nodal agency.
- Planning of Gender Education of teachers was done at all levels from High School to Lower Primary levels coordinated by the nodal agency and SRG
- The training for the high school teachers should be conducted by the SRG and DRG members in collaboration with the nodal agency staff.

▶▶ GE training of teachers (state/district)

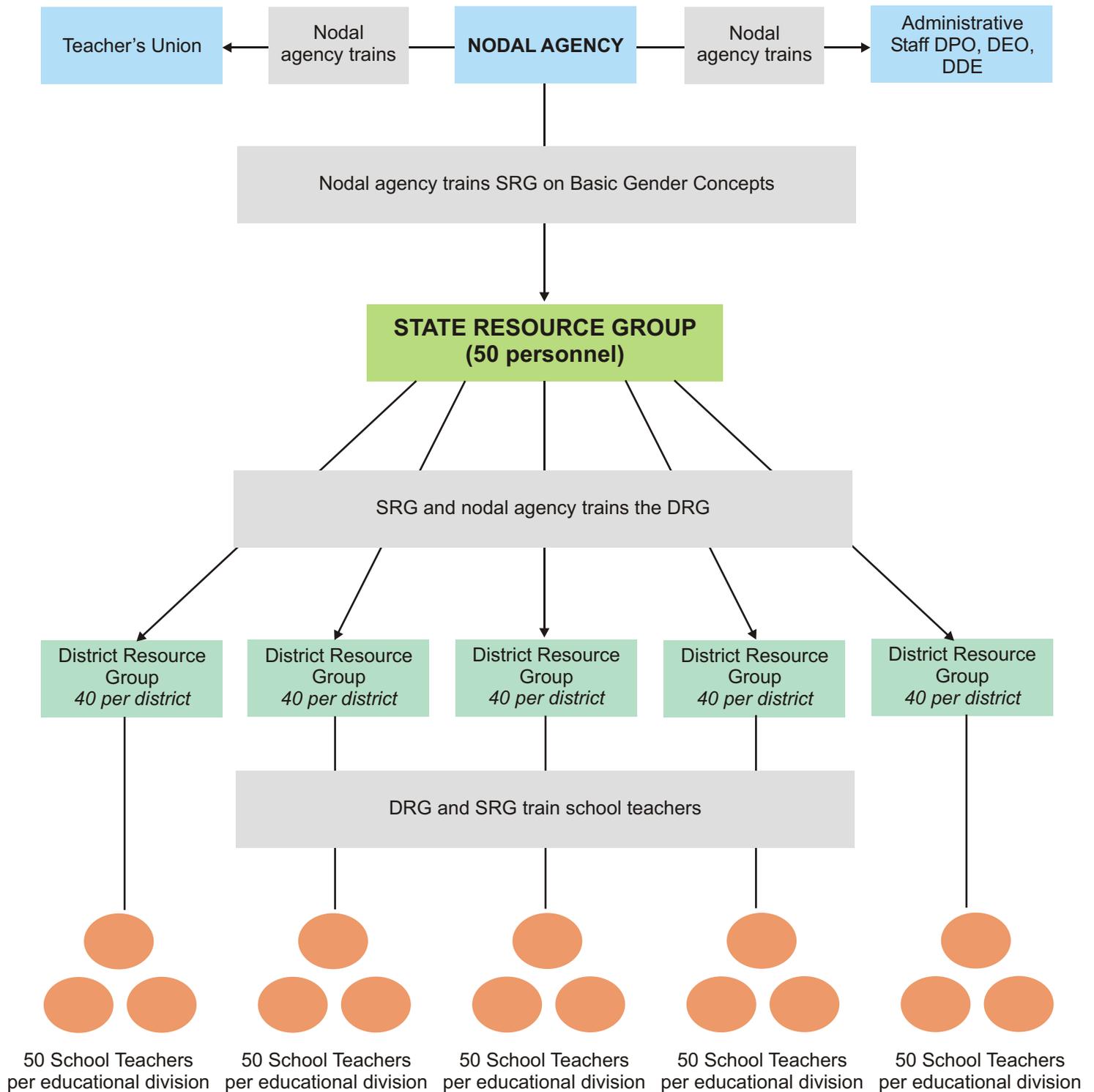
- The nodal agency must play the role of observers and intervene only when there is need for further clarification in concepts.
- Evaluation and reporting must be done systematically at the end of each workshop by the nodal agency.
- Training methods should include innovative techniques such as “sociograms” and “body mapping” Refer to Appendix 1 for the Gender Education for Teachers Module.



GENDER EDUCATION IN SCHOOLS

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FLOW CHART OF THE STATE WIDE TRAINING ON GENDER CONCEPTS



GE training of teachers (state/district)

Sessions

The following topics were covered in the training for different stakeholders

Participant	Topics Covered	Emphasis in Module	No of sessions
State Resource Group	Gender concepts and gender planning in education, planning for training	Life skills, child rights, gender concepts, gender education in planning	Nine sessions in gender concepts, child rights and life-skills Four sessions for gender planning in education
District Resource Group	Gender concepts and gender planning in education, planning for training	Life skills, child rights, gender concepts, gender education in planning	Nine sessions in gender concepts, child rights and life-skills Four sessions for gender planning in education
Teacher's Union	Gender concepts and gender planning in education, planning for training	Life skills, child rights, gender concepts, gender education in planning	Nine sessions in gender concepts, child rights and life-skills Four sessions for gender planning in education
Administrative Staff	Gender concepts and gender planning in education, planning for training	Life skills, child rights, gender concepts, gender education in planning	Nine sessions in gender concepts, child rights and life-skills Four sessions for gender planning in education
Teachers	Life Skills Gender Education Child Rights	Life skills, child rights, gender concepts, gender education in planning	Nine sessions in gender concepts, child rights and life-skills Four sessions for gender planning in education

Refer to Appendix 2 for detailed session plans

▶▶ GE training of teachers (state/district)

Points to be noted

- Create an environment of openness towards learning and flexibility to enable the participants to imbibe the concepts.
- Create an environment of mutual respect, acceptance and identity
- Participatory and activity oriented methodologies should be used in keeping with the “Learning by Doing” principle
- Trainer must have enough information and knowledge to clarify and correct the stereotypical notions and help participants unlearn conditioning.
- Trainer must be sensitive enough not to offend religion, caste and sexuality based sentiments.

Challenges

Conceptual clarity was gained that sex education is only part of life skills education and gender encompasses and cuts through life skills as well as sex education. Endeavour was made to convince state resource group the rational behind integration of life skill within the gender education curriculum.

Opposition by teachers' union leaders regarding the content of module was overcome by having workshops with teachers' unions. Bringing about changes in attitudes of teachers was a major challenge.

Strategies

The facilitators and resource persons should be experts in gender and related concepts and have confidence in participatory training methodologies. The trainers have to acquire skills of communication and abide by democratic norms of participatory methodologies.

Expected Outcomes (specific to this training)

- Training on gender education is systematically conducted to reach teachers at all levels
- A pool of master trainers at state, district, and cluster levels is created to implement the GET
- Gender concepts are internalized by participants at



▶▶ GE training of teachers (state/district)

personal and emotional levels and integrated into all trainings on girls education.

- Activities were introduced like discussions in MPTAs (Mother and Parent Teachers Association) on gender issues, adolescence and child rights.
- The GET would lead to change in the attitudes of teachers which in turn would lead to changes in gender roles of children of both sexes.
- Teachers would actively intervene on issues related to child rights (Box 5:)

Box 5: Teachers use vigilance committees to protect the girl's rights

Each school in Kerala sets up a Jagratha Samathi (Vigilance Committee) by government order issued from the General Education Department to deal with issues faced by children. Jagratha Samithi was constituted of sensitive teachers.



As an outcome of the training, teachers in Kerala started intervening in cases related to violation of the rights of the child. A teacher who was the coordinator of the Jagratha Samithi (vigilance committee) in a school in Kozhikode took up the issue of one of her students being sexually abused by her father. She referred the case to Kerala Mahila Samakhya Society and the case was registered in the Commissioner's office. Another teacher took up a case of a child whose mother was a commercial sex worker and she was brought to the Mahila Shikshan Kendra for future studies. Thus, after the training, the impact is visible in teachers active intervention in the issues related to protecting child rights.

▶▶ Integrating gender into curriculum

▶▶ Phase 6 Training on Gender Planning in Education

Gender planning in education aims to make the educational system, institutions, syllabi, curriculum gender sensitive. It is a process of looking at infrastructure, syllabus, behaviour, attitudes, decision making, and spaces within the system analytically and reflecting on how it can be imbued with gender sensitiveness which will lead to equality and ensure social justice. Refer to Appendix 3 for module on Gender Planning.

Objectives

- To enable teachers to understand the obstacles in achieving the goals of equality, equity and social justice within the educational structures, systems, institutions and syllabi.
- To assist the teachers in working towards methods to overcome the obstacles in achieving the goals (the how) of equality.
- To enable teachers to understand the lacunae in infrastructural facilities for boys and girls, gendered attitudes and behaviour, unequal and patriarchal forms of decision-making.
- To impress upon teachers the importance of equal intellectual, emotional and physical spaces for all children irrespective of colour, caste, religion and gender.
- To enable teachers to understand the need to create an enabling environment within the education system for all children to have equal access to resources and opportunities.



Human Resources Required

- Experts on gender planning for the workshops
- Time allocated by educational institutions for their staff to participate in the workshops

Material Resources Required

- Budgets for holding workshops including travel and subsistence of participants, honorariums for resource persons and other workshop related expenses
- Materials like chart, marker, whiteboard, pens and other stationary
- Reading materials

Time Frame

- SRG workshop 2 days at the state level.

▶▶ Integrating gender into curriculum

- DRG workshops 14 days (1 day workshops in each district) District level.
- DDE, DEO workshops 4 days (Two 2-day workshops) state level
- Teachers Union workshop 2 days

How

- Gender Planning Workshops facilitated for SRG and DRG by state and district staff of the nodal agency.

Box 6: Gender Planning Exercises

- Participants are asked to prepare a pictorial presentation of the positive features which helped in achieving equality and social justice in schools.
- Participants are asked to list the hindrances to achieving equality and social justice
- Participants are asked to strategize on how these hindrances could be overcome and what changes could create an equitable environment in schools.
- Initiate a session on gender planning to discuss key aspects and indicators on achieving gender equity and social justice.

- Gender Planning Workshops facilitated for DDE, DEO, DPO of SSA by senior state staff of the nodal agency.
- Gender Planning Workshops facilitated for teachers union leaders by senior state staff of the nodal agency.
- Use innovative methods such as Force Field Analysis and gender planning exercises

Method and Content

- Force field analysis (get pictorial diagram/socio gram)
- Conduct exercises on gender planning. (Box 6)
- The indicators for gender sensitive planning include:-
 - Equal access to
 - Physical spaces
 - Emotional spaces
 - Intellectual spaces
- Child friendly infrastructural facilities
- Change in the behavior of teachers.
- Change in attitude of teachers
- Change in curriculum
- Change in teaching methods of transaction of curriculum.



▶▶ Integrating gender into curriculum

- Equal access to opportunities and resources

Topics Covered

- Gender Concepts
- Social exclusion and marginalization
- Gender planning including infrastructural development
- Intellectual, emotional and physical spaces
- Change in attitude and behaviour,
- Decision making
- Access to resources and opportunities

Refer Appendix 2 for session plans

Points to be noted

- Understanding gender planning in education in a nuanced manner
- Planning should be designed appropriately according to local customs and needs which would lead to practical outcomes

Box 7: SCERT facilitates gender audit of textbooks

The immediate impact of the gender education in Kerala could be seen in the conscious effort undertaken by the SCERT to integrate gender within the curriculum. The textbooks are now subjected to a gender audit. The textbooks from the 1st to the 9th standard were viewed and examined with a gender perspective and a concept note was prepared based on the review by MS. Each textbook was subjected to scrutiny through gender perspective. The language and content of each subject was examined. The concept note included guidelines on how gender concepts can be integrated in the language and content of each subject.) and the concept note was discussed in the core state resource group of the SCERT.

Challenges

- Desired outcome will require time for actual implementation and changes in practices
- Achievement of long-term goal (actual implementation of gender planning in education) will take time and resources as it requires political will and financial resources

Actual/Expected Outcomes (specific to this training)

- Clear understanding among participants about gender issues at all levels of education, especially at school level
- Long term expected outcome (within 4 years) is to achieve gender planning in education leading to an enabling environment. *Box 7* shows how institutions like SCERT have used gender planning concepts.

Integrating gender into curriculum

Phase 7 Making the State Curriculum Sensitive to Issues of Gender Equality and Social Justice

This phase involves building clarity in the State Resource Group and District Resource Group and among all teachers on importance of making the curriculum gender sensitive. It is followed by actual changes in curriculum and teacher's manuals.

Objectives

- To integrate gender equality and social justice issues within the curriculum and syllabi
- To disseminate the curriculum and syllabi throughout the state and to the clusters.
- To influence and impact the intellect and emotions of children through changes in textbooks and curricula.

Human Resources Required

- Intellectual inputs from SCERT and the nodal agency

Material Resources Required

- Concept note



- CD with PowerPoint presentation (disseminated to all clusters)
- Existing syllabi
- Materials to integrate gender into the syllabi

Time Frame

- 1-day with core SRG
- 1-day with HS teachers
- 1-day with LP/UP schools

How

- Facilitate discussion between SCERT and the nodal agency on gender sensitization of curriculum through several rounds of deliberation with the Ministry of Human Resource Development, the State Planning

▶▶ Integrating gender into curriculum

Board, SRG/DRG and board members of SCERT.

- Facilitate a workshop with research officers of SCERT on:
 - a) conceptual clarity on gender concepts to be provided by the nodal agency
 - b) planning to disseminate concept note
- Review textbooks and teachers' manuals
- Prepare concept note on gender concepts to be integrated into the curriculum. Refer Appendix 3
- Prepare a PowerPoint presentation based on that note about integrating gender education in curriculum
- Train the SCERT core group within the SRG based on concept note
- Disseminate the concept to all teachers from high school to lower primary levels (by the SRG/DRG of SCERT and the nodal agency)

Points to be noted

- Conceptual clarity about guiding principles and philosophy of education
- Conceptual clarity among the SRG (core group) of curriculum framers about the methodology of gender review of curriculum

Expected Outcomes (specific to this training)

- Relevance of integrating gender concept into curriculum, from state to cluster level is established
- Dissemination of conceptual inputs and changes in the curriculum to each school takes place
- Gender and social justice concepts will be integrated into teacher's manuals
- Gender and social justice concepts will be integrated into textbooks

Overall Expected Outcomes

Short term expected outcomes

- Analyzing, reflecting and critically questioning assumption stereotypes gendered behavior, attitudes of teachers-union
- Change in behavior and attitude of teachers in their personal and professional lives
- Enabling the formation of teachers' understanding on gender concepts, status of women in Kerala
- Understanding of the teachers improves on gender disparity, gender division of labor, gendering, gender-segregation, life-skills and child rights



- Changing the topics, infrastructural facilities like seating pattern, bathroom facilities for girl children.
- Integrating gender related trainings with other trainings of education departments
- Creating an atmosphere for discussions on sexuality, sexual abuse of children etc. which were considered as taboo
- Enabling review of text books and integration of issues of gender equality and social justice within the curriculum
- Discussion of gender concepts at all clusters from high school to primary level

Long term expected outcomes

- Institutionalizing gender within trainings and curriculum
- Integration with other trainings- like girls education- High school teacher training was started as DRG training was finished- expected out come more like an impact.
- Inclusion in PTTC, BEd, MEd

Challenges and Strategies

Challenges

- Difficulty of state government officials and teachers in being able to distinguish and demarcate concepts of sex education, life skills and gender education

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- Objections raised from teachers union about not having been consulted
- Hierarchy within the nodal agency may require time for planning
- Enabling environments such as political will, convergence with other departments may not be in place
- There may be a gap in state department's understanding of the relevance of gender education
- It is difficult to integrate different departments, children, education experts to arrive at a consensus on concepts, modules and systems of implementation
- Dearth or paucity of experts may hinder delivery
- Knowing how to deliver non-offensive participatory methodologies is a challenge
- There is a tendency to dilute concepts as the content is transferred to school level, which needs to be checked and reduced
- There may be resistance towards actual translation of gender planning education into practice, due to interference of divisive/hostile forces (casteist, political, sexist, etc)

Strategies

- Creating conceptual clarity through concepts, discussion and all trainings from states, heads of departments, trainers to teachers.
- Building an explicit understanding that gender is integral component of all subjects of life
- Understanding notions of masculinity and how gender also affects the lives of men and boys
- Building an understanding of marginalization and social exclusion
- Specific case studies and illustrations from the field, especially related to children should be used (Box 8)
- Provide resource inputs and equip teachers
- Intervene in cases of violation of children's rights
- Invite, respect and affirm suggestions of various departments throughout the programme
- Organize deliberation in workshop with teachers about concept, planning and ask for their suggestions

Box 8: Examples of case studies used

1. An adolescent from an upper class family was obsessed with studies. She could not bear to lose marks or fall behind other students in her subjects. The psychiatrist diagnosed her as suffering from mood disorder. The main cause was her father's alcoholism and the subordination and harassment that her mother suffered from her husband. After her father's death, her problems worsened and she could hardly concentrate in studies or bear the competition.
2. A studious male child with slightly feminine attributes was teased after the release of the film 'chanthpottu' where Dileep, the actor acted effeminate. Unable to bear the sarcasm, he committed suicide, leaving his teachers shocked.



3. A dalit girl child was constantly teased by her teacher regarding her skin colour. Believing in stereotypical notions that a dalit child cannot be fair, the teacher teased her of being born from an illicit relation. This adolescent who had scored high marks committed suicide.
4. A brilliant girl child from a Muslim family is married at the age of 15 years to a man 15 years elder to her. After receiving one and a half lakhs rupees of dowry, he deserted her. Within one and half years she conceives and gives birth to a baby girl and her natal family is not interested in looking after her.

- Consult all education department regarding structures and modes of communication
- Enabling environment by acquiring/collecting factual information and data on women and children and explicating presenting it to the state an analysis of gender equalities within the educational system.
- This critique should be developed to human development index to establish clear connections/linkages. It is imperative to convince key stakeholders, either within government and academic so that
- Same process with other departments.
- In non-MS states, MS state programmes can be invited to share their experience and draw from it to act as a resource to the state nodal agency leading the GET programme.
- Periodic refresher training to reduce loss of content
- Parent Teacher Association and management of schools through consciousness raising workshops (School Development Management Committee, Block Education Committees)

GENDER EDUCATION

**FOR MEN, MALE YOUTH
AND SCHOOL TEACHERS
IN RURAL AREAS**

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GENDER EDUCATION

FOR MEN, MALE YOUTH AND SCHOOL TEACHERS IN RURAL AREAS

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Background

The process of women's empowerment involves their mobilization and building their collective strength. Women's collectives in their quest for an enabling environment often feel the need for a similar consciousness raising process with men. The gender education programme for men is a response to this felt need and is a strategy designed to change gender roles and transform power relations between men and women. This programme consists of activities that aim at sensitizing men through awareness campaigns at the village level (*Activity 1*), building a pool of gender sensitive resource group of men and male youth who can act as change agents (*Activity 2*) and sensitizing teachers in schools (*Activity 3*). Through these interventions, the initiative aims at creating an enabling environment in village communities and in schools to support the activities of girls and women's collectives and help them realize make their rights and entitlements. Further, it builds awareness within the community that women and girls should have equal access to opportunities in which men and boys also have a role to play. Thus the programme helps to build awareness and had men also accountable for gender equity.



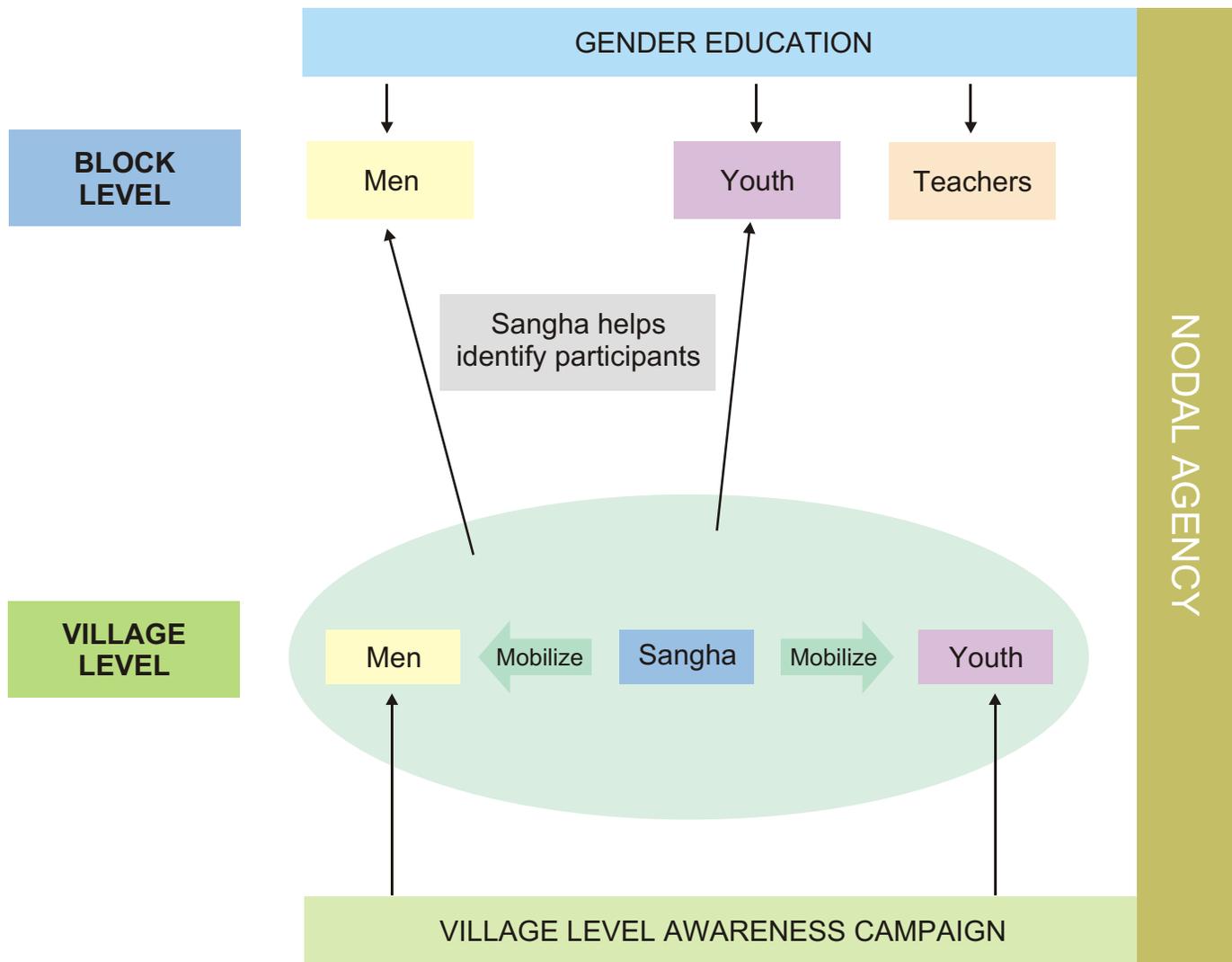


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GENDER EDUCATION

FOR MEN, MALE YOUTH AND SCHOOL TEACHERS IN RURAL AREAS

SCHEMATIC DIAGRAM OF GENDER EDUCATION FOR MEN, YOUTH AND TEACHERS



GENDER EDUCATION

FOR MEN, MALE YOUTH AND SCHOOL TEACHERS IN RURAL AREAS

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Activity 1 Village Level Gender Awareness Campaign	Activity 2 Gender Education for Men and Male Youth at Taluka Level	Activity 3 Gender Awareness of Teachers of Rural Schools
<p>Step 1: Welcome the participants</p> <p>Step 2: Icebreaker – What if the name is changed!</p> <p>Step 3: About the implementing organisation</p> <p>Step 4: Gender based work distribution</p> <p>Step 5: Gender discrimination in the society</p> <p>Step 6: Concluding session – Feedback and plan for action</p>	<p>Step 1: Welcome the participants</p> <p>Step 2: Icebreaker – What if the name is changed!</p> <p>Step 3: Participants' expectations from the training</p> <p>Step 4: Setting the rules for two days</p> <p>Step 5: His – Her problems</p> <p>Step 6: Where have they gone?</p> <p>Step 7: Kerege Hara</p> <p>Step 8: Concept of Gender</p> <p>Step 9: Vaasanti's Decision</p> <p>Step 10: AVVA</p> <p>Step 11: Gender based work distribution</p> <p>Step 12: Home work</p> <p>Step 13: Heegeke Heegirali (What is...and what it can be)</p> <p>Step 14: Opportunities in society</p> <p>Step 15: Leadership in women</p> <p>Step 16: Concluding session – Feedback and plan for action</p> <p>YOUTH</p> <p>Step 1: Opportunities for movement</p>	<p>Step 1: Welcome the participants</p> <p>Step 2: Ice Breaker: Introduction of participants</p> <p>Step 3: About the implementing organisation</p> <p>Step 4: Participants' expectations from the training</p> <p>Step 5: Objectives of the training</p> <p>Step 6: Perception about man and woman</p> <p>Step 7: Work done by boys and girls</p> <p>Step 8: Where have they gone?</p> <p>Step 9: Incorporating gender concept in the curriculum</p> <p>Step 10: Concluding session – Feedback and plan for action</p>

GENDER EDUCATION

FOR MEN, MALE YOUTH AND SCHOOL TEACHERS IN RURAL AREAS

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Prerequisites

- There should be demand or felt need for gender education training.
- A supportive environment for training to be conducted by providing for space, finances, basic amenities.



- Training materials, handouts or pamphlets.
- Experienced resource persons with a sound understanding of local socio-cultural practices.
- Good rapport with local institutions women's (like anganwadi, school, panchayat)
- Presence of an organization/institution/Group to hold the training session



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FOR MEN, MALE YOUTH AND SCHOOL TEACHERS IN RURAL AREAS

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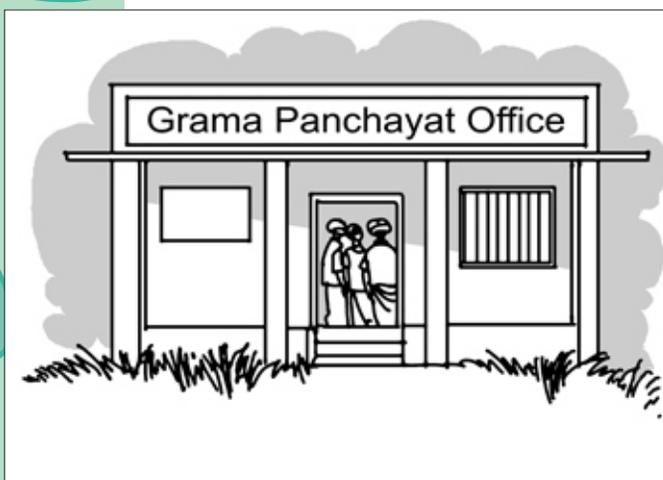
Activity 1 Village Level Gender Awareness Campaign

In this activity, gender sensitization exercises are conducted for men in the village community over a one day period. Participatory methods such as discussions, games, stories, songs and experiential sharing, are used to help men identify gender disparities. The campaign ends with participants creating an action plan to address discrimination against women in their own families and the community.

Objectives

- To increase awareness on the status of women, gender inequality and discriminatory practices against women in the society.
- To spread the concept of women's right to equality.
- To enroll the participation of men and youth in addressing the problems faced by women.
- To increase membership and participation in women's collectives (mahila sanghas).
- To enroll support from men for women's participation in community development activities.
- To increase awareness and create public opinion on specific issues (such as, child marriage, sex ratio, girls education)

Preparatory phase



- Trainers select a village based on need/ demand.
- Trainers gather information relevant to the subject of training and prepare suitable training module, if not already available. Prepare necessary banners, pamphlets, posters, etc.
- Field functionaries discuss with sangha members and village leaders to fix a suitable date and time for conducting the programme.
- Field functionaries interact with youth group, gram panchayat members, SDMC, other sanghas/ groups in the village and make house visits along with sangha leaders to spread the information and create a congenial environment.

- Select place and venue for programme.

GENDER EDUCATION

FOR MEN, MALE YOUTH AND SCHOOL TEACHERS IN RURAL AREAS

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Activity 1 Village Level Gender Awareness Campaign

- Involve local sangha and youth group leaders for community mobilization and share responsibility for publicity, drum beating, public address system, food and other arrangements.

The day before the programme:

- Arrive at the village the day before the commencement of the programme with all the necessary materials kept ready earlier.
- Ensure that all arrangements have been made as decided such as venue, food, water, etc.
- Spread information through public address system or Kala Jatha through out the village. Put up banners and posters and distribute pamphlets.

Name game

Each participant should tell his/her name and one aspect of his/her personality that he/she likes. The next participant should repeat what the first one said and then say his/her own name and an aspect of his/her personality that he/she likes. Each of the next participants should start from the beginning till the preceding person and then say his/her own name and his/her likes. It continues till the last participant repeats all the names and likes of all the other participants before saying his/her details.

- Meet village, panchayat, sangha and youth leaders to motivate the community.

Conducting the programme:

Step 1: Welcome the participants

Time required: 15 minutes

Method

- Begin the programme with a song (suited to the occasion) and lighting of lamp (or any other local practice).
- Welcome the participants.

Step 2: Ice- breaker: What if the name is changed! (Gender discrimination)

Time required: 30 minutes

Objective

To understand that a woman's 'name' is not merely her name, but a pointer to her status in the household

GENDER EDUCATION

FOR MEN, MALE YOUTH AND SCHOOL TEACHERS IN RURAL AREAS

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Activity 1 Village Level Gender Awareness Campaign

Materials

- Story of a dog (see box)
- Written chits with new names.

Method

- Apart from the original name, each participant is given a chit bearing a new name. The trainer should discuss the reasons for changing their names, such as their names not being nice, will not match well with horoscope during the time of marriage and so on.
- Participants should be requested to repeat his or her new name.
- Participants should be asked to give their opinion on how they would feel if their names were changed without their permission.
- After everyone expresses their opinion, they should be asked about their feelings about such practices in society, especially of changing the names of women.
- If the names of their wives, mothers or sisters have been changed, it should be shared with other participants.

The story of Raja, the dog

Gowamma had a dog named Raja. She looked after the dog with great love and care. One day she had to go to the neighbouring village and possibly could not take Raja with her. So, she left Raja with her acquaintance Shankaranna. Shankaranna somehow did not like the name 'Raja'. He decided to call the dog 'Kalu'. When he called for 'Kalu', the dog did not respond at all. Raja did not eat food too. Neither did he play with Shankaranna. Many days passed like this. Finally, Shankaranna gave up and decided to call the dog as 'Raja', once again. The dog was very happy and wagged his tail.

(A story written by Mahila Samakhya – Karnataka)

Points for discussion

- Why the practice of name changing concerns only women?
- Even when the son-in-law stays in the in-laws' homes, why would the name of the daughter only be changed?
- What if the name of the man is changed?
- If a woman questions this practice, what would be the reaction towards her?

This must also be explained as an example for gender discrimination. Along with this, narrate the story of Raja, the dog – make a comparison with a woman's life and a discussion should be initiated regarding this. The relationship between our 'identity' (existence) and name should be observed.



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Expected outcomes

- Participants should understand that changing a name is a destruction of one's identity, which has originated from birth. It should also be clarified that a control over a person's name is also a form of gender discrimination.
- Participants must be sensitized towards gender discrimination faced by women.

For the attention of the trainer

- If the group is large, this exercise can be conducted in smaller groups.
- Only if the group shows signs of understanding the activity well should it be carried out. Otherwise, it can give rise to unnecessary misunderstandings and fights.
- Similar to exchanging each others' names, it can also be converted into a fun activity in the first phase. (That is, exchanging each other's names).
- This activity should enable the participants to recognize the subtle ways in which gender discrimination exists, without being obviously visible.
- Sometimes, either men or women change their names voluntarily. This is a personal choice. The trainer should help participants understand that there is no question of pressure or discrimination in this particular instance.
- The trainer should ensure that this activity is not marred by any unnecessary controversies.

Step 3: About the implementing organisation

Time required: 20 minutes

Objective

To introduce trainer and implementing agency to participants.

Method

- Introduce yourself and your organization goals and objectives.

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- You can use films (eg: Prathibimba film on Mahila Samakhya Karnataka), posters, banners to familiarize the group with your organization goals.

Expected outcome

The participants become familiar with the trainer and the goals of the implementing organization.

Step 4: Gender-based work distribution

Time required: 30 minutes to 1 hour 30 minutes (time depends on use of the story)

Resource material: Story of Mayanna visits the doctor

Objectives

- To identify work done by men and women in rural areas.
- To identify that women also do as much work as men.
- To bring about the understanding that women's work is not recognized, invisible, and often unpaid or underpaid.
- To help participants understand that both men and women can do any type of work, and that there is no single task that only one or the other can do.
- To create awareness regarding the fact that men mostly do paid work while the women do other often unpaid jobs.



Materials: Chart paper, sketch pens, Mayanna's story (see Box)

Method

Option 1

- Participants are to do a role-play of Mayanna's story. See Box
- Later on, a comparison needs to be made between participants' daily routines, employments and Mayanna's perspectives and a discussion should be held on the same.

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When Mayanna visited the doctor

Doctor: What do you do?

Mayanna: I am a farmer, sir.

Doctor: How many children do you have?

Mayanna: Somehow, God has not been kind to me, so, out of the 15 children born, only 9 are alive.

Doctor: Does your wife work too?

Mayanna: No, sir...she stays at home.

Doctor: Oh, is that so? How does she spend her whole day?

Mayanna: She gets up at 4 a.m. in the morning. She carries home water and firewood. She lights the kitchen stove and prepares breakfast. Later, she goes to the river, have her bath and washes the clothes there. Once a week, she goes to the flourmill to get the flour grinded. Later, she goes to the local fair with the last two children and sells tomatoes. As she sells, she knits sweaters. On the way back home, she buys essential household items. After coming back, she prepares the afternoon lunch.

Doctor: Do you go home for lunch in the afternoons?

Mayanna: No, no. She walks 3 kms to the fields and gets me lunch. After my meal, I sleep by the field side and rest.

Doctor: Later?

Mayanna: Later on, she plucks out weeds from the field. She waters the vegetable garden. In the evening, both of us go home together.

Doctor: After going home, what do you do?

Mayanna: I go out to discuss about happenings of the village and have a drink with my friends.

Doctor: Later?

Mayanna: I go home, have dinner and sleep.

Doctor: Does your wife too have dinner immediately and sleep?

Mayanna: No. She has other work to do till 9-10 pm.

Doctor: But, you told me that she does not work?

Mayanna: Yes, didn't I tell you that she doesn't work, and stays at home?



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Option 2

In small groups of 3-4, all the participants need to make a list of all the work that men and women do, from morning to night, and draw up a timetable of their day-to-day activities. This should be presented in a larger group. The information should be written on a large chart and discussed.



Expected outcomes

- An understanding on the workload of men and women should be brought about. One should definitely understand that women are not working any less.
- Awareness that men do work that gives them more earnings, should be reached.
- Participants should develop the attitude that there is no such thing as a man's work or a woman's work.
- Awareness that men can also do housework should be achieved through the discussions.

Step 5: Gender discrimination in the society

This exercise is conducted to help participants understand how men and women have different opportunities and different roles and responsibilities. Two optional exercises are provided for the trainer to use.

Option 1: Opportunities in society

Objectives

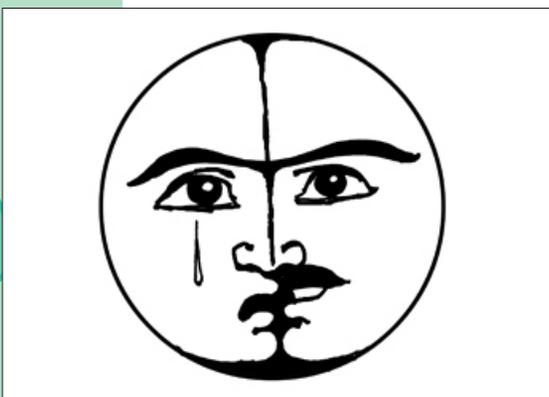
- Understand unequal distribution of opportunities in society.
- Conduct social evaluation.

Materials: Chart paper, sketch pens

Duration: 1 hour

Method

- Participants should be requested to pick up 2 stones and place them in the center of a circle.



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- Participants should be asked to move a little away from the circle.
- When they are given instructions, they have to go forward running together and pick up as many stones as they can from the center of the circle.
- Initiate a discussion regarding the reasons behind the number of stones picked up by each participant, and the participant holding the least and most number of stones. Ask them if any one wants to make changes or share their stones. Also draw attention to stones left in the center, if any.

Now go beyond the game and apply the same concept to opportunities available in society. Discuss whether some get more and others get fewer opportunities.

The reasons why the poor, dalit and women always fall behind need to be discussed. Lead the discussion to whether the person with the most opportunities needs to pay attention to those with the least. Explore whether equal opportunities are provided to all and the ways and means to do it.

Expected outcomes

- Existence of social discrimination should be understood.
- That women are denied opportunities at all levels should be recognized.
- Each and every person has a responsibility to change the situation should be understood
- Men should understand that they have a responsibility to bring about such a change.

For the attention of the trainers

- The reactions and responses of each of the participants can be analyzed.
- However, care should be taken to see that the sentiments of participants who have gathered more stones are not hurt.
- The rest of them need to be reminded that it is only a game.

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Option 2: Heegeke Heegirali (*What is ... What can be*)

Time required: 1 hour

Materials required: Flip charts, Heegeke Heegirali charts

Objectives

- To create awareness among participants on the discrimination faced by woman in all stages of her life starting from birth.
- To create an alternate vision about women's roles and responsibility.

Method

- Use the Heegeke Heegirali charts showing women performing a certain activity and then another chart with her doing the same activity along with men or boys or an activity done generally by a man.
- Discuss each chart and analyse the pictorial representation of the existing situation about women and girls and the alternative vision.

Expected outcomes

- Participants understand the different forms of discrimination practiced against women and girls.
- Participants gain insight into alternate possibilities that can change women's lives.
- Participants understand they too have a role to play in bringing this change.

Step 6: Concluding session: Feedback and Plan for further Action

After all the activities have been completed, participants are asked to draw up an individual plan for future action. Participants are encouraged to share their views on the programme and also the changes they are willing to make. Encourage them to:

- Share household work with the women.

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- Participate in the community activities that women take up.
- Take greater responsibility for children's, especially girls', education.
- Stop or prevent early marriage for girls and boys.
- Stop or prevent violence against women.
- Encourage women to participate in sangha and other community development activities.

Materials required

- Stationeries:
 - Drawing sheets
 - Marker pens
 - Banners
 - Posters
- Teaching-learning Modules:
 - Stories – Dog's story, Mayannas' Story.
 - Newspaper cuttings

Points to note

- This programme should be conducted by a trained field functionary with the help of the local CBOs and community. If required, additional support from the district office may be provided.
- This exercise should not be carried out in a new area. Some familiarity with the village community and prior work with women's groups is essential for the programme to be effective.

References: Kusuma, Hosa Ale, Mouna Mathu, Hosilu Daatida Hejjegalu, Status of Women, Gender and empowerment.

Dos for Trainers

- Identify a day of the week when most people of the village will be available to attend the programme.
- The field functionary/ trainer must visit the village in advance and familiarize herself with the community and gather necessary data and information.

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- Adopt a participatory approach of sharing responsibility for the arrangements and success of the programme.
- The trainer must be adequately prepared with all the information and materials required for the training.



- The trainer must go to the village a day prior to the programme and stay overnight to ensure proper arrangements and community mobilization.
- The trainer must be punctual and follow the time schedule.
- The trainer must display an open, friendly, confident attitude such as demographic profile, caste composition local cultural, practices, local issues, age at marriage, sex ratio, school enrolment, etc. Encourage all to participate. If a participant is shy or hesitant encourage the person to speak openly and disclose the information completely. Do not give your own interpretation to what is said.
- It is helpful to have two trainers in the programme as the number of participants may vary each time because it is a village level programme.

Don'ts

- Avoid conducting the programme during late evenings as it is common for drunken men to interrupt during this

time.

- Also avoid days following major festivals, election days, or during major disturbances in the area.
- Do not allow a few participants (drunken men, trouble makers) to derail the programme or deviate from the topic
- Place and time of training must not be decided by trainer but by the community through a participatory consultative process.
- The trainer must not impose her/his views, opinions, decisions on the group. Also the trainer must not herself suggest proverbs, songs, issues for discussion. These must emerge from the group.

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Challenges and Strategies to overcome them

Challenges	Strategies to overcome them
Gathering a large group of men in one place for the training programme.	Take adequate steps to mobilize the community and gain community support for the programme through making house visits, meeting opinion makers, village leaders, youth and women's groups. Share the responsibility for the programme with local sangha, youth groups and other local agencies. Establish proper communication and network.
Sustaining the interest of a large group.	Take up the training in a sequence from basic upwards, doing the easier ones first To make the sessions interesting use visual displays, audio visual aids, role plays, etc
Some participants might prove difficult to handle and attempt to disrupt the programme, which must not be allowed.	The trainer must not allow a few participants (drunken men, trouble makers) to derail the programme or deviate from the topic. Only experienced trainers must take up this activity, so that unexpected situations can be handled effectively.
The mixed age group and difference in age among participants can lead to differences in opinion and expectations	
Hesitation and reluctance of participants, especially older men, to be held accountable or take responsibility for change.	Select those who display leadership quality and give them the responsibility.

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Activity 1 Village Level Gender Awareness Campaign

Expected Outcomes of the Village level Campaign

Immediate outcomes

- Increased awareness among men about women's issues.
- Increase in participation of women in sangha and village level development activities.
- Sharing of housework and chores by men.
- Increase in mobility, freedom of expression and decision making of women.
- Girls are admitted or re-enrolled in schools.

Awareness campaign alters the attitude of the people

Yamunabai is from Aamrapali Mahila Sangha of Gautamnagar village in Aurad Taluk, Bidar, Karnataka. Her husband, a drunkard, abused and abandoned her and their children seven years ago. Suddenly, when her father-in-law died in an accident, the villagers, out of sympathy made a case on Yamunabai's behalf that she should get one lakh rupees as compensation from the person who caused the accident. Her husband who came to know of this claimed the money averring that he was the rightful heir. Yamunabai brought this issue to the sangha, who in turn discussed it with the men in the community. Meanwhile, Mahila Samakhya had organized a gender awareness campaign in the village which was attended by men and young boys. After attending the campaign men began to realize that women put in a lot of effort, sometimes more than men, and began to share household chores with women. This awareness changed the mindset of men and young boys as well. The community, including the men who initially blamed Yamunabai, now turned supportive of her. Appreciating Yamunabai's efforts in taking care of her children and her ailing father-in-law, the villagers convinced her husband to hand over the compensation money to Yamunabai. This reflects a change in attitude towards women. Men, now see women as capable people and are willing to transcend the traditional notions of the society. In this case men have rebelled against the age old custom of son being the sole heir to the assets of the father and have championed for the cause of Yamunabai. As a result of the awareness campaign men are now beginning to show more concern about girl's education. Girl's who had dropped out of school were being brought back to school. Men are taking the initiative and sending them to residential schools such as Gurukula schools, or the Kastruba Gandhi Balika Vidyalaya (KGBV) schools for further studies.

Long term outcomes

- Increase in understanding and awareness about prevailing discrimination against women and girls and its detrimental effects on women's lives.
- Awareness about the differential socialization of boys and girls and this being a social construct that can be changed or altered.

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- Increased access and enjoyment of rights and entitlements among women, especially in education of girls.
- Change in attitude towards women's and men's roles in society breaking stereotypes, and stopping oppressive social practices.
- A favourable enabling environment for women's, and men's, participation in varied roles at different levels both within the family and in the community.

Follow up

Sometimes participants hesitate to disclose their problems in a large group and prefer to discuss them after the sessions. When this happens the trainer

must set aside some time to address the problem and make house visits if necessary, along with a few responsible members of the community. These issues must be followed up by the sangha members, community leaders or field functionary.

The follow up programme must be done three months after the first training/ programme or campaign. Information on men who have made commitments, action steps taken by them and changes noticed should be gathered in sangha and youth group meetings and through personal interaction by the field functionary or trainer. Information and feedback can also be gathered by doing house visits.

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Activity 2 Gender Education for Men and Male Youth at Taluka Level

This is a two day residential programme with men or with male youth at the taluka level.



Objectives

- To change men's attitude towards women and instill a gender sensitive approach.
- To build a pool of gender sensitive resource group of men at the community level.
- To create an enabling environment for women to freely participate in their collectives and community activities.
- To influence and change the power dynamics between men and women within families and in the public sphere
- To provide a platform for men to reflect and analyse their roles in family and society and redefine them.
- To remove barriers to women's mobility and increase their participation in public spheres.

Preparatory phase

- Select a date and time for the training.
- Select the villages to be included in the training.
- Select the participants for the training (40 to 50 men or male youth; 2-5 from each of the selected villages) with the help of the sangha, CBO, field functionary based on need or demand.
- Gather information relevant to subject of training and prepare suitable module if not already available.
- Make necessary arrangements for conducting training such as booking the training hall, food and water, lodging and boarding for participants, etc.
- Gather all material such as banners, posters, pamphlets, charts, pens and other stationery required.
- Circulate the date and time of training through sangha, CBO, post cards or other means of communication.

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Activity 2 Gender Education for Men and Male Youth at Taluka Level

Note: It would be useful to include a few men who are not supporting their wives or women's development programme in the village. Combine these with men who are already giving support and have a healthy attitude towards women.

The day before the programme/preparatory activities

- Visit the venue of the programme to ensure that the place has been cleaned and arranged for the programme.
- Ensure that all arrangements have been made for boarding, lodging, water, etc.
- Put up banners, posters and other publicity material.

Conducting the programme

Step 1: Welcome the participants

Time required: 15 minutes

- Begin the programme with a song (suited to the occasion) and lighting of lamp (or any other local practice).
- Welcome the participants.

Step 2: Ice- breaker: What if the name is changed! (Gender discrimination)

(Refer to Step 2 of Village level Gender Awareness Campaign)

Step 3: Participants' expectations from the training

Time required: 10 minutes

Ask the participants what their expectations are from the training programme. Encourage all to speak and make a list of their expectations.

Expected outcome

The trainer becomes aware of the participants' expectations and is also able to choose the areas to focus on during the programme.

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Activity 2 Gender Education for Men and Male Youth at Taluka Level

For the attention of the trainers

Encourage all to participate. Based on participants' expectations and programme objective choose the area of focus for the day's training and what can be covered within the given time.

Step 4: Setting the rules for the two days

Time required: 10 minutes

Objective

- To make the programme participatory.
- To ensure proper time management and involvement of participants.

Method

Ask the group to list out the rules they think the group should follow during the two days. Write, as they speak, on a chart and hang it in a place where all can see.

Expected outcome

- Participants cooperate in keeping time and being punctual. They also take responsibility as a group for the smooth conduct of the programme.
- The trainers understand the group better.

Step 5: His – Her problems

Time required: 30 minutes

Materials: Chart paper, sketch pens.

Objectives

- To understand the problems affecting women and men
- To understand the necessity and possibility of solving such problems together (in unity).



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Activity 2 Gender Education for Men and Male Youth at Taluka Level

Method

- The participants are divided into 6 groups
- 2 groups make a list of only women's problems.
- 2 groups make a list of only men's problems.
- 2 groups make a list of problems of both genders.
- All groups present their group work
- A discussion is held after the presentations of all the groups on the following:
 - How can men solve women's problems? How can women solve men's problems?
 - Of the problems faced by both the sexes, whose problems are more intense?
 - Who holds the "decision making" opportunity here, to find a solution to the problems?
 - Among the problems, based on gender discrimination / gender related issues, what are the problems faced by women / men?

Expected outcomes

- One should understand that men and women have their own problems, unique to their gender and circumstances.
- Of these problems, one should be able to recognize gender related problems.
- In all these circumstances, the participant needs to think about 'his' fears, anxieties, uneasiness and the reasons behind it. Due to a false notion of "manhood" or a "stereotype image", or an inability to step beyond a framework of social norms, men are suffering too. Refer Appendix 4 for examples of constraints that men face.

For the attention of the trainers

Usually, there is a notion that gender training is related to only women. Conducting such activities would help in creating awareness, that it very much concerns both men and women. The problems that men face due to 'gender' should also be noted, and possible examples should be given. The participants will also open up and get ready to accept this fact.

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Activity 2 Gender Education for Men and Male Youth at Taluka Level

Step 6: Where have they gone?

Time required: 30 minutes

Objectives

- Providing information regarding the male: female ratio.
- Analyzing where all the women have gone.

Materials

List of the male: female ratio, chart paper, sketch pens.

Example of Information provided:

As per the 2001 census, the district-wise male-female ratio reflects the decreased number of women.

- In Karnataka, for every 1,000 men, there are 964 women.
- The all-India figures are 1,000 : 933.

Method

- The male: female ratio should be written on the wall.
- Then, an introduction on the population census should be given, explaining the proportion of women to one thousand men. (See box)

- Provide statistics of sex ratios for different states (Appendix 1)

different states (Appendix 1)

- The trainer should also provide statistics of sex ratios for different districts within the state where the training is taking place (Appendix 2)
- The participants should be asked why the number of women is less.
- Each person should give a reason.
- The reasons such as female foeticide, killing of the female child, death during childbirth or postnatal death, trafficking girl children should be explained.
- The participants should be made aware of the current scenario.

Expected outcomes

- The participants should be sensitized to feel the missing women.
- They should understand that this too is a form of gender discrimination.



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Activity 2 Gender Education for Men and Male Youth at Taluka Level

For the attention of the trainers

- On no account should there be an opinion that only men are the culprits. Men too have grown up within the boundaries of gender. This thought process would have grown with them.
- Without hurting each other's egos, a discussion regarding age-old customs and practices being the reason for this situation should be initiated.
- An argument that only women are the reason behind all these might also be propounded. If possible, a discussion should be initiated on the reasons for this argument.
- A last word on the solution to these problems should also be thought about.

Step 7: Kerege Hara

Time required: 20 minutes

Materials



- Kerrege Hara – Refer Appendix 5 for the story

Objectives

- Help participants understand that both men and women are important
- Participants understand the lack of status and value for woman's life.

Method

- Narrate the story of Kerrege Hara

Expected outcome

- Men understand that such a sacrifice as narrated in Kerrege Hara is unnecessary but sacrificing a woman amounts to violence
- Understand that women also have the right to life, and that it is women who are exploited or sacrificed during crises.

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Points to be noted

- The practice of sacrificing a woman is not prevalent now.
- The story shows the societal attitude towards women. It is important to perceive men and women equally

Step 8: Concept of Gender

Time required: 20 minutes

Objective

To understand the concept of gender.

Materials

- List of differences between men and women
- What is a girl? What is a boy? Book by Kamala Bhasin
- Chart paper, sketch pens.

Method

- The participants should be asked to spell out the differences between men and women. This should be noted on chart paper, with separate columns for men and women.
- The participants should be helped to make a note on various aspects of non-similarity between the sexes.
- Later on, the participants should be asked as to which aspects can be changed and which cannot.
- In this process, it should be recognized that physical aspects cannot be changed (sex organs, hair, moustache, breasts, uterus, menstrual cycle, etc) while the social differences can be changed.
- At this stage, the concept of gender should be explained in a simple manner.

Expected outcomes

- It should be clearly understood that the concept of gender is not biological.
- One should get the feeling that if only we make up our minds, gender differences can be erased.



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Activity 2 Gender Education for Men and Male Youth at Taluka Level

For the attention of trainers

Though it seems simple, managing this activity is not easy. Controversies and arguments are bound to come up. Take for example, dowry among some communities or that married women have a mangalasutra around their neck, while the men do not. When discussing such aspects, and whether these need to be changed at all, not all participants will agree. In such circumstances, one should try to clarify and explain that this is “not biological”. You can use the following examples to illustrate the difference between sex (biological) and gender (sociological).

- Women also wear many dresses worn by men.
- Men grow their hair long.
- Only women pierce their noses and wear a nose-ring, while men can do it too.
- Women belonging to all communities do not wear a “mangalasutra” or “black bead necklace”.
- If men have working wives, many of them help with household work also.

Step 9: Vaasanti’s decision

Time required: 1 hour

Materials

Make two copies of the case (see Box). Make notes about two kinds of arguments beforehand.

Vaasanti’s decision...

In a town called Kaanooru, a woman named Shivamma lived with her daughter, Vaasanti. She had studied up to PUC and was working in a private school as a teacher. Vaasanti’s marriage was fixed with a boy from the neighbouring village. As the boy was the only son and belonged to a well-to-do family, Shivamma’s sons too agreed for the alliance.

Within a few days, after the marriage was fixed, the boy started visiting Vaasanti at her workplace. He would invite her for movie, talk about

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unnecessary things, question her suspiciously and gave her a list of dos and don'ts. Vaasanti was not at all happy with his behaviour. She thought that if he had such an attitude even before marriage, what would be his behaviour after the marriage.

Vaasanti informed her mother and brothers about this and told them she was not keen on marrying that boy. However, her brothers did not understand her problems. Finally, she took a decision independently and wrote a letter to the boys' parents that she was not in favour of the alliance.

This gave rise to differences between the two villages. So Vaasanti's family conveyed to the boy's family that she had unknowingly committed a mistake by writing a letter, and that they would convince her for the marriage. But Vaasanti was not ready and her brothers started to harass her mentally.

At this point, it was her mother who understood her feelings. As a result, Shivamma and Vaasanti had to break away from the family and set up a separate home.

(Only this part of the story should be handed out for discussion. The next part should be given after the discussions are held and presented).

At this point of time, the Village Sangha called for a meeting with both mother and daughter, and welcomed their decision. They stood by them firmly saying that, "Vaasanti made the right decision, there is no need to feel ashamed about it and rather should feel happy that a possible misfortune has been avoided". They assured that, "The Sangha will support them even if the villagers call for a Gram Panchayat". And also suggested them "to lead their own lives happily and peacefully".

Source: Hosa Ale (New Wave) Handbook on Gender Education for Men, Mahila Samakhya Karnataka

Objective:

Understanding that a woman has a right to decide about issues related to her marriage.

Method

- Divide the group into two groups. Hand out Vaasanti's case to both the groups. Ask one group to prepare an argument that her decision is not right, her mother and the Sangha members should not have supported her. Another group should be instructed to prepare an argument that her decision is right (give a preparation time of 15 minutes).

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- After both the groups are ready, ask one person from the group saying that her decision is wrong to stand in the center and put forth the group's argument. Likewise, the other group that says what she decided was right should do the same.
- If there is time, instruct the groups to interchange their arguments of 'right' and 'wrong' and argue for their changed opinions.

After everyone has put forth their arguments, a woman from the group should come up with a discussion point, on a society that does not allow a woman to decide about her marriage. This should lead to a new thought process. Argue in such a manner that the Mahila Sanghas could also extend their support for such a process.



Expected outcomes

- A realization, that in the society, the girls can take their own decisions with respect to their marriage, irrespective of the social customs and not to consider it as crime.
- A new thought that it is necessary for the Sanghas to work for this issue in the same manner as issues related to Anganwadi, water, land, etc.

For the attention of trainers

- Both the groups should be supported and mobilized in such a way that, they will be prepared for strengthened arguments on both 'for' and 'against' aspects.
- It should be carefully observed that women's arguments stress on points which are not right - whether a man calling his fiancé (would-be) for an outing before marriage is wrong, or a man harassing a girl. It should be kept in mind that "forcefulness is not right" is an important aspect in the discussion.
- Members from each group should be requested to stand up one by one while presenting their argument. Otherwise this may lead to confusion, which may not help, as everyone will not be able to listen to the arguments and understand it clearly.

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- An important point, that 'marriage is not the final goal in a women's life', can also be included in the discussion.

Step 10: AVVA

Time required

- 30 minutes

Resource materials

- Kusuma, page-61 Refer the script of the drama in Appendix 6

Objectives

- Make participants understand that women have to face several odds when they make decisions and are rendered without support from the community
- Make participants aware of the changing status of women from ancient to modern times.

Method

- Narrate the story of 'Avva'. Allow the participants to analyze the story and discuss in small groups
- Enact the 'Avva' play. Discuss the participants understanding of drama.

Expected outcome

- Participants become aware of the changing status of women in Indian society
- Participants become aware of the various forms of violence against and exploitation of women.



Step 11: When Mayanna visited the doctor (Gender-based work distribution)

Refer to Step 4 in Village level Gender Awareness Campaign



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Step 12: Home work/Night work

Time Required: 2 to 3 hours

Resource materials

Pictures, questionnaire, drawing sheets, sketch pens, etc.

Objective

- To keep participants engaged and occupied during the after hours of the training. To get an understanding of the impact of the training.
- To find out whether there has been any impact of the training programme.
- To prevent boredom and distraction among the participants.
- To promote camaraderie among the participants.

Method

Two activities were planned and given as group work.

- Stage 1(Group): Divide the participants into four groups. Select pictures that are thought provoking such as on gender concepts and gender stereotype roles prevalent in the society. Give one picture to each group. (Examples- men fighting with men; women fighting with women; a lady doctor; a woman blacksmith; etc.). The group asked to analyse the pictures from a gender concept. The group should be given enough time to discuss the subject.
- Stage 2 (Individual): Questionnaire which has gender biased statements is given to each participant. The participant is asked to read and understand the statements and then tick his opinion against each of the statement. *Refer Appendix 7.*

The following morning members of each of the four groups makes a presentation on their opinion of the pictures. The group usually has a mixed opinion such as a Blacksmith's job is tough for women, they can't handle such work, women should take up such work only if it is absolutely necessary. Fight, between women spoils the peace of the family and affects the children, etc.

The trainer should handle the group with sensitivity and make the group understand that these are all preconceived notions about women. She/he has to help participants evaluate the gender concepts and stereotypes prevalent in the society and create awareness among the participants.

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Activity 2: The trainer should read out each statement from the questionnaire. The majority opinion is collected and consolidated. Later the trainer should analyse each statement and make the group understand each statement and thereby ensure that correct concepts of gender is given to the group.

Expected Outcome:

- Group is aware of gender stereotypes and has developed sensitivity and respect towards women.
- Group is aware about pre-conceived notions against women prevalent in the society.

Step 13: Heegeke Heegirali (What is ... what can be)

Refer to Option 2 of Step 5 in Village level Gender Awareness Campaign

Step 14: Opportunities in society

Refer to Option 1 of Step 5 in Village level Gender Awareness Campaign

Step 15: Leadership in women

Time required: 30 minutes

Materials: Chart paper, pen, and Salma's story.

Objectives

- To bring about an understanding among participants that leadership qualities exist in both men and women.
- To identify that leadership can be handled by people with different personalities.

Method

- Participants are to be divided into two groups.

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- One group is asked to recall any woman leader they know, recollect and list the qualities that made her a leader. It should bear the heading 'women leaders'.
- Another group has to remember a male leader and make a note of the qualities he possesses that made him a leader.
- Both the charts are to be displayed at a place where everybody can see them.
- The headings of both charts should be interchanged – the heading 'women leaders' should be changed to 'men leaders', and vice versa and a discussion should be carried out regarding the same.
- After this exercise, introduce Salma's story and facilitate a group discussion.

Points for discussion

- What do they feel when the headings are interchanged?

Salma's story

Salma lives in a village with her husband Azeez and her three children – two boys and a girl. All three children go to the village school. But, Azeez does not like his daughter Zareena going to school so she had to leave school. Salma was very upset with this and tried very hard to convince her husband. But he was not ready to listen to her. He felt that educating girls was a waste of time and money. Not only that, he felt that she might get out of hand if she goes to school.

Salma was very disappointed but still keen that her daughter gets an education. As she was going to the village learning center, she had realized the importance of educating girl children. She spoke about this with other women of the community. After having several discussions, all of them decided that their daughters needed to go to school. They held discussions with the village elders and school teachers. Later, this group of women went from door to door and convinced the men to send their daughters and girls in the family to school. This resulted in all girls going to school.

- Does the first list of attributes apply to both men and women? If yes, why? If no, why not?
- Likewise, does the second list of attributes apply to both men and women?
- Does it mean that a leader must and should be a great speaker, and should have a task of mobilizing people only?
- Without much ado, have you noticed leadership that is carried out in a peaceful manner?
- The minute one mentions the word 'leader', did the picture of a man or woman emerge?
- What are the obstacles for a woman to become a leader?
- After the discussion, 'Salma's story' should be read out and discussed.

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- What did Salma do in the story?
- What are the leadership qualities in her?
- What is the difference between her and the leadership attributes of a man?
- Why is Salma an effective leader?
- What is the difference between the leadership attributes of this woman, and an elected leader or a conventional leadership?

Expected outcomes

- Participants should understand that leadership attributes are the same for men and women.
- Participants should understand that due to gender constraints, a woman does not come forward. Like men, women too can become leaders.
- The participants should also understand that there are different kinds of leadership.

For the attention of the trainers

There are chances that controversies and heated discussions may arise while discussing issues related to leadership of men and women. Care should be taken to see that things do not go out of hand.

Step 16: Concluding session: Feedback and plan for action

Time required: 30 minutes

Resource materials required:

Drawing sheets, marker pens, banners, posters, stories, songs, proverbs, newspaper cuttings including TV and films, Heegeke Heegirali charts, Scripts for role plays.

Method

After all the activities have been completed, participants are asked to draw up an individual plan for future action. Participants are encouraged



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to share their views on the programme and also the changes they are willing to make. Encourage participants to:

- Take responsibility for girl's education.
- To share house work and daily chores carried out by the women of their household.
- Support the sangha and women's development programmes and participate actively in them.
- Stop or prevent practices detrimental to the progress of women and girls such as early marriage, domestic violence, devadasi practice.
- Give their girl children equal opportunity in all fields.

This exercise should not be carried out in a new area. Some familiarity with the village community and prior work with women's groups is essential for the programme to be effective.

References: Kusuma, Hosa Ale, Mouna Mathu, Hosilu Daatida, Hejjevalu, Status of Women, Gender and empowerment.

For the attention of the trainers

- Encourage all to participate. If a participant is shy or hesitant encourage the person to speak openly and disclose the information. Do not interpret what is said.
- To make the sessions interesting use visual displays, audio visual aids, role plays, etc.
- Draw up rules and norms for behaviour for the duration of the training.
- Participants must be told firmly that smoking and drinking is prohibited during the training period.
- Participants with leadership skills should be identified to share responsibility for safety, cleanliness and punctuality.
- Ensure the completion of 'home work' or night work given.
- The trainer must ensure that all necessary arrangements have been made for the smooth running of the programme.
- Trainer must be adequately prepared with all the information and materials required for the programme.
- Be punctual and follow the time schedule.



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- Trainer must display an open, friendly, conduct and attitude.

Don'ts (for the trainer)

- Avoid conducting the programme on days following major festivals, election, during major disturbances in the area, or during harvest or sowing seasons.
- Do not let participants (trouble makers, drunken man) interrupt and derail the programme.
- Do not impose your views, opinion, decisions on the group.

Challenges

- Reluctance of men to attend a two day programme and stay overnight. Some participants leave after the first day; and some join only on the second day.
- Sustaining the interest of a large group.
- Some participants might prove difficult to handle and attempt to disrupt the programme, which must not be allowed by the trainer.
- Hesitation and reluctance of participants, especially older men, to be held accountable or take responsibility for change.

Strategies to overcome the challenges:

- Take adequate steps to mobilise and motivate men to attend the programme.
- Make the programme attractive through the use of audio visual aids, banners, role plays, etc.
- As far as possible include men of the same age group.
- Identify men with leadership qualities to take the lead in sharing responsibility and carry out follow up action.
- Only trained resource persons must handle these sessions. If required, additional support may be taken from the district office.

Short term expected outcomes

The changes in attitude and mindsets can be seen in the following areas:

- Sharing housework and responsibility for household chores with women.



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Activity 2 Gender Education for Men and Male Youth at Taluka Level

- Increased support and cooperation with women's sangha activities and other work in the public sphere.
- Decrease in discriminatory practices and violence against women.

Mahila Samakhya Gender Training Helps Reduce Restrictions on Women

Mahila Samakhya staff organized a gender training program for men at Koodlugi taluka in Bellary district to create awareness on gender discrimination and the restrictions imposed on women. After attending the training, men began encouraging women to participate in their programmes. Now, several oppressive practices have changed. For example, earlier during their menstrual cycles, women were not allowed to take bath or stay at home and now they are. Women who have delivered babies were sent outside the home but today they are allowed to live in a hut in front of the house. When a girl matures, she used to be sent outside the village and through publicity, she would get marriage proposals. Today she is allowed to stay at home reducing the publicity around her attaining puberty. This village has now become a model for the entire Golla community. There has been a tremendous change in men in this community. Girls are also getting educated. Men have begun to actively help the sangha keep its records.

- Participants themselves become change agents and spread the message of gender equality.

Long-term expected outcomes

- Changes in the family with increased sensitivity towards women's problems.
- Understand the prevailing discrimination in society and actively participate and strive to eliminate this.
- Support all development programmes for women.
- Change in attitude towards women and girls.

Additional matter for the Male Youth Group

Objectives

- To enable youth to take the lead in stopping social evils such as early marriage and violence against women.
- To create a future generation free from gender stereotyping

Step 1: Opportunities for movement (Mobility)

Mobility is a factor, which provides a lot of strength. If one is able to move about independently, it is possible to get information and have new experiences. Among women and men, in terms of mobility, there is a great deal of gender disparity. Through group exercises and discussions, participants are encouraged to understand how mobility aids



Activity 2 Gender Education for Men and Male Youth at Taluka Level

in empowerment and how disparity in mobility weakens a woman.

Time required: One hour

Materials: Chart papers, sketch pens (4 or 6 nos. of red, green and blue), model map of the village.

Appendix 3 contains a list of places that are visited

Objectives

- To understand that mobility aids in the process of empowerment.

To understand that gender disparity in terms of mobility decreases the strength of a woman to a great extent.

Method

Stage 1:

- The participants are divided into 4 groups.
- Each group is given green, red and blue coloured sketch pens and chart papers.
- Each group should draw a representative map of the village (if there is a time constraint, a copy of the model map of the village can be given).
- Representative map should contain an approximate location of village homes, fields, wells, bore wells, schools, Panchayat office, hospital, hotel, shops, liquor stores, temple, main square of the village, etc.,
- Later on, two groups are to be instructed to find out to what extent men visit these places in the village.
- Likewise, the other two groups should also be instructed to find out to what extent women visit these places.
- After discussions, the places that can be visited without any reservations should be marked with a red line. If the need of a companion is felt to visit a place, that place is to be marked by a green line. Places that are visited rarely are marked with a blue line.
- These charts have to be hung on a wall where everybody sees it.
- Participants should express their opinion regarding the opportunities for men and women for mobility to all places.



Activity 2 Gender Education for Men and Male Youth at Taluka Level

Stage 2

Each group should be provided with a copy of Appendix 3. The participants should be instructed to note down the mobility patterns of men and women.

Points for discussion

- Are there differences in the mobility patterns of men and women? What are they? And why?
- What are the obstacles for mobility? (Caste, age, gender, physical health, menstruation, and so on).
- If there are no opportunities for independent mobility, what are the problems that are likely to be faced? What steps are to be taken to increase women's mobility?

Expected outcomes

- One should understand that mobility empowers people.
- One should be able to identify the obstacles to women's mobility.

For the attention of the trainers

- It is okay if the map is not so good. It is more than enough if the important places can be marked.
- Women cannot move around independently. Arguments of safety, that harassment molestation and rape might occur could be put forth.
- Pointing out that it is the men who indulge in these acts is necessary but there is no need to forcefully make the participants agree to this.
- The participants should be allowed to think for themselves.



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Activity 3 Gender Awareness for Teachers at Rural Schools

Time: 5 hours

Venue: School, MS DIU office, rented community hall

Objectives

- Make teachers sensitive towards the girl child and change their attitude towards girls and women.
- Help teachers understand the problems faced by girls and women thereby develop a sensitive approach to addressing them.
- Help teachers become aware of gender-based discrimination practiced in society and stop them.
- Create equal opportunities for girls in the classroom setting and thereby increase their participation.
- Create a girl-child friendly atmosphere in schools.

Preparatory Phase

- Inform the Block Education Officer/Deputy Director of Public Instructor about the programme and ensure necessary approval/permission to conduct the programme and the attendance of the teachers.
- Identify the participants and send the invitation/information by letter well in time.
- Keep training module updated and ready for use, alongwith other materials such as stationeries required for the programme.
- Identify suitable time and place for the training.

Commencement of the programme:

Step 1: Welcome the participants

Time required: 15 minutes

Resources: Songs like Hogu Muddhina Magale, Toorabedi Galige, Simhadante Sididuba, Bhoomiyannu Taayienuve.

Activity 3 Gender Awareness for Teachers
at Rural Schools

Method

- Begin the programme with a song (suited to the occasion) and lighting of lamp (or any other local practice).
- Welcome the participants.

Step 2: Ice Breaker: Introduction of participants

Time required: 20 minutes

Divide the participants into pairs.

Method:

Ask participants to stand in a circle and call out numbers from 1 to 10 starting from one end. The remaining participants must repeat from 1 to 10. Then pair those with same numbers and ask them to introduce themselves to the other about their hobbies, likes and dislikes, family, education, and favourite things. Participants return to the large circle after this is done. The trainer can also participate in the ice-breaker. Participants come back and introduce their newly acquired friend to the entire group.

Expected outcome

Participants get to know one another. An atmosphere is created for open and free interaction among participants.

Tip for trainer:

Ensure that all participants participate actively by moving among the participants and encouraging them to open up and thereby establish an easy atmosphere.

Step 3: About the implementing organisation

Refer to Step 3 of Activity 1: Village level Gender Awareness Campaign



Activity 3 Gender Awareness for Teachers at Rural Schools

Step 4: Participants' expectations from the training

Refer to Step 3 of Activity 2: Gender Education for Men and Male Youth at the Taluk level

Step 5: Objectives of the training

Time required: 10 minutes

Objectives

- Ensure teachers give importance to girls' education.
- Eradicating gender-based discrimination prevailing in the school and. Creating a friendly atmosphere for the girl-child.
- Including gender sensitivity into the curriculum and teaching methodology.
- Creating equal opportunities for girls.
- Pay attention to retention of girls in schools
- Understanding the problems faced by of girls and be sensitive to them
- Develop supportive attitudes among teachers to encourage girls to complete their education

Expected Outcome

All participants would have a common understanding of the objectives.

Discussion points

Women are deprived of several opportunities and an equal status due to various reasons such as custom, tradition, patriarchal norms, and many others. The secondary position given to women is not because she is born inferior, but a heirarchy created by society, Gender based differentiation is different from biological differences that are natural. The gender differences created by society can be changed by society. This is what children need to know, and is one of the objectives of this teacher training module.

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Activity 3 Gender Awareness for Teachers at Rural Schools

Step 6: Perception about man and woman

Time required: 20 minutes

Objectives

- To understand the concept of gender.

Method

- The participants should be asked to spell out the differences between men and women. This should be noted on chart paper, with separate columns for men and women.
- The participants should be helped to make a note on various aspects of non-similarity between the sexes.
- Later on, the participants should be asked as to which aspects can be changed and which cannot.

- In this process, it should be recognized that physical aspects cannot be changed (sex organs, hair, moustache, breasts, uterus, menstrual cycle, etc) while the social differences can be changed. Ka15.tif
- At this stage, the concept of gender should be explained in a simple lecture mode.

Expected outcome

- The participants will be able to clearly understand that the concept of gender is not biological
- The participants should be able to understand that if one is willing to change the mindset, gender differences can be altered.

For the attention of the trainers

- Encourage all to participate. If a participant is shy or hesitant encourage the person to speak openly and disclose the information. Do not interpret what is said.
- To make the sessions interesting use visual displays, audio visual aids and role plays



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- Draw up rules and norms for behaviour for the duration of the training.
- Participants must be told firmly that smoking and drinking is prohibited during the training period.
- Participants with leadership skills should be identified to share responsibility for safety, cleanliness and punctuality.
- Ensure the completion of 'home work' or night work given.
- The trainer must ensure that all necessary arrangements have been made for the smooth running of the programme.
- Trainer must be adequately prepared with all the information and materials required for the programme.
- Be punctual and follow the time schedule.
- Trainer must display an open, friendly, conduct and attitude.

Step 7: Examples of work done by boys and girls.

Time required: 20 Minutes

Objective

Make participants aware that the family creates the gender stereotypes between boys and girls from birth.

Method

- Divide the participants into two groups.
- One of the groups would list the activities done by boys and the other group that of girls from morning to night.
- The facilitator can steer the discussion towards stereotypes that impact on girls opportunities. (eg: Girls do not have the atmosphere or opportunity to continue with education due to household work)

Expected outcome

- Teachers will be motivated to create awareness in boys to cooperate with the girls in the family
- Awareness of equality in the children



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Activity 3 Gender Awareness for Teachers at Rural Schools



Points to be noted

- The list made by both groups should be analyzed and that girls have no time for play or study should be highlighted
- Boys should share the work generally done by girls in the households and do work on their own and thereby ensure their sisters get time to study
- Discussion should be in line with the objectives of the session to ensure the subject is not diverted

Step 8: Where they have gone?

Refer to Step 6 of Activity 2: Gender Education for Men and Male Youth at the Taluk level

Step 9: Incorporating gender concept in the curriculum.

Time required: 45 Minutes

Objective

To understand the gender sensitive methodology to be used while teaching.

Method

- Divide the participants into three groups and give them three stories - Kerrege Hara, Ruthigarra Hodha and Vasanthi Thirmana.
- Conduct group discussion after they have read the stories. The trainer must steer the discussion around the concept of gender and gender inequality in the society.

Expected outcome

- Teacher will be gender sensitive and understand the concepts and use them in the teaching methodology
- Teacher will also identify the gender discriminatory aspects in the curriculum.



Activity 3 Gender Awareness for Teachers at Rural Schools

Points to be noted

- Ensure the exercise is not just an entertainment but a learning process for the participants
- Ensure that the exercise is done in the right spirit and with seriousness. Make sure that anti-women values and remarks do not emerge.

Step 10: Concluding session: Feedback and plan for action

Resource Materials

- Drawing sheets
- Sketch pens
- Meena mallige cassettes
- Banners, posters, clip charts
- Hand-books
- Manuals like Kusuma, Hosthilu Datuva Hejjegalu, Hosa Ale, Linga Alavadike Siddhantha, Mouna Maathu

Method

After all the activities have been completed, participants are asked to draw up an individual plan for future action. Participants are encouraged to share their views on the programme and also the changes they are willing to make. Encourage them to:

- Create awareness about gender concepts among children
- Create equal opportunities for both boys and girls in schools and society
- Advocate with Education Department to include gender sensitive concepts into the curriculum
- Identify and modify the gender discriminatory aspects in the text-books
- Strive to change the environment in the families by making children gender sensitive



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Activity 3 Gender Awareness for Teachers at Rural Schools

Dos for Trainers

- Identify a time and place that is suitable for most people to attend. The training should be conducted on a holiday, before the start of the new academic year or mid-term holidays
- The trainer must ensure that all necessary arrangements have been made for the smooth conduct of the programme.
- Trainer must be adequately prepared with all the information and materials required for the programme.
- Be punctual and follow time schedule.
- Trainer must display an open, friendly, attitude.
- Draw up rules and norms to be followed during the training

Don'ts

- Avoid conducting the programme on days following major festivals, election, during major disturbances in the area, or during harvest or sowing seasons.
- Avoid conducting the training programme before, during and immediately after the school examinations or other important school events
- Do not let participants (trouble makers, drunken man) interrupt and derail the programme.
- Do not impose your views, opinion, decisions on the group.

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Overall Expected Outcomes



Short-Term

- Increased awareness among men about women's issues.
- Increase in participation of women in sangha and village level development activities.
- House work and chores shared by men.
- Increase in mobility, freedom of expression, decision making of women, and control over resources. Ka24.tif
- Girls are admitted or re-enrolled in schools.
- Increase in status of women in family and society.
- Reduction in the incidence of violence and discrimination against women and girls.

Long-Term

- Increase in understanding and awareness about prevailing discrimination against women and girls and its detrimental effects on women's lives.
- Awareness about the differential socialization of boys and girls and this being a social construct that can be changed/ altered.
- Increased access and enjoyment of rights and entitlements among women, especially in education of girls.
- Change in attitude towards women's and men's roles in society breaking stereotypes, and stopping oppressive social practices.
- A favourable enabling environment for women's, and men's, participation in varied roles at different levels both within the family and in the community.
- Creation of an environment of dignity and respect for both men and women.

Appendix

Andhra Pradesh Mahila Samatha Society

1. Module on Gender Education for Boys
2. Games on Gender Education for Boys
3. Role-play on Gender Education for Boys

Kerala Mahila Samatha Society

1. Concept Note on Gender Education in Schools
2. Session Plans
3. Gender Planning Module

Mahila Samakhya Karnataka

1. Statistics on missing women
2. District-wise sex ratio in Karnataka
3. List of places visited
4. Constraints for men
5. Kerrege Hara and other stories
6. Story of Avva
7. Questionnaire for Homework

ADDRESSING INEQUALITIES THROUGH GENDER EDUCATION

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Glossary

ALC	Adult Learning Centre
APMSS	Andhra Pradesh Mahila Samatha Society
Bala Sangham	Collective of adolescents at village level
B.Ed	Bachelor of Education
BRC	Block Resource Centre
CBO	Community Based Organisation
Cluster	Collective of 10 villages
CRP	Cluster Resource Person
DDE	Deputy Director of Education
DEO	District Educational Officer
DIET	District Institute of Education and Training
DIU	District Implementation Unit
DOE	Department Of Education
DPC	District Project Coordinator
DPI	Department of Public Instruction
DPO	District Programme Officer
DRG	District Resource Group
DRP	District Resource Person
DSW	Department of Social Welfare
Federation	Collective of sanghas
GET	Gender Education of Teachers
GP	Gram Panchayat
GPE	Gender Planning in Education
Gudumbha	Cheap country liquor
HM	Head Master
HS	Higher Secondary
ICDS	Integrated Child Development Services
Jagratha Samithi	Vigilance committee in schools
Karyakartha	Village level functionary
KMSS	Kerala Mahila Samakhya Society
LP	Lower Primary
Mandal	Block
M.Ed	Master of Education
MHRD	Ministry of Human Resource Development
MPTA	Mother and Parent Teachers Association
MRG	Mandal Resource Group
MS	Mahila Samakhya
MSK	Mahila Shikshan Kendra
MSKn	Mahila Samakhya Karnataka
NPEGEL	National Programme for Education for Girls at Elementary Level
PHC	Public Health Centre
PTA	Parent Teacher Association
PTTC	Primary Teacher Training College
RP	Resource Person
Sahayogini	Village level functionary
Sangha/Sangham	Collective of women at village level
SCERT	State Council for Educational Research and Training
SPD	State Project Director
SRG	State Resource Group
SSA	Sarva Shiksha Abhiyan
Taluka	Block
ToT	Training of Trainers
UNICEF	United Nations International Children's Emergency Fund
UP	Upper Primary
Upa-Sarpanch	Vice-chairman

ADDRESSING INEQUALITIES THROUGH GENDER EDUCATION

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