

Gender Core Concepts

Offline Module 1

2021

Module Structure

The module covers core themes of gender, sex, socialisation, gender roles and needs in a cumulative 3 hour 35 minutes.

	Name	Time Required
1	Introduction and Gender Identity	20 mins
2	Gender Vs Sex	50 mins
3	Socialisation	50 mins
4	Gender Roles	30 mins
5	Gender Needs	50 mins
6	Concluding Session	15 mins

Welcome to the class on gender sensitization!

Today, we are going to work with you to

- Understand the difference between Sex and Gender.
- Explore how socialisation determines the roles and responsibilities of women and men within the household and on the farm.
- Understand how gender roles and norms lead to different power dynamics and gender needs.

But first.....



Let's introduce ourselves



Activity 1

Introduce yourself to
the person next to
you.

**Use the sentence below to
introduce yourself**





Let's discuss

What is **Gender Sensitization?**

Gender sensitization aims to aid people in examining their personal attitudes and beliefs and questioning on-ground realities of both sexes at home and in the fields and workplaces





What is Gender?



Activity 2

What are the first words that come to mind when you hear the terms ‘man’ and ‘woman’ ?

List out these words in a table as shown.

MAN

WOMAN



Let's discuss

Gender Vs Sex



- Biologically defined (that is we are born with it).
- Determined by birth.
- Universal (applicable over all geographies and social groups)
- Largely permanent (can be surgically changed)



- Determined by society (that is, we are not born with it).
- Learnt through life.
- Differs within and between cultures and social context.
- Can always be changed.



What is Socialization?



Activity 3

Choose a partner
for the activity.

Think about the following for a
moment



Share the same with your partner



Let's discuss

When I was hurt,
mumma told me that
I should stop crying
because boys do not
cry.

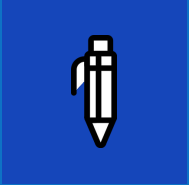


Socialisation

Socialisation is the process through which an individual learns gender norms, values, behaviours, and social skills which are ‘appropriate’ to his or her ‘gender’.



What are Gender Roles?



Activity 4

Everybody gather
around to make a
circle

Round 1

- 3 participants will be called inside the circle and a bottle will be placed in the middle of the circle.
- The participants will jump over the bottle one by one.

Round 2

- All 3 participants will be blindfolded and then asked to jump over the same bottle.

**Whoever jumps over the bottle successfully,
wins!**



Let's discuss

I want to go to the
science fair, but dadi
thinks that girls should
focus on learning
household skills instead.



Gender Roles

Gender roles refer to the roles learned and performed by a person as deemed appropriate to their gender.

Gender roles determine how men and women should think, speak, dress and act, as determined by their society.



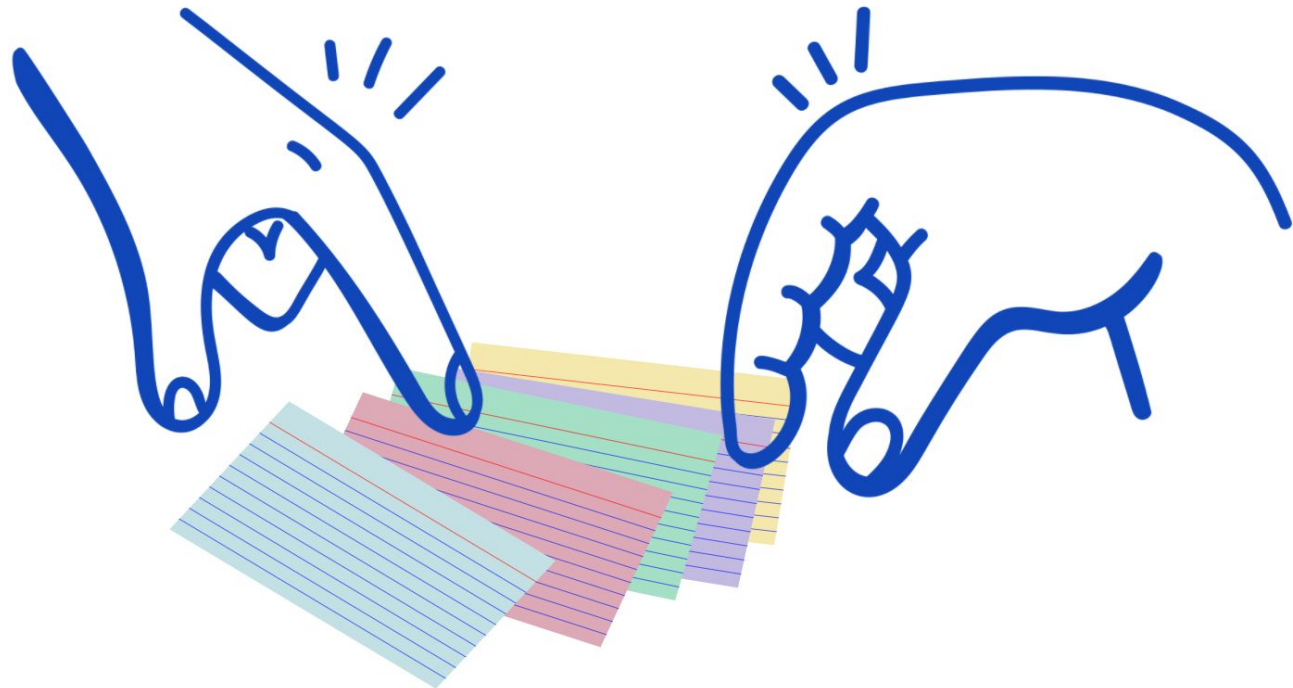
What are Gender Needs?



Activity 5

Power walk
exercise

**Pick a chit with a specific "identity"
and wait for the instructor to
elaborate on the activity.**



Round 1

Power walk statements

- My parents encouraged me to get an education
- I can access a bank loan directly
- I usually am the first person to eat at home
- I can go meet my friends when I wish to
- I am a legal owner of a house
- I can go out of my house at night if I want to
- I can go for trainings/meetings without pressure of household work
- I can go for work outside of my home whenever I want to and without anyone's permission
- I have control over my family income
- I have the time to watch television, listen to the radio, or read a newspaper
- I take the major / important decisions related to my household



Let's discuss

Round 2

Power walk statements

- I have access to trainings
- I can decide which fertilizers and pesticides to buy without consulting anyone in the family I have control on the farm income
- I am considered to be a farmer
- I have attended a training on the use of pests and pesticides
- I have access to agricultural machines such as tractor
- I get agricultural alerts through SMS
- I am the legal owner of the family farmland
- I can visit the cotton market whenever I want
- I am not judged by society when I stay out late at night
- I can interact with business salesmen
- I take the major decisions for my farm



Let's discuss

Why are needs different based on gender?

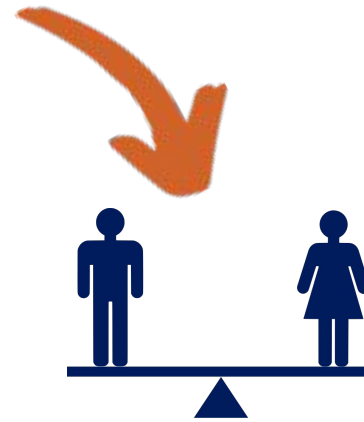


2 Types of Gender Needs



Practical Gender Needs

They are basic needs that women or men require in order to fulfill their socially determined roles.



Strategic Gender Needs

They are needs which require a confrontation with existing social relationships between women and men.

It's the end of the session!



What have been your major learnings?

Module Learnings- 1



Gender awareness is important to uplift women and ensure their participation which also ensures better standard of living and agricultural outcomes.

Key point 1



"Sex" refers to the biological differences while "Gender" refers to the identities of men and women that are 'socially constructed'.

Key point 2



Socialisation is the process through which people determine the roles that women and men perform. It often begins as soon as we are born.

Key point 3

Module Learnings- 2



Key point 1

Gender roles determine how men and women should think, speak, dress and act, as determined by their society.



Key point 2

Due to imposed gender roles women often engage in unpaid labor on farms and homes but are denied access to amenities and decision making.



Key point 3

Women have differentiated roles and access to amenities leading to differentiated gendered needs which need to be considered for equality at the farm and household level.

Gender Based Violence

Offline Module 2

2021

Module Structure

The module covers core themes of gender, sex, socialisation, gender roles and needs in a cumulative 3 hour 25 minutes

	Name	Time Required
1	Introduction and Gender Based Violence	15 mins
2	Domestic Violence	55 mins
3	Sexual Harassment in Public Spaces	55 mins
4	Sexual Harassment in Workplace	65 mins
5	Concluding Session	15 mins

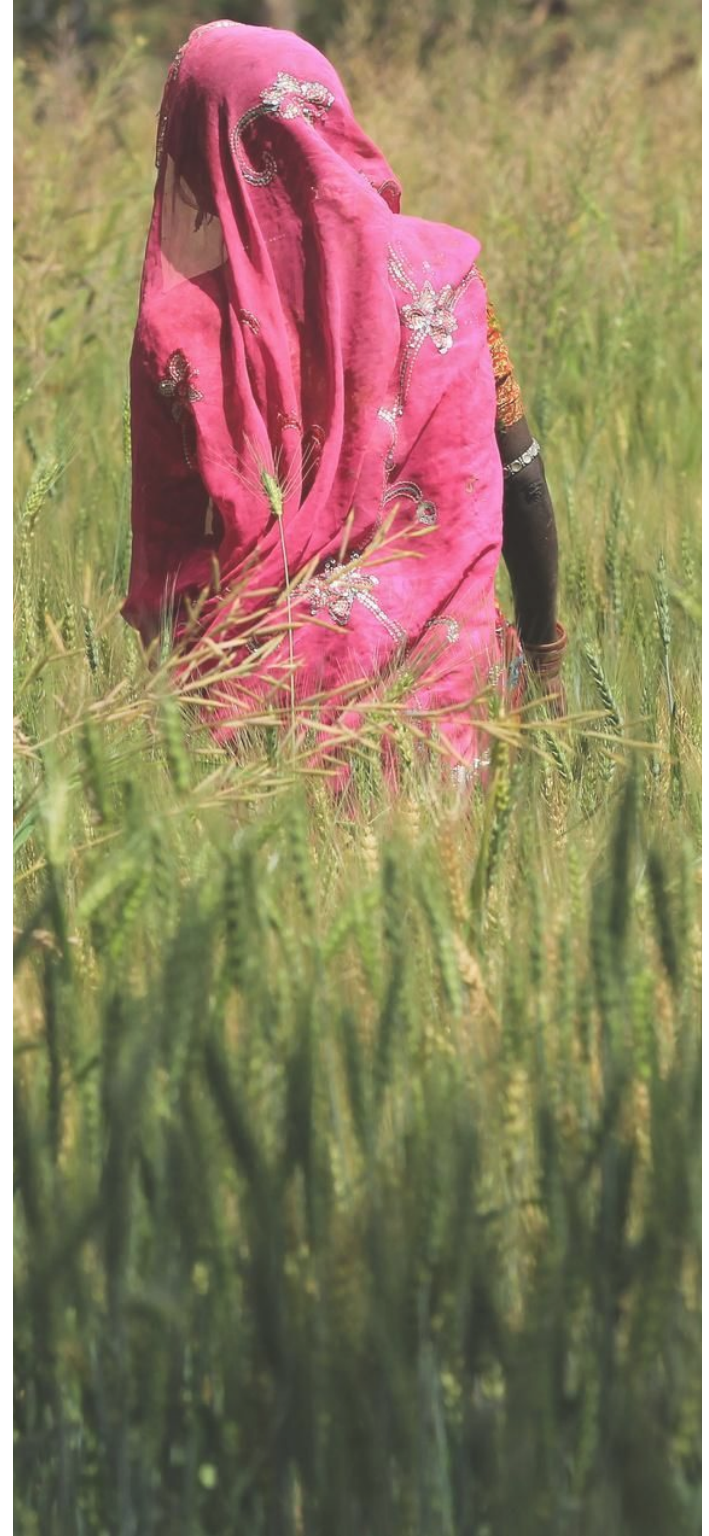
Goals for today!

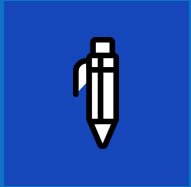
Today, we are going to work with you to

- Identify the different forms of domestic violence, sexual harassment in public spaces, and sexual harassment in workplaces.
- Recognise and acknowledge the impact these forms of violence have on women, and barriers they face in reporting and/ or leaving the violent situation.
- Demonstrate action steps to take in intervening, preventing, and addressing gender- based violence in their families, workplaces, and communities .

What is **Gender Based Violence?**

Any act of gender based violence that results in or is likely to result in physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, occurring in public or private life.





Activity 1

Discuss the following
question.



**Think back to the concepts and
learnings from the 1st gender
module**

Impact of Socialisation on Gender Based Violence

Socialisation and consequent gender roles often perpetuate violence by



**Silencing
women from
speaking out**



**Blaming women
for Violence**



**Discouraging
women from
reporting**



**Normalising
Violence**

Forms of Gender Based Violence



**Domestic
Violence**



**Sexual
Harassment
in Public
Spaces**



**Sexual
Harassment
in Workplace**



Domestic Violence

What is **Domestic Violence?**

Domestic Violence includes causing any harm or injury to the safety, life, health or well being of the aggrieved woman by committing any physical, sexual, verbal or economic abuse. Moreover, it also includes any injury or harm done to the aggrieved woman or her relative with a view to coerce her or any person, to meet unlawful dowry demand.



Forms of Domestic Violence



Physical Abuse



Sexual Abuse



Verbal and Emotional Abuse



Economic Abuse

These forms are recognized by the Protection of Women from Domestic Violence Act, 2005 discussed next.





Activity 2

View the case study and
discuss the forms and
impact of domestic
violence



Source: Breakthrough

Discuss the following in your groups

- What is the form of violence?
- What is the impact of the violence on the person experiencing it?
- What gender role is expected/imposed on the person experiencing the violence?
- Who can help to address, intervene, and/ or prevent the incidence of violence? (list everyone you can think of)



Let's discuss

Laws for Intervention



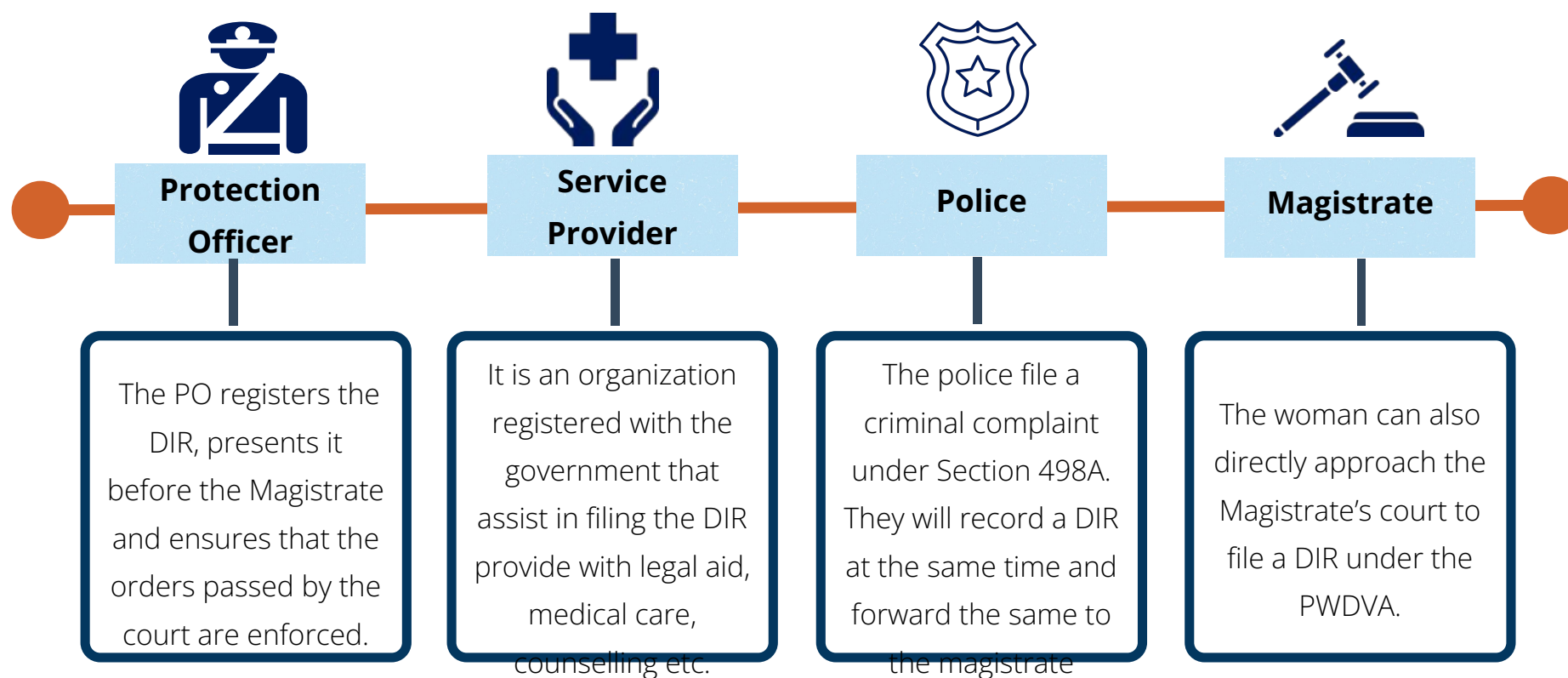
Protection of Women from Domestic Violence Act, 2005 (PWDVA)

This is a civil law that protects women of all ages and children below 18 in any domestic set up against physical, sexual, verbal, emotional and economic abuse.

The violators of this law can be any adult male who currently is in or has been in a domestic relationship with the aggrieved woman. This can also include adult relatives of the male.

How Can You Report a Domestic Violence Case?

The woman or somebody on her behalf can file a Domestic Incident Report (DIR) under the PWDVA act with:





Sexual Harassment in Public Spaces



**What do you
consider as public
spaces?**



What constitutes a **Public Space?**

Roads, parks, markets, buses, rickshaws, auto stands, stations, airports, cinema halls, places of worship as well as digital spaces are amongst many spaces that are considered public in nature. Harassment at any of these spaces is understood as sexual harassment at public spaces.

This is not an exhaustive list of what can be considered public spaces. What are some other spaces that can be considered public?



What constitutes

Sexual Harassment at Public Spaces?

- Physical contact and advances involving unwelcome and explicit sexual overtures
- Demand or request for sexual favours
- Forcibly showing pornography
- Making sexually coloured remark; or
- Any other unwelcome physical, verbal or non-verbal conduct of sexual nature



Activity 3

View the case study and
discuss the forms and
impact of sexual
harassment in public
spaces



Source: Breakthrough

Discuss the following in your groups

- What is the form of sexual harassment observed?
- What is the impact of the violence on the person experiencing it?
- What are the gender role often expected/imposed on the person experiencing the violence?
- Who can help to address, intervene, and/ or prevent the incidence of violence? (list everyone you can think of)



Let's discuss

Laws for Intervention



Criminal (Amendment) Law , 2013

This law protects women against sexual harassment (as previously defined), acid attack, attempt of acid attack, voyeurism, stalking and intent to disrobe.

The violators of this law can be any adult male and the punishment is specific to the act.

How can you Report Sexual Harassment at Public Spaces?

The following are the rights and privileges of women in regards to reporting sexual harassment in public spaces:



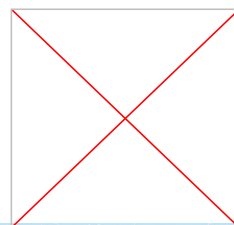
FIR of the Incident

The FIR is registered by a woman police officer and statements of witnesses are taken.



In case of disabilities

Assistance of interpreter or special educator is taken to record statements.



In case of minor girls

Cross-examination will not happen in the presence of the accused



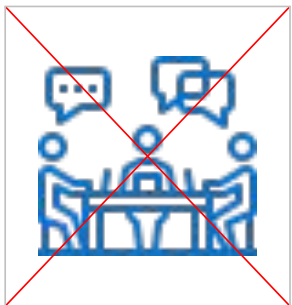
In cases of rape and acid attack

All hospitals/ medical facilities to provide first-aid free of cost and immediately



Sexual Harassment at Workplace





What constitutes a **Work Place?**

Even non-traditional
workplaces which involve
tele-commuting get
covered under this law

- **Government organisations** (company, corporations and cooperative societies);
- **Private sector organisations** (venture, society, trust, NGO sports, professional, entertainment, industrial, health related or financial institutions, including production, supply, sale, distribution or service);
- **Hospitals/Nursing Homes;**
- **Places visited** by the employee (including transportation provided by employer);
- **A dwelling place or house.**



What constitutes

Sexual Harassment at Work Place?

- **Jokes** of a sexual nature,
- **Comments** about the woman's body, clothes, or looks,
- **Staring,**
- **Inviting or calling frequently** to an outing/ work space without valid reason,
- **Showing materials** of sexual nature,
- **Making sexual advances,**
- **Demands of sexual favours or advances in exchange for benefits or threats** including loss of job, demotion, implied/explicit promise of preferential treatment or threat of detrimental treatment,
- **Touching/ brushing against body**



Activity 5

View the case study and
discuss the forms and
impact of sexual
harassment in workplace



Source: UN Women & Unilever

Discuss the following in your groups

- **What is the form of sexual harassment observed?**
- **What is the impact of the violence on the person experiencing it?**
- **What are the gender role often expected/imposed on the person experiencing the violence?**
- **Who can help to address, intervene, and/ or prevent the incidence of violence? (list everyone you can think of)**



Let's discuss

Laws for Interventions



The Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013

The definition of "aggrieved woman", who will get protection under the act is extremely wide to cover all women, irrespective of her age or employment status, whether in the organised or unorganised sectors, public or private and covers clients, customers as well as domestic workers.

It outlines the duty of the employers to set an '[Internal Committee \(IC\)](#)'; and duty of district collector to form a '[local committee](#)'.

Who can Complain?

In cases the aggrieved woman cannot complain herself, others can step in to do so for her.

1



**In case of physical
incapacity**

2



**In case of mental
incapacity**

3



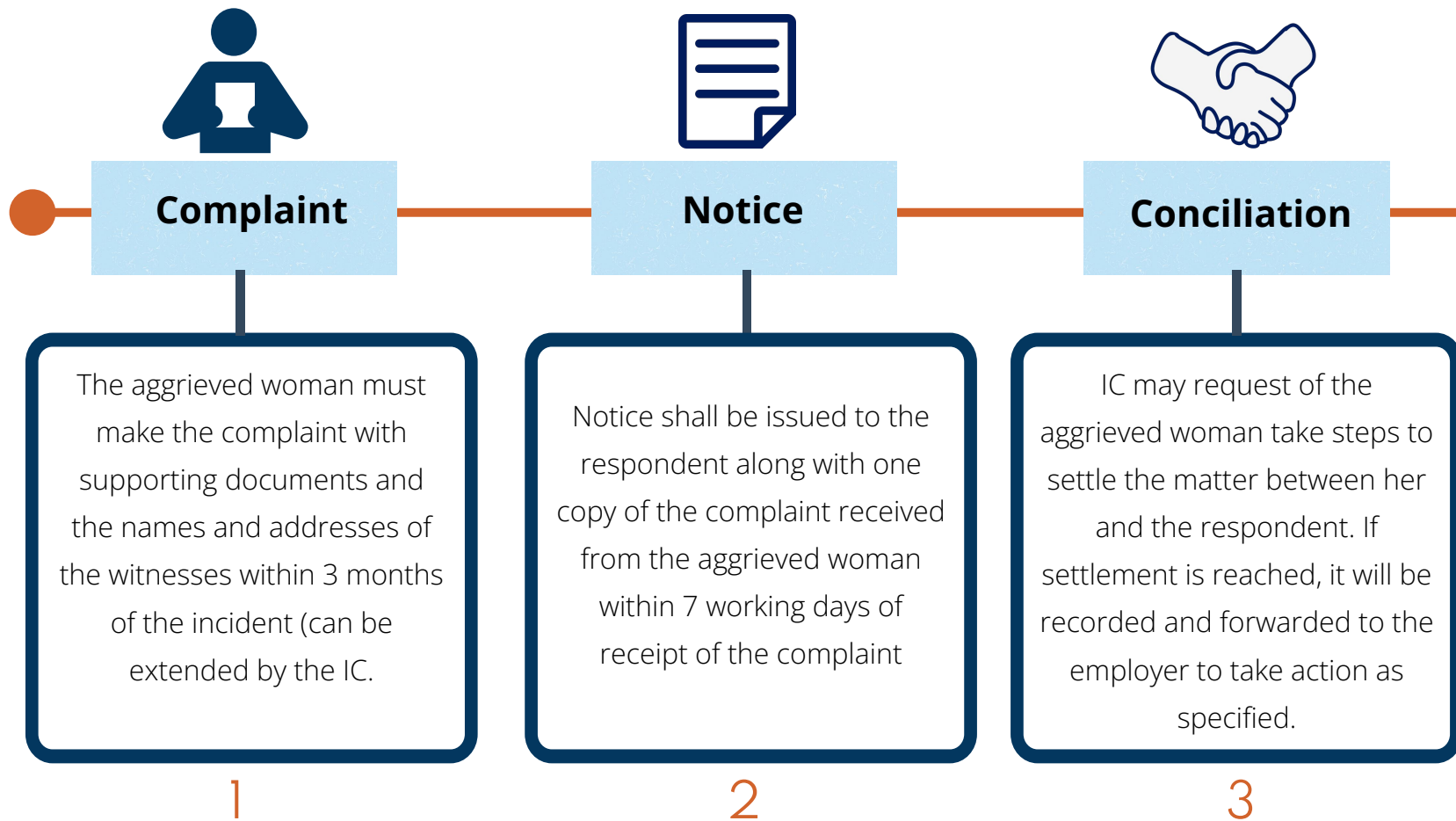
**In case of any other
reasons**

4



**In case of aggrieved
woman's death**

How Can You Report Sexual Harassment at Workplaces?



How Can You Report Sexual Harassment at Workplaces?



Inquiry

If the aggrieved woman informs the IC that any term or condition of the settlement has not been complied with by the respondent, the IC will make an inquiry into the complaint or forward the complaint to the police.

4



Report

After completion of an inquiry the IC will provide a report of its findings to the employer within a period of 10 days from the date of completion of the inquiry.

5



Action

If allegations are proven, the IC will send in recommended penalisation which has to be acted upon by the employer within 60 days of receipt

6

It's the end of the session!



What have been your major learnings?

Module Learnings- 1



Key point 1

Socialisation and consequent gender roles often perpetuate violence by silencing women, discouraging them from reporting, blaming them for violence and normalising violence in everyday life.



Key point 2

Domestic violence has several forms (physical aggression, emotional abuse, verbal abuse, economic abuse and sexual abuse) and goes beyond explicit forms of aggression. It is tied to gender roles which expect women to bear the violence.



Key point 3

Protection of Women Against Domestic Violence Act, 2005 allows the women to file a domestic incident report (DIR) with the appointed protection officer, service provider, the police and even directly with the magistrate.

Module Learnings- 2



Key point 4

Criminal (Amendment) Law protects women against sexual harassment at public places which includes unwelcome physical, verbal or non-verbal conduct of sexual nature), acid attack, attempt of acid attack, voyeurism, stalking and intent to disrobe.



Key point 5

Women have rights ranging from providing special translators when needed, free and immediate medical assistance in case if rape and acid attack and not conducting cross examination in front of the accused for minor girls are provided to women to aid reporting of sexual harassment in public places.



Key point 6

Sexual Harassment of Women at Workplace Act, 2013 covers all women harassment, irrespective of her age or employment status, whether in the organised or unorganised sectors, public or private and covers clients, customers and domestic workers as well.

Module Learnings- 3



Key point 3

Complain on incidents of sexual harassment can be made by the women and by others (in special cases) within 30 days of the incidence (can be extended by the IC)

Gender Analysis and Planning

Offline Module 3

2021

Module Structure

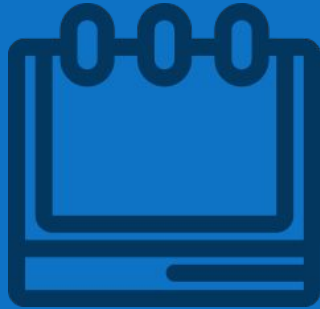
The module covers gender analysis tools and principles of gender integration in a cumulative 3 hour 50 minutes

	Name	Time Required
1	Gender Analysis	20 mins
2	Activity Profile	30 mins
3	Daily Activity Clock	30 mins
4	Access and Control Profile	30 mins
5	Decision-making Profile	30 mins
6	Gender Integration	75 mins
7	Concluding Session	15 mins

Goals for today!

Today, we are going to work with you to

- To understand the different gender analysis tools used for mainstreaming gender in field level programmes.
- To understand how gender assessment and planning can integrate gender in field operations and management systems at the project level



Part One: Gender Analysis



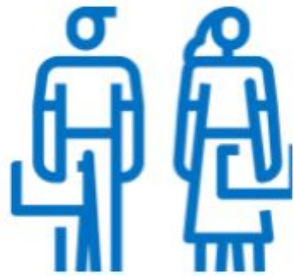
What is **Gender Analysis?**

Gender Analysis is the process used to identify and understand gender differences and to study how gender roles, responsibilities and dynamics play out in a particular context.



Gender Tools

1



Activity Profile

2



**Daily Activity
Clock**

3

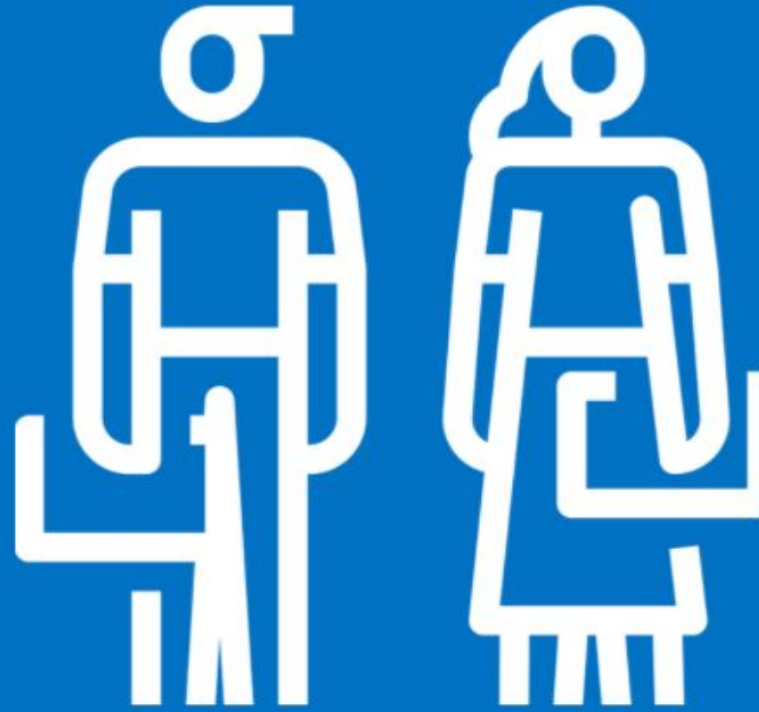


**Access and
Control Profile**

4



**Decision
making Chart**




Activity Profile



Activity 1

Activity Profile

Tick whether a particular task is done primarily by men or women.

Activities	Major responsibility of		When (Daily/ Seasonal)	How (Manual-by hand/Machine)
	 Men	 Women		
Household-related tasks				
Cleaning the house				

In the subsequent columns select whether the task is:

- Done daily or seasonally
- Done by machine or manually (by hand)



Let's discuss




Daily Activity Clock



Activity 2

Daily Activity Clock

Write down the activities carried out
by men and women during the
given time slots.

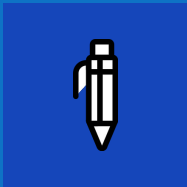
 Time	Daily activity	
	 Men	 Women
02:00 am		
03:00 am		
04:00 am		
05:00 am		
06:00 am		
07:00 am		
08:00 am		
09:00 am		
10:00 am		
11:00 am		



Let's discuss



Access and Control Profile

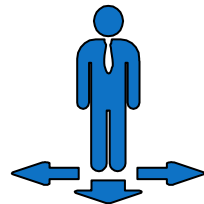


Activity 3

Access and Control Profile

Select who has access and control in the table based on the following definitions:

Resources	Access		Control	
	Men	Women	Men	Women
Land				



Access

Access refers to the opportunity to make 'use' of a resource.

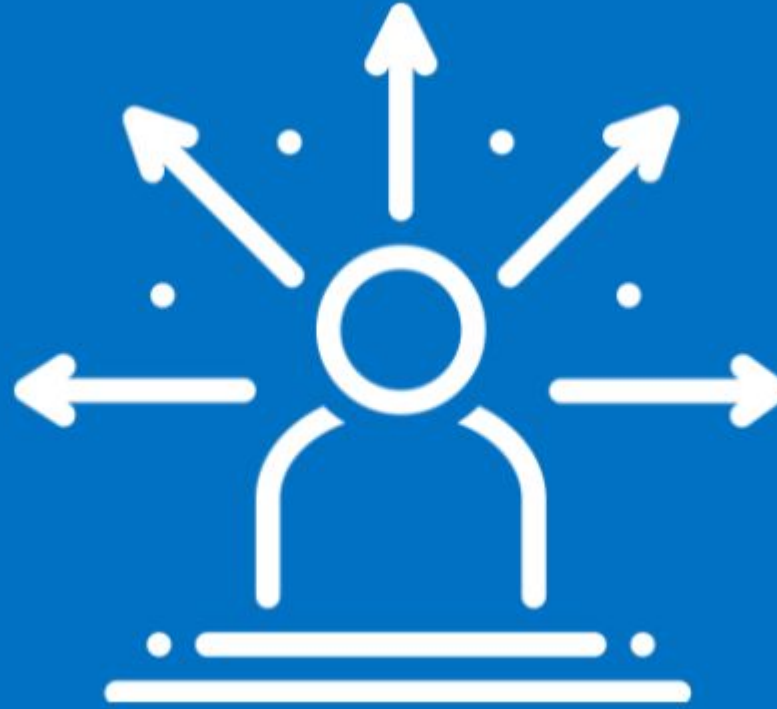


Control

Control is the 'power' (or decision-making) to decide how a resource is used and who has access to it.



Let's discuss






Decision-making Profile



Activity 4

Decision-making Profile

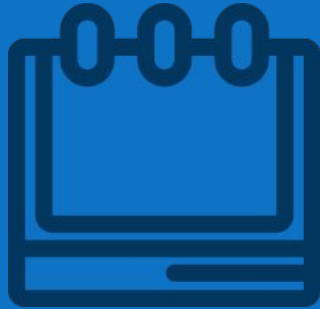
Select either 'men', 'women' or 'both', depending upon who is responsible for taking that particular decision.

Decision	 Men	 Women	 Both
Within the household			
Deciding what food to cook			

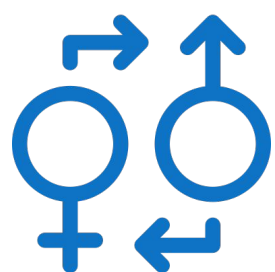
The column selected should be based on who is 'primarily' responsible for the decision.



Let's discuss



Part Two: Gender Mainstreaming and Planning



What is

Gender

Mainstreaming?

Gender mainstreaming means integrating a gender equality perspective at all stages and levels of policies, programmes and projects.

Mainstreaming is not an end in itself but a strategy, an approach, a means to achieve the goal of gender equality.



Components of Gender Mainstreaming

The 2 components of gender mainstreaming are gender analysis and integration, they have been elaborated below:



Gender Analysis

This includes the gender analysis tools discussed in Part 1 to understand the gaps, barriers and issues women face.



Gender Integration

This is the process of inclusion to mainstream gender and often includes gender analysis. The steps for this are mentioned in the upcoming slides.



Steps for Gender Integration

Steps to Integrate Gender in Programme Planning- 1



1

Strategy Development

The first step includes conducting gender analysis and assessments (using the tools discussed in part 1) to understand the nature and level of participation of women and all the areas where they might need assistance.

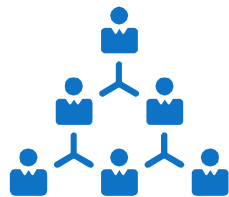


2

Stakeholder Engagement

The second step includes stakeholder analysis to identify the primary stakeholders for gender integration. The programme must be explained to them so as to understand the challenges they face in participation.

Steps to Integrate Gender in Programme Planning- 2



3

Governance Structure

Step 3 includes understanding the governance structure. It involves understanding who decides what? who is the decision making authority? what are the laws and policies that affect women and the value chain etc.



4

Project Reporting

Step 4 involves understanding what are the risks and circumstances that could affect the project. As well as analyzing the project targets and activities and how these will be measured.

Steps to Integrate Gender in Programme Planning- 3



5

Implementation

Step 5 includes conducting a value chain analysis to understand the knowledge and capacity gaps that men/women may be facing. It also includes integrating the tools that can be used to improve gender dynamics.



6

Learning & Innovation

This step includes anticipating what data needs to be gathered and at what frequency on the basis of the knowledge uncovered through previous steps.



Principles for Gender Integration

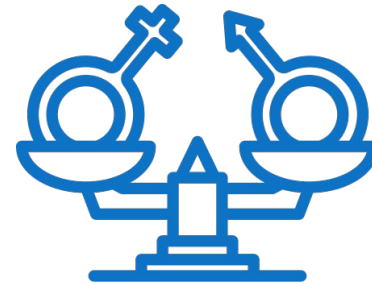
Principles to Consider When Integrating Gender

1



Gender is a lens

2



**Working on gender
means changing power
relations**

3



**Working on gender is
changing attitudes &
behaviour**

4



Do no harm principle



Activity 5

View the case study and
discuss within your groups
possible means/steps of
gender integration



Source: IDH

Select a leader and presenter who will facilitate and document the group work and do the presentation on the below mentioned format

Identified Gender gaps/opportunities		Proposed intervention (gender analysis tools that can be utilised and why?)	How it will improve the circumstances	Support required from IDH
Gaps	Opportunities			



Let's discuss

It's the end of the session!



What have been your major learnings?

Module Learnings- 1



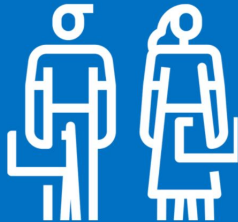
Key point 1

Socialisation impacts gendered division of labor through imposing certain gender roles that men and women often feel imposed to adhere to.



Key point 2

Gender analysis examines the relations between men and women pertaining to access and control over resources, decision making and their relative positions at the household and community level.



Key point 3

Activity clock categorizes different activities to show who does what, when, where and how the work done.

Module Learnings- 2



Key point 4

Daily clock analyzes the roles of women and men during a 24 hour day. It explains how women and men spend a typical day from the time they wake up until they go to bed.



Key point 5

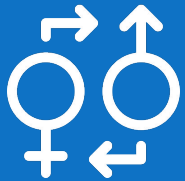
Access refers to the opportunity to make 'use' of a resource while control is the 'power' to make various decisions regarding the resource. Access and control profile allows a gendered analysis on the basis of these understandings of 'access' and 'profile'.



Key point 6

Decision-making chart captures who takes decisions for what kind of expenses and how women and men participate in/ negotiate decision-making within the household.

Module Learnings- 3



Key point 7

Gender mainstreaming means integrating a gender equality perspective at all stages and levels of policies, programmes and projects.



Key point 8

Gender mainstreaming is a cyclical process to ensure integration of gender needs through gender analysis (understanding the roles, stereotypes and their impact) and gender representation.



Key point 9

Integration of gender in programme planning can include 6 steps: strategy development, stakeholder management, governance structure, project reporting, implementation as well as learning and innovation.



the sustainable
trade initiative

Teaching notes

MODULE 1: GENDER CORE CONCEPTS

Offline module V1
2021





MODULE OVERVIEW

The module looks at different concepts to ensure that the learners are able to understand core conceptions of gender and its implications. It covers topics on:

- Gender
- Sex
- Socialisation
- Gender Roles
- Gender Needs

Each topic also includes associated activities to be conducted in a classroom setting. The total module time is estimated at **3 hours 35 minutes**.

MODULE OBJECTIVES

- Understand the difference between Sex and Gender.
- Explore how socialisation determines the roles and responsibilities of women and men within the household and on the farm.
- Understand how gender roles and norms lead to different power dynamics and gender needs.



GUIDELINES TO CONSIDER BEFORE THE SESSION

Prior to each session, trainers are encouraged to read, plan and reflect on the contents of each module, to ensure that they are prepared and that they will be able to deliver the module within the stipulated time. The following steps can be followed to ensure the above

- Identify aspects of the session where preparation is required by the trainer.
- Plan what the trainer will say and how the contents will be delivered to the participants.
- Think through any possible queries and responses participants can raise and prepare answers accordingly.
- Identify and mark the places in the session which may require extra time, so that it may be adequately accounted for.
- Plan a set of questions to ask the participants, along with ideal responses that indicate participants have understood the concept.
- List all resources and support that the trainer will require for the session and procure them in advance

ACTIVITY 1 INTRODUCTION & UNDERSTANDING GENDER IDENTITY

[SLIDE 4-7]



PURPOSE: To understand the broad meaning of the term 'gender' and the importance of gender awareness for individuals designing and/or delivering agricultural programme.



RESOURCES: N/A



TIME REQUIRED: 20 minutes

STEPS TO BE FOLLOWED

[SLIDE 5]

5 Minutes

Conducting this activity

- The facilitator begins the activity by asking participants to introduce themselves in two sentences starting with the words 'I am a.....'. Each participant must introduce themselves to those sitting next to them.
- After giving the participants 2-3 minutes to interact with their neighbours, the trainer must ask specific participants (4 or 5 participants) how they introduced themselves and list the responses on a chart paper / board.

[SLIDE 6]

5 Minutes

Discussion with the participants (5 minutes)

- Once responses have been listed on the board, the facilitator notes the different identities (nationality, religion, gender, age, occupation and so on) emerging from how participants identified themselves. For example, 'I am a farmer from Maharashtra. My name is Bhuvan', which means the participant introduced themselves using their occupation, region and name.
- The facilitator then explains the following to the participants: "We all have multiple identities, and those which are most important to us may change at different points in our life. For example, when we are young, we may introduce ourselves based on our education and when we are older, we may introduce ourselves based on our livelihood. For example, as a person grows up, their identity transforms from a child to an adult."
- Now, the facilitator can introduce 'gender identities': "Similarly, we each also possess a 'gender identity'. That is, the way men and women identify themselves and the role they play in the society."
- For example, 'I am a man, and I am responsible for taking care of my family's financial needs' or 'I am a woman, and I am responsible for helping my children study'. Do you agree? Gender identity includes what we think about the other sex and the roles they are supposed to play in a society.
- The facilitator can now move to conception of gender and ask the questions mentioned below:
 1. Why is understanding 'gender' important for us?
 2. Why is it important to look at how the experiences and challenges of men and women differ?

[SLIDE 7]

5 Minutes

The facilitator can end by mentioning what gender sensitisation is (referring to the definition on the slide) and how it will help learn more about gender, gender identities and its implications in our day to day life.

ACTIVITY 2 GENDER VS SEX

[SLIDE 8-11]



PURPOSE: To understand that 'gender' and 'sex' are different, though we often tend to look at them together.



RESOURCES: Flipchart/Whiteboard, Markers.



TIME REQUIRED: 50 minutes

STEPS TO BE FOLLOWED

[SLIDE 9]

15 Minutes

Conducting this activity

- On the chart paper or blackboard / whiteboard make two columns with the words 'men' and 'women.'
- Ask participants to think of the first words that come to their mind when they hear the terms 'man' and 'woman'. Give them 2-3 minutes to think about this silently.
- The facilitator must remind the participants that no one should laugh or make any judgment while the participants are sharing their thoughts.
- The facilitator must ensure that the words listed in the columns cover both biological traits (for example 'penis' or 'moustache' for man and 'breast' or 'menstruation' for woman) and social traits (for example 'driving a motorbike' for man and 'cooking' for woman).

- It will also be good to list down words that are specific to agriculture. For example, farmers and harvesters.
- In case the participants are unable to think of a wide variety of words, the facilitator may pick up specific words (examples given in annexure) and ask the participants to assign them to one of the columns (either man or woman). For example, the facilitator may ask, “Where will the word farmer fall?”.

[SLIDE 10]

10 Minutes

Questions for reflection with the participants

Once the words have been listed on the chart paper / board, the facilitator can initiate a discussion with the participants using the questions given below. While the discussion is under progress, the facilitator must start marking each word as either ‘SEX’ or ‘GENDER’.



- Which of these words are biological? That is, which of these are traits that men or women are born with.
- Can any of the ‘man’ words also describe women? Which ones are those? Why?
- Can any of the ‘woman’ words also describe men? Which ones are those? Why?
- What are some of the things that only men can do or only women can do? Why?
- Spend time to clear out any misunderstandings that the participants may have with regards to the difference between sex and gender.

15 Minutes

[SLIDE 11]

Explain the definitions for gender and sex and discuss the questions below

The facilitator may then share the definitions of gender and sex (refer to slide 11) and elaborate on the same. They can then ask them the questions that follow to clarify and discuss these concepts in-depth.

 Sex is:	 Gender is:
Biologically defined (that is, we are born with it)	Determined by society (that is, it is not something we are born with)
Determined by birth	Learnt through life
Universal (applicable across all geographies and social groups)	Differs within and between cultures and social contexts
Largely permanent (can be surgically changed)	Can always be changed

- What are some of the roles played by men and women that are determined based on their 'biological sex'?
- What are the traits men and women are born with? For example, breastfeeding.
- What are some of the roles played by men and women that are determined based on their 'gender'?
- What are the traits that men and women learn through social interactions / through society? For example, women cooking food within the household.
- What are some of the roles played by men and women that cannot be changed? Why can't it be changed? Use this question to help participants understand that largely only 'biological traits' cannot be changed while everything else can be changed.
- How have expectations from 'men' and 'women' changed over the last 10 or 20 years? For example, earlier women did not go to college at all but now they can.
- What does this tell us about our understanding of 'gender'? Explain that it changes over time, it is not permanent.
- Can you think of some ways in which we typically confuse the terms 'gender' and 'sex'?
- From the 'gender' words that are listed on the board, we can see that the social traits of 'men' and 'women' are different. Does different also mean 'unequal'?
- Are certain traits more important than others? For example, being strong is more important than being gentle.

- Explain that different does not necessarily mean 'unequal' and that each trait carries its own unique value.
- Why is it important for us to understand the difference between 'gender' and 'sex'?
- For example, so that we can break through the limitations that we place on the capabilities of men or women.
- For example, we often believe that only men can take decisions related to cotton farming but so can women.
- How can understanding the difference between gender and sex help us in our day to day lives?
- What are some of the key learnings that we are taking away from this discussion?



Note for facilitators

There may be differences of opinion during the discussion. The facilitator will have to nudge the group to understand the right answer by providing adequate reasons and examples. For example, why can't men be gentle or why can't women be strong? Why can't men cook dinner at home or why can't women drive motorbikes? The facilitator can explain to the participants that it is quite normal to think that certain social characteristics or traits only belong to 'men' or 'women' since we have been associating either men or women with those traits / characteristics for a long time. For example, we know that typically men drive tractors. But it is important to also explain to the participants that these traits / behaviours / characteristics have been socially constructed and they are not biologically determined.

ACTIVITY 3

[SLIDE 12-15]

WHAT IS SOCIALIZATION?



PURPOSE: To understand how society shapes the understanding of what is expected from men and women. To understand that these norms also determine the kind of opportunities that men and women have access to.



RESOURCES: Flipchart/Whiteboard, Markers.



TIME REQUIRED: 50 minutes

STEPS TO BE FOLLOWED

[SLIDE 13]

20 Minutes

Conducting this activity

- Each participant must identify a partner for this activity. Since the participants will be sharing personal experiences, they are free to choose a partner that they feel comfortable with.
- The facilitator will ask participants to close their eyes and think about the first memory they have of being a boy or a girl. The facilitator must help the participants in visualising this memory by thinking about the details. For example, “how old were you?”, “where did this take this?”, “who else was present?”.
- The facilitator can share an example from his or her own childhood to help participants understand what is to be shared. For example, a male facilitator may say: “I remember being made fun of because I used to cook with my mother instead of going on the farm with my father”.

- Explain that a newborn child does not know whether they are a girl or a boy. We usually understand this because of something someone says or does to us. For example: A woman may remember the first time she was told not to go out and play because she had to help with cooking the dinner. A man may remember a time when his friends teased him because he cried.
- Each participant needs to think of such an experience from their own life and share it with their partner keeping the following questions in mind:
- When was the first time you realised that you are a girl or a boy? For e.g.: a girl realised that she loves wearing bangles or a boy realised that he wants to grow his moustache.
- How did this realisation happen? For example, where did this happen? Who else was there? What was the specific incident or conversation that took place?
- How did this situation influence the man or woman that you are today

[SLIDE 14]

20 Minutes

Questions for discussion with the participants

The group discussion should cover each of the three questions given below. The facilitator can use the additional prompts and discussions points to guide a meaningful conversation.

Request 4-5 participants to share very brief descriptions of what happened that made them realize that they were either a girl or a boy by covering the following questions:

- How did you first learn that you are either a 'girl' or a 'boy'?
- Who was involved / present when you first learnt that you are a 'girl' or 'boy'?
- Question 3: How does being a girl or boy / man or woman influence our lives in the long term?

Pick up stories from any 3 participants, and briefly discuss each story by asking:

- Through this story, what can we say about the differences between boys and girls?
- What did this incident teach you about what a girl or boy is supposed to do or supposed to be like?
- Society expects girls and boys to behave differently and this is taught to us from the time we are born. We become aware of gender differences at a young age, and these differences continue to be present throughout the course of our lives. Do you agree?
- When we are young, we may learn this in different places (for example, on TV, in school, in a religious place, etc.) and this realisation may involve different people (for example, parents, friends, neighbours, teachers, etc.). Do you agree? What are your thoughts on this?
- When you were young, what did you learn about being a boy or a girl? For example, boys are taught that they can socialise, negotiate and compete, while women are taught that they must be gentle, help out at home and stay safe.
- How does this influence your life today as a 'woman' or a 'man'? Can you share a few examples?
- How does this influence the way in which we perceive the roles of our sons, daughters, wives and other family members? How does it influence the opportunities that are made available or not made available to our sons, daughters, wives and other family members? For example, households may prioritise sending their sons to college while daughters may get married earlier.
- How does this influence the way in which we perceive the roles of men and women on the agricultural farm? How does this influence the agricultural opportunities that men and women get?
- Can we think of some ways in which our understanding of what 'women' and 'men' can or should do may limit our own lives? For example, not giving girls a chance to study further or restricting women from taking part in agricultural programmes.
- Do you think these learnings are permanent or can they be changed? What can be some of the benefits in changing the way we see the roles of 'men' and 'women'?

[SLIDE 15]

5 Minutes

Debrief with the participants

The facilitator should summarize the key points from the discussion.

- When we are young, we may learn about being a 'boy or 'girl' in different places (for example, on TV, in school, in a religious place, etc.) and this realisation may involve different people (for example, parents, friends, neighbours, teachers, etc).
- It is through these experiences that we form our 'gender identity'. That is, it is through these experiences that we determine what it means to us to be a man or woman. For example, a woman starts to see herself as a housewife rather than as a doctor or engineer. A man starts to see himself as the head of the household, who is responsible for earning the income.
- However, ask the participants once again if these identities are permanent. Go back to the concept of 'sex' and ask if they are biological or can they be changed.
- Understanding this concept is the first step in creating gender equality within the cotton production ecosystem



Note for facilitators

The participants may try to generalize stories instead of focusing on specific, personal experiences. If you notice this during the group discussion, remind them that in this exercise it is important to reflect on real, specific stories from our childhood.

ACTIVITY 4

[SLIDE 16-19]

WHAT ARE GENDER ROLES?



PURPOSE: To experience how gender norms, roles, and associated expectations defined by the society impact our thought process and actions.



RESOURCES: 1 Bottle, 3 Blindfold/Napkin, Open space.



TIME REQUIRED: 30 minutes

STEPS TO BE FOLLOWED

[SLIDE 17]

15 Minutes

Conducting this activity

Round 1

- Choose any 3 participants and call them inside the circle.
- Place a bottle in the middle of the circle and ask participants to jump over it one by one.

Round 2

- For Round 2, blindfold the 3 participants.
- This time, the facilitator will not place any bottle in the middle of the circle.
- Do not reveal this to the 3 participants and ask them to jump over the bottle once again.

- Each blindfolded participant will try to jump over the bottle. Participants will be given 2-3 minutes to do so.
- Once all 3 participants are done, reveal that there was no bottle placed.



Note for facilitators

The bottle will be deliberately not kept inside the circle to convey the message for the activity: The participants trying to jump over an imaginary bottle can be compared to individuals blindly following society's expectations and roles.

[SLIDE 18]

Discussion with the participants

10 Minutes

- The imaginary bottle can be compared to societal rules and norms. They exist as long as we continue to believe in them.
- We understood from the socialisation activity that the society tells us how to behave, what activities to pursue, and what to become based on our gender, caste, class among other things. These rules and norms established by society are only true as long as we believe in them. It is up to us to discard them. Do you agree with this? If not, why?

[SLIDE 19]

- Share the definition of gender roles as the participants reflect on the above explanation.
- Do you think it's necessary to follow every norm and rule established by a community or society? Why?
- What are some other examples of the societal rules and expectations which could be discarded? How do you think such norms could change?

- Can you think of some examples of the norms and patterns followed on the farm or for agricultural activities?
- Which of these norms are beneficial for the farm? Which of these norms are not beneficial?

ACTIVITY 5

[SLIDE 20-27]

WHAT ARE GENDER NEEDS?



PURPOSE: To understand how men and women experience empowerment and disempowerment and how this might lead to different needs.



RESOURCES: Chits of paper, an open space where participants can walk around.



TIME REQUIRED: 50 minutes



Note for facilitators

- This activity demonstrates gender and social discrimination and how inequalities are created between men and women. The facilitator will have to be mindful while conducting this activity to ensure that participants are not offended / to ensure that intended outcomes are achieved in a sensitised manner.
- This activity often has a significant impact on the participants. It is important for the facilitator to steer the reactions and responses of the participants in a gender aware direction, without offending them.
- This activity is most suited to be conducted in an open space where participants can walk around.
- The identities given on table 1 will have to be written down on the chits of paper, prior to starting the activity. Ideally the facilitator should prepare this before coming to the session.

STEPS TO BE FOLLOWED

[SLIDE 21]

30 Minutes

Conducting this activity

- Explain to the participants that this exercise will be conducted in two rounds and participants should listen to the instructions carefully.
- For each round, participants will pick up chits with an 'Identity' written on it. For the entire activity, the participant is expected to take on that particular identity. For example, a participant can get the chit for a 'Female Sarpanch' and for the entire round they will assume the identity of a 'Female Sarpanch'.
- The identities given to participants must not be shared with anyone else until the facilitator asks them to do so.

[SLIDE 22] 10 Minutes

Round 1

- Each participant will pick up 1 chit. The chit will tell the participant which 'identity' they will be assuming for the activity.
- Once participants have picked up their identity chits, ask them to stand in one straight line in the middle of the room. From this point on, the participants have to assume that they are playing the role of the person mentioned on their chit.
- The facilitator will explain to the participants that during the session various sentences will be read out and the participants have to follow a simple instruction.
- Participants should either take a step forward (if they agree with the statement) or backward (if they disagree). This has to be done assuming the role of the person, as per the chit selected by them.
- There should be no discussion between participants during the exercise.

Power walk statements: ROUND 1



- My parents encouraged me to get an education
- I can access a bank loan directly
- I usually am the first person to eat at home
- I can go meet my friends when I wish to
- I am a legal owner of a house
- I can go out of my house at night if I want to
- I can go for trainings/meetings without pressure of household work
- I can go for work outside of my home whenever I want to and without anyone's permission
- I have control over my family income
- I have the time to watch television, listen to the radio, or read a newspaper
- I take the major / important decisions related to my household

- Based on the sentences above and based on the role assumed by the participants, they will take a step forward if they agree with the statement or take a step back if they disagree.
- Once all the sentences have been read out, the participants should be asked to continue standing where they are and to not move.

[SLIDE 23]

- The facilitator asks the participants who have moved forward to share how they feel. Then, they are asked to reveal their identity to the rest of the participants and explain why they think they are at the front.
- Next, the participants standing at the back are asked to share how they feel, reveal their identity and explain why they think they are at the back.

Table 1: Identities for Round 1

	Male District Collector		Female District Collector
	Male Thanedaar		Female Thanedaar
	Male Sarpanch		Female Sarpanch
	Male farmer		Female farmer
	Male farm labour		Female farm labour
	Businessman		Housewife

[SLIDE 24] 10 Minutes

Round 2

- Participants will be asked to pick up a chit again and assume a different identity. For this round, the chits will contain identities given in Table 10. Depending on the number of participants, the facilitator can make as many chits as required with repetition of identities.
- The rules of the activity remain the same.
- The facilitator can proceed to narrate the power walk statements which are given below:

Power walk statements: ROUND 2

- I have access to trainings
- I can decide which fertilizers and pesticides to buy without consulting anyone in the family I have control on the farm income
- I am considered to be a farmer
- I have attended a training on the use of pests and pesticides
- I have access to agricultural machines such as tractor
- I get agricultural alerts through SMS
- I am the legal owner of the family farmland
- I can visit the cotton market whenever I want
- I am not judged by society when I stay out late at night
- I can interact with business salesmen
- I take the major decisions for my farm

[SLIDE 25]

- Once participants have completed round two of the power walk, the facilitator asks the participants who have moved forward to share how they feel. Then, they are asked to reveal their identity to the rest of the participants and explain why they think they are at the front.
- Next, the participants standing at the back are asked to share how they feel, reveal their identity and explain why they think they are at the back.
- The rules of the activity remain the same.

Table 2: Identities for Round 2

	Male farmer		Female farmer
	Male labour		Female labour

[SLIDE 26]

20 Minutes

Discussion with the participants

Once the activity has been completed, the facilitator can use the following questions to initiate a meaningful discussion:

- All participants began the walk as equals on the starting line; however, at the end of rounds, some participants were far ahead than others. Why did that happen?
- What differentiated the participants who moved ahead from the participants who moved towards the back?
- Do you think the power walk exercise is similar to life? If yes, in what way?
- How did you feel when the other participants moved ahead of you?
- How did the activity highlight the different needs that may exist between men and women?

The facilitator may share the following points with the participants:

- The aim of this power walk is to understand how experiences vary for men and women.
- Gender roles influence the opportunities and resources that men and women can access. For example, boys are encouraged to gain productive skills, socialise outside the house, and gain access to resources such as higher education or agricultural training. At the same time, girls are encouraged to stay inside the house, contribute to household tasks such as cooking/cleaning, and may even be denied access to training, education, or financial resources. These differences result in certain participants being many steps behind others.
- Similarly, on the farm, women do not get access to the same training, resources, and decision-making opportunities as male farmers do. For example, male farmers typically have the land registered in their name, making them the ultimate decision-makers. Keeping this in mind women will have different needs that need to be addressed in the farm and otherwise.

[SLIDE 27]

The facilitators can use the slide to review the 2 different gender needs briefly.

 <h3>Practical Gender Needs</h3> <ul style="list-style-type: none"> • The needs that women or men require in order to fulfill their socially determined roles. • They often concern basic needs (e.g. access to food or fuel wood) • Meeting them does not challenge the existing gender division of labor nor women's subordinate position 	 <h3>Strategic Gender Needs</h3> <ul style="list-style-type: none"> • The needs which require a confrontation with existing social relationships between women and men. • They are concerned with gender division of labor, power and control (e.g. changes in property rights or the amount of time women and men are expected to spend in child care) • Meeting them changes existing gender roles, thereby challenging women's subordinate position.
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CLOSING THE SESSION

[SLIDE 28-30]

15 Minutes

- The facilitator can thank the participants for their attention and participation in the workshop. Share that this has been an intensive day with a lot of important inputs and discussions which participants can use in their day-to-day work with male and female farmers.
- The facilitator must ask each participant to share:
 1. One key learning that I am taking away from today's session".
 2. "One new behaviour / attitude / learning that I will put in practice in my work with women co-farmers".
- The participants and the facilitator can refer to the module learnings slide 29 and 30 for the same.
- The facilitator must also share his / her takeaways using the same points mentioned above.
- Once each participant has shared their learnings, the facilitator must ask each participant to be seated and close their eyes. The facilitator must then guide the participants to:
 1. Start by taking a few deep breaths. It has been a long and tiring day. It is now time to relax.
 2. Think about the most enjoyable moment the participants have had during the session today. It could have been a moment where they smiled, laughed or learnt something new.
 3. After a few moments, open your eyes and in one word share how you are feeling. Each person can take a second to share how they are feeling.
- The facilitator can formally close the session.



ANNEXURE

Words facilitator can use for Activity 2

 Men	 Women
Breadwinner (G)	Cooking (G)
Spray pesticide (G)	Talkative (G)
Power (G)	Shopping (G)
Strength (G)	Mother (G)
Freedom (G)	Emotional (G)
Businessman (G)	Breastfeeding (S)
Penis (S)	Gossip (G)
Testicles (S)	Harvesting (G)
Ploughing (G)	Beautiful (G)
Bullock Cart (G)	Cleaning (G)
Dominant (G)	Sowing (G)
Loud (G)	Uterus (S)
Noble (G)	Sensitive (G)
Consume alcohol (G)	Gentle (G)
Strong (G)	Farm labour (G)
Decision-maker (G)	Kind hearted (G)
Aggression (G)	Menstruation (S)
Husband (G)	Weeding (G)
Rational (G)	Childbirth (S)
Moustache (S)	Housekeeper (G)
Tractor operating (G)	Passive (G)
Friends/fun (G)	Obedient (G)
Brave (G)	Pregnant (S)
Testosterone (S)	Tolerant (G)
Humorous (G)	Cotton picking (G)
Aggressive (G)	Child rearing (G)



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Teaching notes

MODULE 2: GENDER BASED VIOLENCE

Offline module V1
2021





MODULE OVERVIEW

The module looks at different concepts to ensure that the learners are able to understand, identify and respond to the different forms of gender based violence. It covers the following topics:

- Understanding Gender Based Violence
- Domestic Violence
- Sexual Harassment in Public spaces
- Sexual harassment in Workplace

Each topic also includes associated activities to be conducted in a class room setting. The total module time is estimated at **3 hours 25 minutes**.

MODULE OBJECTIVES

- Identify the different forms of domestic violence, sexual harassment in public spaces, and sexual harassment in workplaces.
- Recognise and acknowledge the impact these forms of violence have on women, and barriers they face in reporting and/ or leaving the violent situation.
- Demonstrate action steps to take in intervening, preventing, and addressing gender- based violence in their families, workplaces, and communities .



GUIDELINES TO CONSIDER BEFORE THE SESSION

Prior to each session, trainers are encouraged to read, plan and reflect on the contents of each module, to ensure that they are prepared and that they will be able to deliver the module within the stipulated time. The following steps can be followed to ensure the above

- Identify aspects of the session where preparation is required by the trainer.
- Plan what the trainer will say and how the contents will be delivered to the participants.
- Think through any possible queries and responses participants can raise and prepare answers accordingly.
- Identify and mark the places in the session which may require extra time, so that it may be adequately accounted for.
- Plan a set of questions to ask the participants, along with ideal responses that indicate participants have understood the concept.
- List all resources and support that the trainer will require for the session and procure them in advance

ACTIVITY 1 INTRODUCING [SLIDE 4-7] GENDER BASED VIOLENCE



PURPOSE: To understand the broad meaning of the term 'gender based violence' and its impact.



RESOURCES: N/A



TIME REQUIRED: 15 minutes

STEPS TO BE FOLLOWED

[SLIDE 4]

5 Minutes

Introducing the term 'gender based violence'

- The facilitator begins the session by discussing the definition of gender based violence. It is elaborated in the note below.



Note for facilitators

Any act of gender based violence that results in or is likely to result in physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, occurring in public or private life.

[SLIDE 5]

5 Minutes

Discussion with the participants

- Ask the participants how they think gender roles and socialisation play a part in gender based violence.
- Once the participants are done answering, the facilitator can then draw a connect with the core gender concepts by elaborating on how gender based roles often teach women and girls from a young age to accept violence as 'normal' part of their lives. Additionally, men and boys are taught from a young age to accept violence as a 'normal' reaction to resolve conflict.

[SLIDE 6]

- The facilitator then explains the following explicit impact of gender roles and socialisation on based violence and asks participants to contribute with any other impact that they think women have to face:
 1. Silencing women from speaking out us
 2. Blaming women for violence
 3. Discouraging women from reporting
 4. Normalising Violence

[SLIDE 7]

The facilitator can end by mentioning that in this module we will specifically look at domestic violence, sexual harassment at workplace and public spaces as examples of gender based violence.

[SLIDE 8-10]

INTRODUCING DOMESTIC VIOLENCE



PURPOSE: To understand the broad meaning and forms of domestic violence.



RESOURCES: N/A



TIME REQUIRED: 15 minutes

STEPS TO BE FOLLOWED

[SLIDE 9]

5 Minutes

Introducing the term 'domestic violence'

- The facilitator begins the session by discussing the definition of domestic violence. It is elaborated in the note below.



Note for facilitators

Domestic Violence includes causing any harm or injury to the safety, life, health or well being of the aggrieved woman by committing any physical, sexual, verbal or economic abuse. Moreover, it also includes any injury or harm done to the aggrieved woman or her relative with a view to coerce her or any person, to meet unlawful dowry demand.

[SLIDE 10]

5 Minutes

Discuss the forms of domestic violence

The following are the forms of domestic violence that the facilitator can elaborate on:

1. **Physical abuse:** Any act or conduct which causes bodily pain, harm, or danger to life, limb, or health or impair the health or development of the aggrieved person. This includes isolation or restriction of movement.
2. **Sexual abuse:** Any sexual conduct that abuses, humiliates, degrades, or otherwise violates the dignity of a woman.
3. **Verbal and emotional abuse:** Includes insults, ridicule, humiliation, name calling and repeated threats to cause physical pain to any person whom the aggrieved is interested in.
4. **Economic abuse:** Includes depriving the aggrieved woman from all sorts of financial resources to which she is entitled to under any law or custom or legal order or which she requires out of necessity, such as for running the household, taking care of the children etc.

The facilitator can end by discussing any questions regarding what these forms may encompass and introducing the next activity.

ACTIVITY 2 CASE STUDY ON DOMESTIC VIOLENCE

[SLIDE 11-13]



PURPOSE: To reflect and apply the learnings for the conception of domestic violence through a case study.



RESOURCES: Flipchart/Whiteboard, Markers.



TIME REQUIRED: 25 minutes

STEPS TO BE FOLLOWED

[SLIDE 11]

15 Minutes

Conducting this activity

- Divide the participants into groups and assign a note-taker, moderator, and presenter for each group.
- Play the video on the slide for the participants.

[SLIDE 12]

- Ask the participants to discuss the case study and the questions given below in their groups. Give the participants 10 minutes to complete this group activity.
1. What is the form of violence?
 2. What is the impact of the violence on the person experiencing it?
 3. What gender role is expected/imposed on the person experiencing the violence?
 4. Who can help to address, intervene, and/ or prevent the incidence of violence? (list everyone you can think of)

[SLIDE 13]

05 Minutes

Discussion with the participants

- In the larger group request each group presenter to present their group's slides.
- Request the presenters to keep their presentations to 2 minutes maximum so that other groups can get a chance to present. In the interest of time, request the following groups to add to the points of the previous group's presentations rather than repeat what has been said before
- Highlight that women and girls who experience domestic violence, and may not find adequate support often end-up becoming more vulnerable, feel unsafe, might have low self-esteem and/ or confidence, become fearful of the person/s who are violent towards them, avoid speaking about their experience and/ or express their opinions etc. these experiences often affect their personal and work life as well.



Note for facilitators

It is important to highlight during this discussion the connection to gender, 'normalising' of violence, and that it is not a private matter. Encourage the participants to reflect on the kind of challenges that the persons (in the case study) might face when they lack a support system. Discuss the need for both informal and formal support systems during this session.

[SLIDE 14-15] INTERVENTIONS FOR DOMESTIC VIOLENCE



PURPOSE: To understand the present laws and steps for reporting and responding to domestic violence.



RESOURCES: Flipchart/Whiteboard, Markers.



TIME REQUIRED: 15 minutes

STEPS TO BE FOLLOWED

[SLIDE 14]

05 Minutes

Discussing the law on domestic violence

- Elaborate on the Protection of women from domestic violence act, 2005. The facilitator can give the information below for the same.



Protection of Women from Domestic Violence Act, 2005

This is a civil law that protects women of all ages and children below 18 in any domestic set up against physical, sexual, verbal, emotional and economic abuse.

The violators of this law can be any adult male who currently is in or has been in a domestic relationship with the aggrieved woman. This can also include adult relatives of the male.

[SLIDE 15]

05 Minutes

Discuss how one can report a domestic violence case

The woman or somebody on her behalf can file a Domestic Incident Report (DIR) under the PWDVA act with:

- **Protection Officer:** The PO registers the DIR, presents it before the Magistrate and ensures that the orders passed by the court are enforced.
- **Service Provider:** It is an organization registered with the government that assist in filing the DIR provide with legal aid, medical care, counselling etc.
- **Police:** The police file a criminal complaint under Section 498A. They will record a DIR at the same time and forward the same to the magistrate.
- **Magistrate:** The woman can also directly approach the Magistrate's court to file a DIR under the discussed law.

The facilitator can end the session by taking any questions that the participants might have regarding the process of reporting or the law.

[SLIDE 16-19] INTRODUCING SEXUAL HARRASSMENT IN PUBLIC SPACES



PURPOSE: To understand the broad meaning and forms of sexual harassment in public spaces.



RESOURCES: N/A



TIME REQUIRED: 15 minutes

STEPS TO BE FOLLOWED

[SLIDE 17]

5 Minutes

Introducing the term 'public space'

- The facilitator begins the session by asking the participants what do they consider public spaces.

[SLIDE 18]

- They can then share the slide to show the different types of places that can be considered public spaces.
- It is important to let the participants know that this definition isn't all encompassing.

05 Minutes

[SLIDE 19]

Discuss different forms of sexual harassment in public spaces

The Criminal (Amendment) Law recognises the following forms of sexual harassment:

1. Physical contact and advances involving unwelcome and explicit sexual overtures
 2. Demand or request for sexual favours
 3. Forcibly showing pornography
 4. Making sexually coloured remark; or
 5. Any other unwelcome physical, verbal or non-verbal conduct of sexual nature.
- It is important to note that any unwelcome physical, verbal or non verbal conduct towards a woman can all qualify as harassment.

ACTIVITY 3

[SLIDE 20-22]

CASE STUDY ON SEXUAL HARASSMENT IN PUBLIC SPACES



PURPOSE: To reflect and apply the learnings for the conception of sexual harassment in public spaces through a case study.



RESOURCES: Flipchart/Whiteboard, Markers.



TIME REQUIRED: 25 minutes

STEPS TO BE FOLLOWED

[SLIDE 20]

15 Minutes

Conducting this activity

- Divide the participants into groups and assign a note-taker, moderator, and presenter for each group.
- Play the video on the slide for the participants.

[SLIDE 21]

- Ask the participants to discuss the case study and the questions given below in their groups. Give the participants 10 minutes to complete this group activity.

1. What are the forms of sexual harassment observed?
2. What is the impact of the violence on the person experiencing it?
3. What are the gender roles that are expected/imposed on the person experiencing the violence?
4. Who can help to address, intervene, and/ or prevent the incidence of violence? (list everyone you can think of)

[SLIDE 22]

05 Minutes

Discussion with the participants

- In the larger group request each group presenter to present their group's slides.
- Request the presenters to keep their presentations to 2 minutes maximum so that other groups can get a chance to present. In the interest of time, request the following groups to add to the points of the previous group's presentations rather than repeat what has been said before
- Highlight that women and girls who experience harassment may not find adequate support often end-up becoming more vulnerable, feel unsafe, might have low self-esteem and/ or confidence, become fearful of the person/s who are violent towards them, avoid speaking about their experience and/ or express their opinions etc. these experiences often affect their personal and work life as well.

[SLIDE 23-24] INTERVENTIONS FOR SEXUAL HARASSMENT IN PUBLIC SPACES



PURPOSE: To understand the present laws and steps for reporting and responding to sexual harassment in public spaces



RESOURCES: Flipchart/Whiteboard, Markers.



TIME REQUIRED: 15 minutes

STEPS TO BE FOLLOWED

[SLIDE 23]

05 Minutes

Discussing the law on sexual harassment in public space

- Elaborate on the Criminal (Amendment) Law, 2013 The facilitator can give the information below for the same.



Criminal (Amendment) Law, 2013

This law protects women against sexual harassment (as previously defined), acid attack, attempt of acid attack, voyeurism, stalking and intent to disrobe.

The violators of this law can be any adult male and the punishment is specific to the act.

05 Minutes

[SLIDE 24]

Discuss how one can report a sexual harassment in public space case

The following are the rights and privileges of women in regards to reporting sexual harassment in public spaces:

- **FIR of the incident:** The FIR is registered by a woman police officer and statements of witnesses are taken.
- **In case of disabilities:** Assistance of interpreter or special educator is taken to record statements.
- **In case of minor girls:** Cross-examination will not happen in the presence of the accused.
- **In case of acid attack or rape:** All hospitals/ medical facilities to provide first-aid free of cost and immediately

The facilitator can end the session by taking any questions that the participants might have regarding the process of reporting or the law.

[SLIDE 25-28] INTRODUCING SEXUAL HARRASSMENT AT WORKPLACE



PURPOSE: To understand the broad meaning and forms of sexual harassment at workplace



RESOURCES: N/A



TIME REQUIRED: 15 minutes

STEPS TO BE FOLLOWED

[SLIDE 26]

5 Minutes

Introducing the term 'work place'

- The facilitator begins the session by asking the participants what do they consider work place.

[SLIDE 27]

- The facilitator can then share the slide to show the different types of places that can be considered work spaces.
- It is important to let the participants know that this definition isn't all encompassing.

[SLIDE 28]

5 Minutes

Discuss different forms of sexual harassment at workplace

The Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013 recognises the following forms of sexual harassment:

1. Jokes of a sexual nature,
 2. Comments about the woman's body, clothes, or looks,
 3. Staring,
 4. Inviting or calling frequently to an outing/ work space without valid reason,
 5. Showing materials of sexual nature,
 6. Making sexual advances,
 7. Demands of sexual favours or advances in exchange for benefits or threats including loss of job, demotion, implied/explicit promise of preferential treatment or threat of detrimental treatment,
 8. Touching/ brushing against body.
- It is important to note that this is not an exhaustive list of forms of sexual harassment in workplace. The facilitator can ask the participants to outline any other forms that they think have not been mentioned.

ACTIVITY 3

CASE STUDY ON SEXUAL HARASSMENT AT WORK PLACE



PURPOSE: To reflect and apply the learnings for the conception of sexual harassment at workplace through a case study.



RESOURCES: Flipchart/Whiteboard, Markers.



TIME REQUIRED: 25 minutes

STEPS TO BE FOLLOWED

[SLIDE 29]

15 Minutes

Conducting this activity

- Divide the participants into groups and assign a note-taker, moderator, and presenter for each group.
- Play the video on the slide for the participants.

[SLIDE 30]

- Ask the participants to discuss the case study and the questions given below in their groups. Give the participants 10 minutes to complete this group activity.

1. What are the forms of sexual harassment observed?
2. What is the impact of the violence on the person experiencing it?
3. What are the gender roles that are expected/imposed on the person experiencing the violence?
4. Who can help to address, intervene, and/ or prevent the incidence of violence? (list everyone you can think of)

[SLIDE 31]

05 Minutes

Discussion with the participants

- In the larger group request each group presenter to present their group's slides.
- Request the presenters to keep their presentations to 2 minutes maximum so that other groups can get a chance to present. In the interest of time, request the following groups to add to the points of the previous group's presentations rather than repeat what has been said before
- Highlight that women and girls who experience harassment are often discouraged to report instances of sexual harassment at workplaces due to fear of loss of job, demotion or detrimental treatment.

[SLIDE 32-35] INTERVENTIONS FOR SEXUAL HARASSMENT AT WORKPLACE



PURPOSE: To understand the present laws and steps for reporting and responding to sexual harassment at workplace.



RESOURCES: N/A



TIME REQUIRED: 25 minutes

STEPS TO BE FOLLOWED

[SLIDE 32]

05 Minutes

Discussing the law on sexual harassment at workplace

- Elaborate on the The Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013. The facilitator can give the information below for the same.



The Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013

The definition of "aggrieved woman", who will get protection under the act is extremely wide to cover all women, irrespective of her age or employment status, whether in the organised or unorganised sectors, public or private and covers clients, customers as well as domestic workers.



It outlines the duty of the employers to set an 'Internal Committee (IC)'; and duty of district collector to form a 'local committee'.

Internal Committee

Constituted by the employer if there are more than 10 employees. One-half of the total members nominated shall be women:

- Presiding Officer(Senior level woman employee)
- 2 members (Committed to the cause of women/experience in social work/legal knowledge.
- 1 external members (from NGOs/associations familiar with issues of sexual harassment)

Local Committee

Constituted by the District officer to receive complaints from establishments

- That have less than 10 employees and hence do not have an IC.
- If and when the complaint is against the employer.

[SLIDE 33]

05 Minutes

Discussing who can complain on behalf of the aggrieved

- **Incase of physical incapacity:** Relative, friend, co-workers or any person who has knowledge of the incident with written consent of aggrieved woman.
- **Incase of mental incapacity:** Relative, friend, special educator, psychiatrist/psychologist, guardian/authority or any person who has knowledge of the incident jointly with any person mentioned above.

- **Incase of aggrieved woman's death:** Relative, friend, co-workers or any person who has knowledge of the incident with written consent of aggrieved woman.
- **Incase of any other reasons:** Any person who has knowledge of the incident with written consent of aggrieved woman.

[SLIDE 34]

10 Minutes

Discuss the process to report a sexual harassment at workplace case

The following is the process to be followed in regards to reporting sexual harassment at workplace:

- **Complaint:** The aggrieved woman must make the complain with supporting documents and the names and addresses of the witnesses within 3 months of the incident (can be extended by the IC).
- **Notice:** Notice shall be issued to the respondent along with one copy of the complaint received from the aggrieved woman within 7 working days of receipt of the complaint.
- **Conciliation:** IC may request of the aggrieved woman take steps to settle the matter between her and the respondent. If settlement is reached, it will be recorded and forwarded to the employer to take action as specified.

[SLIDE 35]

- **Inquiry:** If the aggrieved woman informs the IC that any term or condition of the settlement has not been complied with by the respondent, the IC will make an inquiry into the complaint or forward the complaint to the police.
- **Report:** After completion of an inquiry the IC will provide a report of its findings to the employer within a period of 10days from the date of completion of the inquiry.
- **Action:** If allegations are proven, the IC will send in recommended penalisation which has to be acted upon by the employer within 60 days of receipt.

The facilitator can end the session by clarifying any questions regarding the process of reporting or the law.

CLOSING THE SESSION

[SLIDE 36-39]

15 Minutes

- The facilitator can thank the participants for their attention and participation in the workshop. Share that this has been an intensive day with a lot of important inputs and discussions which participants can use in their day-to-day work with male and female farmers.
- The facilitator must ask each participant to share:
 1. *One key learning that I am taking away from today's session".*
 2. *"One new behaviour / attitude / learning that I will put in practice in my work with women co-farmers".*
- *The participants and the facilitator can refer to the module learnings slide 37,38 and 39 for the same.*
- The facilitator must also share his / her takeaways using the same points mentioned above.
- Once each participant has shared their learnings, the facilitator must ask each participant to be seated and close their eyes. The facilitator must then guide the participants to:
 1. Start by taking a few deep breaths. It has been a long and tiring day. It is now time to relax.
 2. Think about the most enjoyable moment the participants have had during the session today. It could have been a moment where they smiled, laughed or learnt something new.
 3. After a few moments, open your eyes and in one word share how you are feeling. Each person can take a second to share how they are feeling.
- The facilitator can formally close the session.



the sustainable
trade initiative

Teaching notes

MODULE 3: GENDER ANALYSIS & PLANNING

Offline module V1
2021



2021 |
NOVEMBER

IDH THE SUSTAINABLE TRADE INITIATIVE



MODULE OVERVIEW

The module looks at different concepts to ensure that the learners are able to understand how to analyse and integrate gender in their own fieldwork and projects. It covers the following topics

- Gender Analysis
(Activity profile, Daily Activity Clock, Access and Control Profile and Decision-making Profile).
- Gender Mainstreaming
(Steps for gender integration and principles for gender integration).

Each topic also includes associated activities to be conducted in a class room setting. The total module time is estimated at **3 hours 50 minutes**.

MODULE OBJECTIVES

- To understand the different gender analysis tools used for mainstreaming gender in field level programmes.
- To understand how gender assessment and planning can integrate gender in field operations and management systems at the project level



GUIDELINES TO CONSIDER BEFORE THE SESSION

Prior to each session, trainers are encouraged to read, plan and reflect on the contents of each module, to ensure that they are prepared and that they will be able to deliver the module within the stipulated time. The following steps can be followed to ensure the above

- Identify aspects of the session where preparation is required by the trainer.
- Plan what the trainer will say and how the contents will be delivered to the participants.
- Think through any possible queries and responses participants can raise and prepare answers accordingly.
- Identify and mark the places in the session which may require extra time, so that it may be adequately accounted for.
- Plan a set of questions to ask the participants, along with ideal responses that indicate participants have understood the concept.
- List all resources and support that the trainer will require for the session and procure them in advance

PART 1

[SLIDE 4-6]

INTRODUCING GENDER ANALYSIS



PURPOSE: To understand the concept of gender analysis and the tools present for the same.



RESOURCES: Practice sheets with the five gender analysis tools for all participants, Marker pens, Handout



TIME REQUIRED: 20 minutes

STEPS TO BE FOLLOWED

[SLIDE 5]

15 Minutes

Introducing gender analysis to the participants

- Introduce the participants to the concept of Gender analysis (this can be done through the PPT and the note given below).



Note for facilitators

Gender analysis is used to assess the different roles, responsibilities, needs and interests of men and women and considers how these may be affected differently by project interventions. Gender analysis examines the relations between men and women pertaining to access and control over resources and decision making and their relative positions at the household and community level.

A thorough gender analysis (and needs assessment) can reveal constraints and limitations that women and men face as well as help identify the opportunities where the involvement of men and women can give better outcomes.

It also provides gender disaggregated data based on allocation of time, labor (productive, reproductive, family and community) and, access to and control over resources—that can be used to design programs that promote equal participation and benefits for men and women. Gender analysis enables project planners to design and implement gender sensitive projects that address and overcome inequities revealed in the analysis.

- Hand out all the practice sheets for the different gender analysis tools.

[SLIDE 6]

- Explain to the participants that they will be given gender analysis practice sheets that will enable them to answer the following questions from the perspective of their work with farmers with the help of the tools daily activity clock, activity profile, decision making profile and access and control profile:
 1. Division of labor: who does what tasks within the household and in the agricultural (cotton) field (daily and seasonal calendar)?
 2. Who has access to and control over resources and services?
 3. How are resources distributed and who makes the decisions (what decisions do men and
 4. women make in the family/ cotton production process)?
 5. What are the reasons behind these gender based differences?

ACTIVITY 1

ACTIVITY PROFILE

[SLIDE 7-9]



PURPOSE: To understand the gender division of labour (roles and responsibilities) on the farm and within the household and the contribution of men and women within the cotton cultivation process, with a focus on strengthening gender awareness within agricultural programming.



RESOURCES: Printout of activity profile table to be filled out by the participants', one for each participant. (present in annexure)



TIME REQUIRED: 30 minutes

STEPS TO BE FOLLOWED

[SLIDE 7]

05 Minutes

Explain the importance of the activity to the participants

- This tool helps us understand the division of roles and responsibilities between men and women, on the farm and within the household. This will include:
 1. Division of work across both household activities and farm activities.
 2. Understanding work done by women that often goes unrecognised
 3. Impact of farm work on women's health.
 4. Mechanized vs. non-mechanized division of labour between men and women. That is, how use of tools and farm implements is divided across men and women

[SLIDE 8]

10 Minutes

Conducting the activity

- Against each of the tasks provided, the participants must tick whether that particular task is done primarily / majorly by men or women. For example, if sowing is primarily done by women, then they must tick the column marked 'women'.
- In the subsequent columns, they must select whether the particular task is:
 1. Done daily or seasonally
 2. Done by machine or manually (by hand)

[SLIDE 9]

10 Minutes

Questions for reflection with the participants

The facilitator can ask participants the following questions to initiate a meaningful discussion:

1. What are all the tasks that women are responsible for on the farm and within the household?
2. What are all the tasks that men are responsible for on the farm and within the household?
3. What part of men's tasks are daily and what part of seasonal? What does this information tell you about men's tasks?
4. What part of women's tasks are daily and what part of seasonal? What does this information tell you about women's tasks?
5. What part of men's tasks are done manually (by hand) and what part are done by machine? What does this information tell you about men's tasks?
6. What part of women's tasks are done manually (by hand) and what part are done by machine? What does this information tell you about women's tasks?

Spend time discussing the following three questions

1. Can men perform the activity of weeding, cotton picking? Can women perform the work of ploughing / tractor operating? Why? Revisit the concepts of gender and sex.
2. Why does this gender division of labour exist?
3. What is it that stops women from doing typical male jobs and men from taking on female jobs?
4. What is the rationale behind the division of labour and what are the obstacles to changing it?
5. Given the tasks done by women, how do you think women's involvement on the farm influences production?
6. Based on the differences in the roles of men and women, how do the needs and challenges of men and women differ?
7. As practitioners working on agricultural programming, what is the benefit of understanding the roles of both men and women? Can you think of this in the context of your current programme and its desired outcomes?

ACTIVITY 2 DAILY ACTIVITY [SLIDE 10-12] CLOCK



PURPOSE: This exercise is designed to map the activities carried out by men and women throughout the day, and to grasp the importance of gender analysis tools as a means of identifying gender differences, issues and concerns, and thereby identifying suitable ways of addressing these.



RESOURCES: Printout of daily activity to be filled out by the participants', one for each participant. (present in annexure).



TIME REQUIRED: 30 minutes

STEPS TO BE FOLLOWED

[SLIDE 10]

05 Minutes

Explain the importance of the activity to the participants

- The purpose of this gender analysis tool is to analyse the roles performed by women and men during a 24-hour day. It provides a view of specific activities women and men undertake throughout the day.
- The daily activity clock is useful for comparing the workload between men and women to gain a deeper understanding of the division of responsibilities, and to use this input to strengthen gender awareness amongst facilitators and programme teams, by understanding gender differences, issues and concerns.

[SLIDE 11]

10 Minutes

Conducting the activity

- In groups of two, participants must write down the activities carried out by men and women during the given time slots. For example, at 4 am if men or women are sleeping, note down the word 'sleeping'.
- The description of activities does not have to be long and can be provided in 2-3 words.

[SLIDE 12]

10 Minutes

Questions for reflection with the participants

The facilitator can ask participants the following questions to initiate a meaningful discussion:

1. The facilitator can use the following questions to initiate a meaningful discussion:
2. What did you learn from this exercise?
3. How is the workload distributed amongst men and women? Was there anything that you learnt from this exercise that surprised you, in terms of how men and women spend their time?
4. How many hours of work do men do, on the farm and household both?
5. How many hours of work do women do, on the farm and household both?

Spend time discussing the following three questions

1. What is it that stops women from doing typical male jobs and men from taking on female jobs? What is the rationale behind the division of labour and what are the obstacles to changing it?
2. In your work, you often give farmers advice on how to improve their agricultural practices. Based on who does what, do you feel that the training and advice offered is appropriately targeted and delivered to the right stakeholder?
3. How can we integrate gender analysis in the work that we do within agricultural programmes? How can it help us strengthen the various economic, social and / or environmental outcomes that our programme aims to achieve?

**Note for facilitators**

Explain how there are many different tools specifically for gender analysis, focusing on the division of labour, and identifying gender gaps. While it can be useful and necessary to sometimes conduct separate gender analysis of programmes, it is important to note that gender analysis does not always have to be conducted as a separate or extra exercise. Any planning process can be made more gender-sensitive by adapting the tools to include questions which provide information about gender differences and issues, and to ensure that women's voices, views and needs are represented in programmes.

ACTIVITY 3 ACCESS & [SLIDE 13-15] CONTROL PROFILE



PURPOSE: To understand the difference between having access to and control over resources and what resources men and women in farming communities have access to and control over.



RESOURCES: chart paper and markers



TIME REQUIRED: 30 minutes

STEPS TO BE FOLLOWED

[SLIDE 13]

05 Minutes

Explain the importance of the activity to the participants

- The purpose of this gender analysis tool is to analyse the resources women and men have access to and control over in the household and the farm.
- The access and control profile is useful for comparing the power dynamic between men and women to gain a deeper understanding of the division of responsibilities, and to use this input to strengthen gender awareness amongst facilitators and programme teams, by understanding gender differences, issues and concerns.

[SLIDE 14]

10 Minutes

Conducting the activity

- The facilitator must first draw out table (present in annexure) on a chart paper / board.
- Explain to the participants what 'access' and 'control' means:
 1. Access refers to the opportunity to make 'use' of a resource .
 2. Control is the 'power' to make various decisions regarding the resource.
- This activity will be conducted in a group where the facilitator will go over each resource listed in the first column of Table and ask participants about who they think has 'Access or Control' over the particular resource.
- Participants have to raise their hands to answer.
- The facilitator will read out the 'resources' one by one and ask participants to state who has 'Access' to it and who has 'Control' over it. The participants must vote either 'men' or 'women'.
- The activity can follow a voting system, wherein the participants raise their left hand for men, their right hand for women and both hands if they wish to select both men and women. The facilitator then selects the option that receives the most votes.
- For example, when the facilitator reads out the term land, the participants must first vote for who has access to the land. It could be men, women or both. Then the participants must vote for who has 'control' over it. That is, who takes decisions related to land. Participants may raise their hand depending on whether they want to vote for either men, women or both.

[SLIDE 15]

10 Minutes

Questions for reflection with the participants

Once the participants have completed the activity, the following questions can be asked to initiate a meaningful discussion:

1. What are the differences in the way men and women access resources?
2. What are the differences in the way men and women have control over resources? Who has greater control over resources and why?
3. Women have access to resources such as fertiliser, seeds, harvesting equipment but they do not have 'control' over the resources. What are the various reasons due to which women have lesser control over resources as compared to men?
4. Given the tasks done by women on the farm, what are some of the resources that women would benefit from accessing? How would it help women to have greater access to these resources?
5. Given the tasks done by women on the farm, what are some of the resources that women could have control over? How would this benefit the farm / household?
6. What are the benefits that a household could gain if both men and women had control over resources? The facilitators can share examples to guide the discussion.
7. Women are important contributors on the farm. Can giving women access to knowledge resources such as training help improve outputs on the field? How / why?

ACTIVITY 4 DECISION-MAKING [SLIDE 16-18] PROFILE



PURPOSE: To understand how roles and responsibilities towards decision making are divided amongst men and women, both on the farm and in the household.



RESOURCES: Printout of table- 'Decisions made by women and men', one for each participant. (present in annexure).



TIME REQUIRED: 30 minutes

STEPS TO BE FOLLOWED

[SLIDE 17]

15 Minutes

Conducting the activity

- On the chart, select either one of the columns. That is, either 'men', 'women' or 'both', depending upon who is responsible for taking that particular decision.
- The column selected should be based on who is 'primarily' responsible for the decision. For example, if most women take the decision-related to cotton picking but the participants know a few instances where men take that decision, they should still select 'women' who are in a majority of cases responsible for it.

[SLIDE 18]

10 Minutes

Questions for reflection with the participants

The facilitator can ask participants the following questions to initiate a meaningful discussion:

1. Women are engaged in the majority of agricultural operations, including sowing, applying fertilizer, weeding and cotton picking. Yet, women do not play a major role in making decisions. Including decisions related to the tasks that are performed by them. What do you think are the reasons because of which women do not play a greater role in decision making?
2. Have you seen instances of women being involved? Can you share some examples?
3. What do you think will be all the benefits of involving women in decision making? For example, women do all the sowing of seeds. Since they are so involved in this process, what do you think would be the benefits if they could decide which seeds to buy or when to sow the seeds?
4. Similarly, women do a majority of the weeding. It is believed that weeding is the best time to look for pests. If women were involved more in decisions related to pest management, what do you think would be the benefits?
5. What would be the benefits of involving women in more household-related decisions?
6. What are the other benefits that you can think of? Ask each group to share at least one benefit of involving women in decision making. It could be related to the farm or the household.

Spend time discussing the following three questions

1. As practitioners / facilitators, how does this information / knowledge influence our work?
2. How can we use this information and knowledge to strengthen our programme planning / implementation and to improve the economic, social and / or environmental outcomes that our programme works towards?

PART 2

[SLIDE 19-27]

INTRODUCING GENDER MAINSTREAMING



PURPOSE: To understand the concept of gender mainstreaming and the components present for the same.



RESOURCES: N/A



TIME REQUIRED: 35 minutes

STEPS TO BE FOLLOWED

[SLIDE 20]

05 Minutes

Introducing gender analysis to the participants

- Introduce the participants to the concept of Gender mainstreaming (this can be done through the PPT and the note given below).



Note for facilitators

Gender mainstreaming means integrating a gender equality perspective at all stages and levels of policies, programmes and projects. Mainstreaming is not an end in itself but a strategy, an approach, a means to achieve the goal of gender equality.

The process of mainstreaming includes the process of gender analysis that was elaborated through the gender analysis tools in

the previous section. Once the gaps and barriers for gender integration are uncovered through these tools, the next step for mainstreaming is gender integration

[SLIDE 21]

- Explain to the participants that gender mainstreaming includes gender analysis (which includes the tools that the participants have learnt to use in the previous section) and gender integration.

[SLIDE 22]

15 Minutes

Introduce the steps for gender integration

The following are the general steps that can be undertaken in a project aiming to integrate gender successfully

[SLIDE 23]

Step 1: Strategy Development

The first step includes conducting gender analysis and assessments (using the tools discussed in part 1) to understand the nature and level of participation of women and all the areas where they might need assistance.

Step 2: Stakeholder Engagement

The second step includes stakeholder analysis to identify the primary stakeholders for gender integration. The programme must be explained to them so as to understand the challenges they face in participation.

[SLIDE 24]

Step 3: Governance Structure

Step 3 includes understanding the governance structure. It involves understanding who decides what? who is the decision making authority? what are the laws and policies that affect women and the value chain etc.

Step 4: Project Reporting

Step 4 involves understanding what are the risks and circumstances that could affect the project. As well as analyzing the project targets and activities and how these will be measured.

[SLIDE 25]

Step 5: Implementation

Step 5 includes conducting a value chain analysis to understand the knowledge and capacity gaps that men/women may be facing. It also includes integrating the tools that can be used to improve gender dynamics

Step 6: Learning and Innovation

This step includes anticipating what data needs to be gathered and at what frequency on the basis of the knowledge uncovered through previous steps.

[SLIDE 26]

10 Minutes

Introduce the principles to consider when integrating gender:

Once the steps for gender integration have been elaborated on, the facilitator can elaborate on the principles to consider when integrating gender.

Communicate to the participants that the following are the guiding points to be kept in mind when taking up a gender initiative:

[SLIDE 27]

- Gender is a lens and/or perspective. It is not an injection that can be introduced in programmes expecting immediate results.
- Working on gender is changing norms, attitudes, behaviour and practices that discriminate women. Gender intersects with class, caste, age, religion etc. in defining a man or a woman—implying that all interventions cannot impact all men and women in the same or homogenous way.

- Working on Gender is not the same as working on women's issues, it is about understanding and working towards changing power relations, division of labor and roles between men and women.
- IDH also states the 'Do No Harm' principle in its vision on gender: The practice of ensuring that through interventions, existing gender relations and dynamics within the scope of the program are not negatively influenced or affected.

ACTIVITY 5

CASE STUDY: GENDER INTEGRATION



PURPOSE: To better understand and practice how to integrate gender in programmes on the field.



RESOURCES: N/A



TIME REQUIRED: 40 minutes

STEPS TO BE FOLLOWED

[SLIDE 28]

25 Minutes

Conducting the activity

- Form groups of participants so that this activity helps them take back a concrete gender action plan.
- Play the video with the case study on a NGOs attempt to increase women participation in farming related trainings.
- Ask groups to go through the gaps and opportunities presented in the case study and prepare a plan on gender sensitive interventions based on their projects' understanding.

[SLIDE 29]

- Ask each group to select a leader and presenter who will facilitate and document the group work and do the presentation on the below mentioned format

Identified Gender gaps/opportunities		Proposed intervention (gender analysis tools that can be utilised and why?)	How it will improve the circumstances	Support required from IDH
Gaps	Opportunities			

- One by one ask each group to present their plan for gender integration and what steps they have taken for the same.

[SLIDE 30]**15 Minutes****Debrief with the participants:**

- Once all the presentations are over, the facilitator should draw out the commonalities in all the plans presented, discuss the visible challenges and possibilities and help chart out a road map for gender integration in the projects.
- The facilitator should reiterate the fact that these are first steps in the gender journey and there will be barriers along the way; however, IDH is committed to supporting the Implementing Partners to successfully integrate gender in project activities.

CLOSING THE SESSION

[SLIDE 31-34]

15 Minutes

- The facilitator can thank the participants for their attention and participation in the workshop. Share that this has been an intensive day with a lot of important inputs and discussions which participants can use in their day-to-day work with male and female farmers.
- The facilitator must ask each participant to share:
 1. *One key learning that I am taking away from today's session".*
 2. *"One new behaviour / attitude / learning that I will put in practice in my work with women co-farmers".*
- *The participants and the facilitator can refer to the module learnings slide 32, 33 and 34 for the same.*
- The facilitator must also share his / her takeaways using the same points mentioned above.
- Once each participant has shared their learnings, the facilitator must ask each participant to be seated and close their eyes. The facilitator must then guide the participants to:
 1. Start by taking a few deep breaths. It has been a long and tiring day. It is now time to relax.
 2. Think about the most enjoyable moment the participants have had during the session today. It could have been a moment where they smiled, laughed or learnt something new.
 3. After a few moments, open your eyes and in one word share how you are feeling. Each person can take a second to share how they are feeling.
- The facilitator can formally close the session.



ANNEXURE

ACTIVITY PROFILE

Activities	Major responsibility of		When (Daily/seasonal)	How (Manual-by hand/machine)
	Activities	Activities		
Household-related tasks				
Cleaning the house				
Washing the clothes				
Fetching drinking water				
Feeding livestock				
Cooking				
Helping children get ready for school				
Dropping children to the school				
Helping children study				
Taking care of elders / family members who are unwell				
Taking elders / family members to the doctor				
Collecting fodder for livestock				
Purchasing groceries				
Purchasing household assets (Motorbike, TV, fridge)				
Preparing for festivals				

Managing the household income and budget				
Repair and maintenance of the house (fixing, etc)				
Coordinating external services (for example, if an electrician needs to be called)				
Farm-related tasks				
Land preparation				
Uprooting of old plants				
Ploughing				
Stubble picking				
Spreading of manure				
Harrowing				
Making rows for sowing				
Planting seeds				
Application of fertilizers				
Weeding				
Weedicide application				
Collecting water for making pesticides				
Preparing pesticides				
Spraying pesticides				
Cotton picking				
Transportation				
Selling cotton				

DAILY ACTIVITY CLOCK







Time	Daily activity	
	Man	Woman
2:00 am		
3:00 am		
4:00 am		
5:00 am		
6:00 am		
7:00 am		
8:00 am		
9:00 am		
10:00 am		
11:00 am		
12:00 pm		
01:00 pm		
02:00 pm		
03:00 pm		
04:00 pm		
05:00 pm		
06:00 pm		
07:00 pm		
08:00 pm		
09:00 pm		
10:00 pm		
11:00 pm		
12:00 am		

DECISION MAKING PROFILE- 1/2

Decision	Men	Women	Both
Within the household			
Deciding what food to cook			
Deciding which school or college the children will go to			
Deciding what clothes to buy for the family			
Deciding what the children will study in college			
Deciding when to clean the house			
Deciding what livestock to purchase			
Deciding what vegetables and groceries to purchase			
Deciding which doctor or hospital to go to if someone is sick			
Deciding how to feed, clean, manage the livestock			
Deciding how to manage the household income			
Deciding which bank to go to			
Deciding who the daughter or son will get married to			
Deciding how many children to have			
Deciding what television, fridge or motorbike to purchase			
Deciding when a particular asset needs to be purchased			

Decision	Men	Women	Both
On the farm			
Deciding what seeds to sow			
Deciding when to sow the seeds			
Deciding which fertiliser to apply			
Deciding when to apply fertiliser			
Deciding which pesticide to use			
Deciding when we apply pesticide			
Deciding when to use the tractor / bullock cart			
Deciding when to pick the cotton			
Deciding for how much to sell the cotton			
Deciding how much to pay the labour			
Deciding when to buy or rent land			

ACCESS AND CONTROL CHART

Resources	 Access		 Control	
	 Men	 Women	 Men	 Women
Land				
Seed				
Fertiliser				
Pesticide				
Tractor				
Bullock cart				
Agricultural equipment				
Training				
Credit				
Market space				
Businessmen				
Govt schemes				
Income				