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 - Gender



GENDER SENSITISATION FOR TRANSFORMATION

PREFACE

Sensitization which means making someone responsive or sensitive towards the concept or existing issues around the same. Gender Sensitisation refers to the transformation of behaviour by raising awareness of gender equality concerns and socially constructed gender stereotypes. This can be achieved through different sensitisation training, campaigns, workshops etc. It can be create changes in the believes or behaviour and sensitive to gender justice, rights and certain issues related to that. It helps to understand the difference between sex and gender, how gender is socially constructed and the stereotypes around gender roles. This sensitisation process will also make understanding violence and how it is inflicted upon by certain masses and how one gender is favoured or dominant everywhere. There are lot in to the sensitisation process which we can read, watch and rethink on documentaries and discussions that we can participate but the beat is practice and exposed to it.



NEED OF GENDER SENSITISATION

- It is the most effective and non controversial approach of transforming the society.
- Gender sensitisation is the process of changing the stereotype mind set of men and women from the believes of gender inequalities, especially we work in the space of socio-cultural- economic difference.
- Through the process we can creates a class of responsive functionaries at different level from policy makers to grass root
- It helps to address the existing gender bias in attaining the result of the intervention or initiatives
- Sensitisation process will tend to change the perception of men and women to accept and respect each other
- It leads to avoid and address the gender based issues or sexual harassment at work place or in the society
- Gender sensitisation will create acceptance of all gender identities and increase the participation of them in the public space.
- The gender sensitisation process develops the understanding that women do possess wisdom and therefore they must be involved in decision making process or to the mainstream.

GENDER SENSITISATION INITIATIVE OF KUDUMBASHREE

Kudumbashree is a community based organisation and net work of 43 lakhs of women and which focuses on social and economic empowerment of women through collectives. This has to reflect in their own family and community too. So it is the reality that the Kudumbashree become the instrument of change as far as the status of women is concerned. Also it is very important, the transformation of employees in the system. Effort taken in the sensitisation of the staffs are made to create a favourable environment that allows nurturing and flourishing of women's status and which provides more flexibility and freedom to women. Their perspective will help in the community development process and construction of gender just society.

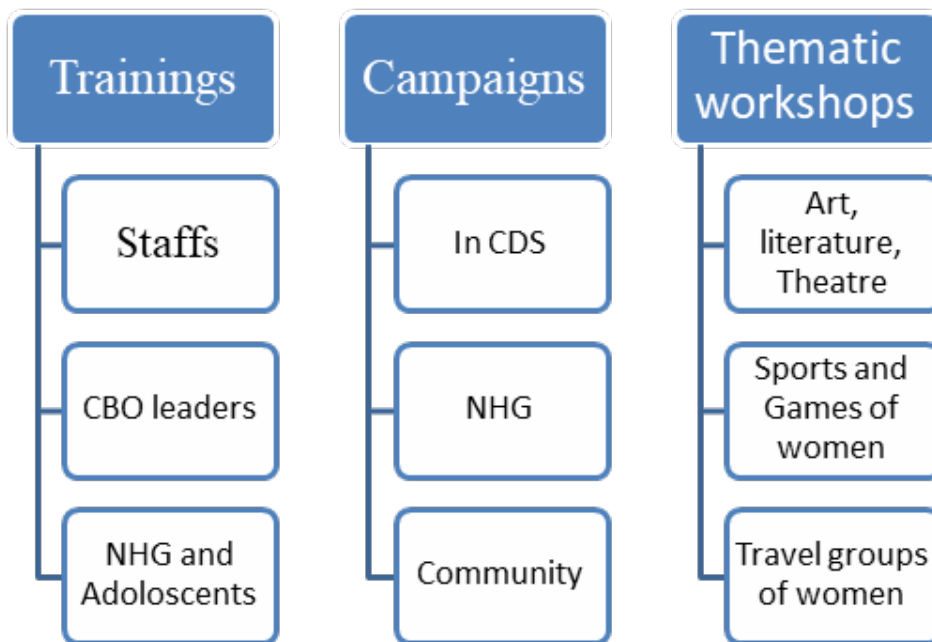
As per the order issued by Government of Kerala, Kudumbashree is recognised as the State Resource Centre for Women (SRCW) with the support of National Mission for empowerment of women under Government of

India. Kudumbashree received an amount of 16.48lakhs through Social Justice Department of Kerala for setting up of SRCW and started the functioning of centre in Kudumbashree head office in the financial year 2017 – 18. Gender sensitisation programme was an activity planned under SRCW, at the initial level it is for all staffs of mission and then to the community.

AIM OF THE PROGRAMME

- The very aim of gender sensitisation programme of Kudumbashree is to bring definite and conscious thinking and intervention of the staffs and CBO.
- It aims to address the Gender inequality through making Kudumbashree women as the agent of change champions, experts, and convergence for new era focusing on shared solutions, hope and positive outcomes.
- Gender sensitization will be reasoned for the gender integration and gender perspective into all the programmes of Kudumbashree with the goal of achieving gender equality.

STRATEGY ADOPTED FOR GENDER SENSITISATION



The above said strategies adopted by Kudumbashree will be able to see the impact of internalised notions of gender in the process of socialisation from childhood to present age. We have developed a well thought-out gender sensitisation strategy considering the target group and the methodology adopted. The strategy basically involves participation of all through the idea of 'Pedagogy of Oppressed' by Paulo Freire, deciding the facilitator and content and deciding the methodology. All these were

set before designing the sensitisation programme and complete roll out was done after it.

Kudumbashree was given gender sensitisation training to 420 staffs and 1062 CDS chair persons with the different modules developed. Visthar, Bangalore supported us for the content development and training of staffs, gender team of state and district mission developed the module for CDS chair person's training.

Gender sensitisation workshops organised by Kudumbashree was a great achievement in the process of gender mainstreaming. The process and the strategy developed was more participatory and influential. I am very happy to be the part of this initiative.

Mercy Kappen
Director, Visthar, Bangalore

PEDAGOGIC APPROACH OF TRAINING (A) STAFF TRAINING

The following are the sessions that were facilitated in the 2-day gender sensitization workshop:

1. Sex and Gender
2. Social Construction of Gender
3. Understanding Patriarchy
4. Gender Analysis – Division of Labour
5. Gender Analysis – Access and Control
6. Approaches to Women’s Development
7. Gender Planning and Analysis
8. Women’s Empowerment Levels

The detailed lesson plans for the above sessions are appended below.

1. SEX AND GENDER

Objectives

- To recognize how so many attributes we assign women and men are socially created
- To understand the conceptual difference between sex and gender
- To recognize the unfairness of gender.

Method

Lay out the pictures/photos on the floor at the beginning of the session. These cards represent everyday objects – flowers, stones, cycle, etc. When participants come in, let them look at the pictures.

Open the session by inviting participants to pick up two cards, one symbolizing women, and the other symbolizing men. Conclude the session by asking participants why we are having this session. Encourage participants to reflect on the purpose of this discussion.

Background

Dominant society teaches us a set of stereotypes about women and men:

- Women are supposed to be gentle, caring, affectionate, kind, sacrificing, emotional, jealous, manipulative, cunning, gossipy, etc.
- Men are supposed to be hard, tough, strong, earning, aloof, hard-working, hard-drinking, etc.

2. SOCIAL CONSTRUCTION OF GENDER

Objectives

- To recollect how each of us have learnt the rules of gender
- To recognize the role of various social institutions in socializing us about gender
- To observe the adverse consequences for women and men from that socialization

Method

This session is in two parts. In the first part, participants reflect in small groups on how they have been socialized in a particular social institution; in the second part, each group prepares a short theatrical piece (a skit) and present it to the larger group. This session is an ideal sequel to the discussion on the concepts of sex and gender.

Open the session by reviewing the basic concepts of sex and gender. Point out that “gender” is socially constructed; it’s about rules we learnt.

Ask participants where we learn those rules from? Where in society did each of us learn those rules?

- “Family”, “Neighbours”, “Community”
- “School”, “College”, “Education system”
- “Religion”, “Scriptures”, “Mythologies”
- “Media”, “Movies”, “TV”, “Ads”
- “Workplace”, “Job”, “Market”
- “Laws”, “Government”, “State”

Point out that these are various social institutions that our lives are enmeshed in: Family, Education, Religion, Media, Market and the State respectively.

Background

Society teaches us how we should be, how women should be, how men should be. The social institutions of family, education, religion, media, market and state are the sites of that informal training. Each of these institutions reinforces and reproduces the rules of gender in our society

3. UNDERSTANDING PATRIARCHY

Objectives

- To gain conceptual clarity on what “patriarchy” is
- To think through some of the myths and misconceptions surrounding patriarchy
- To begin to recognize patriarchy in action in many everyday norms

Method

This session is best facilitated after the two sessions on “Sex and Gender”, and “Social Construct of Gender”. It builds on examples from those two sessions.

Invite participants to think back to the skits they

performed on what social institutions teach us about how women should be, and how men should be. Remind them of the “D”s that you summarized about women’s experience: Discrimination, devaluation, denial, dehumanization, etc.

Ask them to reflect: “If the “D”s are what women in

society experience, what do the men in our society experience? What does our society give men? Let’s try to think in terms of “P”s

Prompt the participants with a few words beginning with P, and then they will usually identify many more “P”s that men get in our society:



Primacy	Preference	Priority
Privilege	Power	Position
Property	Priesthood	Predominance
Pleasure	Participation	Prominence

As a fun exercise, brainstorm as many words beginning with “P” that are about what men get..When the participants seem to have exhausted the list of words, ask them what we would call a society that gives all these “P”s to men. Allow them to guess and arrive at the word “Patriarchal”. If they are struggling, give them the hint that the word again starts with “P”. Draw the session to a gentle close by inviting participants to reflect and write down in their notebooks how each of us could contribute to resisting patriarchy in our lives. For now, it’s a warm up to start thinking about how to address patriarchy in our lives. That question needs to be picked up in a later session, ideally after more analysis of gender injustice.

Background

The term “Patriarchy” comes to us from Greek via Medieval Latin. Its root words “Pater” and “Archy” denote “rule of the father”. The term has gained popularity in the last 50 years due to its centrality in feminist analysis.

4. GENDER ANALYSIS – DIVISION OF LABOUR

Objectives

- To visibilize the work women do
- To recognize that most women work much more than men
- To critically reflect on the assumptions and consequences behind the accepted division of labour

Method

This session on Division of Labour is the first of three sessions on Gender Analysis. These three sessions go together; they build on the concepts and analysis of the preceding three introductory sessions on Gender. This first session is structured in two parts. First, participants do a group exercise where they mine their collective experience of how women and men divide

their day. In the second part, participants analyse the knowledge they have pooled together and reflect on its assumptions and consequences.

Introduce the concept of different types of roles and how they are valued/devalued:

1. Reproductive role
2. Productive role
3. Community role

Invite participants to reflect on who performs which roles and whether it is fair that reproductive role is devalued. Conclude the session by showing the comic strip “The Lie of the Land”. Read out the comic strip to ensure everyone can follow the text. Invite quick responses to the comic strip as you close the session.

Background

Women’s labour is often unrecognized even though many women work very long hours at home and/or at their jobs. When asked what they do, many South Asian women themselves say “I don’t do anything” even though they might be labouring hard to maintain their homes. The purpose of this session is to challenge those assumptions and raise consciousness about the labour women have been already doing.

In this framework emerging out of feminist analysis, we define 3 categories of labour:

1. Reproductive labour
2. Productive labour
3. Community labour

5. GENDER ANALYSIS – ACCESS AND CONTROL

Objectives

To raise consciousness about women’s relative lack of control over most resources

To enable participants to critically reflect on how resources are shared in society

Method

This is the second session in the series of three sessions on Gender Analysis. While the session can be done as a standalone session independent of the other two, it is best facilitated as part of the series.

This session is similar in structure and form to the previous session. In the first part, participants do a group exercise where they mine their collective experience of what resources women and men have access to and control over. In the second part, participants analyse the knowledge they have pooled together and reflect on its assumptions and consequences.

Locate the session by reviewing the basic questions of

Gender Analysis:

1. Who does what?
2. Who has what?
3. Who needs what?

Introduce the tool “Access – Control Chart”. Draw the template for the exercise on the white board, with a few sample entries.

6. APPROACHES TO WOMEN’S DEVELOPMENT

Objectives

- To understand the various approaches to women’s development
- To recognize the approaches used at Kudumbashree

Method

Participants are each given a copy of the statements given in the Handouts section. They are invited to read and rank the statements they agree with and disagree with the most. They first work on this alone for about 10 minutes. Clarify that you would like them to rank the top 3 statements they agree with the most, and also the top 3 statements they disagree with the most.

After participants have worked on the statements alone for sufficient time, divide them in small groups of 4-6 people. Ask the groups to discuss their rankings inside the group, and arrive at a final ranking representing the group’s ranking. Clarify that you would like the group to determine the top 3 statements they agree with the most, and also the top 3 statements they disagree with the most.

While the participants are discussing their ranking within their groups, prepare a blank table on the white board to summarize the rankings of each group.

Once participants have discussed the statements, introduce the various approaches to women’s development:

1. Welfare
2. Anti-poverty
3. Efficiency
4. Equality
5. Empowerment

Present how the different statements are connected to each of these approaches to development.

7. GENDER PLANNING AND ANALYSIS

Objective

1. To equip participants to plan and analyse projects and programs from a gender perspective
2. To enable participants review their own projects from a gender perspective, and generate ideas on how to strengthen their gender sensitivity

Method

Review the key ideas that have emerged from Gender Analysis so far:

1. The various roles of women: Reproductive, Productive and Community

2. The various needs of women: Practical Gender Needs and Strategic Gender Needs
3. The various approaches to women's development: welfare, anti-poverty, efficiency, equality and empowerment

Explain that we are going to bring all these ideas together to support us in our planning and analysis of projects/ programs.

Invite participants to briefly describe the various projects they are working on. Collect about 6 examples. Take each project the participants have shared and analyse them using the table

Method

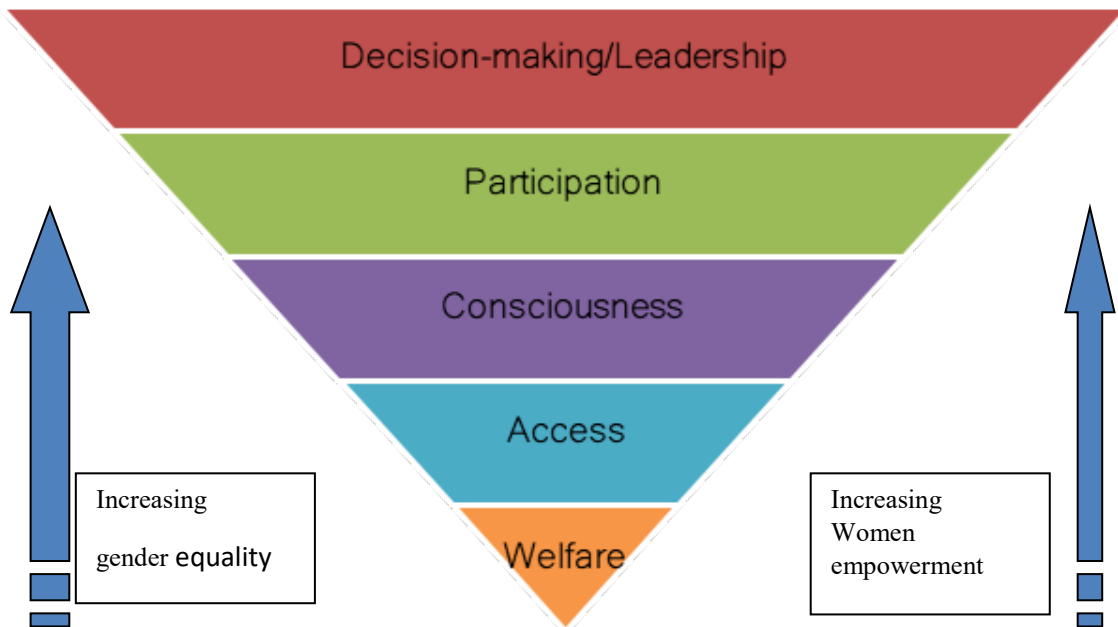
Divide participants into small groups and invite them to draw the picture of an empowered woman and label her qualities. 1/4th of the groups can be asked to draw the picture and label of an empowered man too.

Give the groups about 45 minutes to discuss and draw the pictures and invite them to summarize the key ideas. Organize them on the white board according to the 5 levels of empowerment. Introduce the concepts of the different empowerment levels and invite them to reflect on those.

8.WOMEN'S EMPOWERMENT LEVELS

Objectives

To recognize the various levels of women's empowerment



<p>Introductions: About program</p> <ul style="list-style-type: none"> •Any activity to form a group •Make a group of 5 to 6 members •Introduction of the participants through group discussion •Discuss observation of their intro •Attitude Survey form distribution
<ul style="list-style-type: none"> •Listing attributes of women & men •Change the head of charts and compare •And mark impossible attributes of both •Gender and sex •Sex and Gender Quiz •Sexual Identity and Sexual attraction
<ul style="list-style-type: none"> •Social construct of gender: From where all gender discrimination comes on (Analysis of institutions of socialization and mark it on the board) •Group discussion (Write down main points) •Presentation through skits, mimes etc. •Summing up group presentations (Mark on board) •Understanding Patriarchy – Different activities •Interactive session
<p>Day 2</p>
<ul style="list-style-type: none"> •Recap •Introduction to gender analysis tools PPT and interactive discussion (ref. Slide 27 -30) •Roles of Women (ref. Slide 31 - 36) •Lie of the land
<ul style="list-style-type: none"> •Sheeja's story (print outs to each) •Group Discussion (List out needs of Sheeja's - each group) •Mention on Board
<p>SGN PGN (ref.</p>
<p>SGN PGN Quiz</p>
<p>Feed backs and wind up session</p>

KEY RESULT

- 1) General sensitisation on gender and why gender is part of Kudumbashree activities.
- 2) Implicit result in the participation of gender development programmes in districts.
- 3) Initiated more GRCs by CDS chair persons in their panchayath.
- 4) Formation of projects under LSG plan to address the stratergical gender needs of women.
- 5) Prevention programmes to address atrocities against women and children.
- 6) Create more chances to express them and involve more in the community.
- 7) Planning for gender integration in all programmes of Kudumbashree.
- 8) Employees in each thematic area are capable to do the gender analysis of their projects.
- 9) Developed a team at state level to give gender sensitisation of other institutions or

- 10) departments and Kudumbashree network itself
Created general awareness about act on Sexual harassment at work place and Internal complaint committee.

WAY FORWARD

- Gender sensitisation of all new staffs and continuation
- Training to ADS and NHG leaders
- Plan for a gender integration strategy and activities in each sector
- Self learning process at NHG level based on gender equality and justice
- Develop modules and toolkits based on the experience of training
- Planning to address the public and family for the change of unequal situations there.
- Gender sensitisation to different groups which will be facilitated by the state team

CONCLUSION

Gender mainstreaming is one of the prime focuses of the Kerala Government and formulated many policies and frame work like transgender policy. In most of the cases gender sensitisation and aligned activities are focuses on women and girls, but it is the time to reach to the family.

Focus of the gender programmes should be on breaking the stereotypes and se patriarchal norms prevalent in the society. Women collectives and the initiatives of Government are making more voices and changes in the society for justice and. equality.

“Before the training I was thinking why I have to learn gender...but after the training I experienced that it is the part of my life. I can't take back the days I lost but this flame I got will transferred to my ADS and NHG.....

Jiji, Chazhoor CDS,
Thrissure

Training helped me to rethink and more active in the community....methodology used was very participatory

Sheeja, Tholicodu CDS,
Thiruvananthapuram

References:

1. Dr. Jatinder Kumar Sharma (March 2016). “Understanding the Concept of Sensitisation in Humanities and Social Sciences
2. Kamla Bhasin, “Gender and Development”
3. Module prepared for Kudumbashree Gender Sensitization training.
4. GO(Rt) No.109/2013/SJD dated 14.03.2013
5. GO(Rt) No. 297/2013/SJD dated 21.6.2013(proposal Sanction)