GENDER JUSTICE

JOURNEY OF EMPOWERMENT

A GUIDE FOR INDIVIDUALS, FACILITATORS & DEVELOPMENT PRACTITIONERS

ACKNOWLEDGEMENT

As a team of young feminists, we would first like to acknowledge the indelible support and guidance of our coordinator, Dr. Abhaya N B, for believing in our vision and methodology of developing this manual. The COVID-19 pandemic unleashed new challenges for our team and we had to constantly innovate, strategize and move forward. It was during such trying times that we as a team understood the core idea of the feminist practice of decentralized decision-making, democratized access to information, and most importantly, the ability to work flexibly in tandem with ever-changing conditions.

We would like to extend our solidarity to all the organizations, peer groups, and media forums for researching and creating value-laden resources, advocacy tools, and guides that we have extensively referred to throughout this process.

Most importantly, we would also like to also acknowledge the hard work and immense talent of our contributors: Rashmi, Bindiya Bedi Charan Noronha, Manmohitpreet Kaur, Antara Rao, and Anoushka Augustine for graciously agreeing to contribute thematic poems for each of the five chapters in this guide.

To conclude, we would like to thank our readers for trusting us with their time, effort, and energy to embark on this transformative journey of empowerment with us.

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Meet The Contributors



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About The Guide

Why do we need to embark on a journey of empowerment and strive for gender justice?

Empowerment is a process through which individuals and/or groups realize and unleash their potential to improve the quality of their lives. Through conscientization, people become aware of their role and status in society and its deeply ingrained systemic inequities. They start questioning the status quo, the skewed distribution of power, and the absence of equitable and sustainable growth structures.

The COVID-19 pandemic has exacerbated structural inequity. The burden of any crisis is disproportionately borne by marginalized populations, namely women, children, queer people, people with disabilities, the elderly, and other marginalized sections across class, caste, race, color, ethnicity, and gender. Hence, to ultimately achieve a higher quality of life and an equitable society, it is necessary to undergo the journey of empowerment and claim gender justice.

Let's unpack what gender justice entails...

Gender justice is the process of achieving gender equity by challenging and dismantling systemic inequities.

This is so that every individual irrespective of their gender identity, gender expression, and sexual orientation can realize their full potential without being inhibited by society's norms and expectations!

What was the process of creating this guide?

The idea to create this guide developed from the everyday struggles of marginalized genders in our society. The lived experiences of marginalized genders and gender minorities are often restricted to the periphery of mainstream research and hence the need was felt to bring them to center stage and tell their stories.

With this core idea, two intersectional feminists from India, Aarushee and Rahat, got together under the mentorship of Dr. Abhaya N B to create a guide that is reflective of the diverse experiences of people across the world and can be used as an educational and actionable guide towards achieving gender justice.

This was a journey of over two years (October 2020 - October 2022) in which extensive research was undertaken to study and analyze existing guides on gender-related work and identify the gaps to be bridged. While the COVID-19 pandemic did pose its challenges and adversely affected the growth of the feminist movement, our team was determined to complete this project and hopes that this intersectional feminist guide helps the feminist movement to become more accessible to the masses and grow in new directions.

Who is this guide for?

This guide has been developed keeping in mind the diversity of individuals (age, culture, gender) across the globe and can hence be used by any individual, group, or organization from any part of the world.
This guide aims to enable users to embark on their journey of gender justice and self-discovery.

What is the Theory of Change central to this guide?

This guide is built on the principles of intersectional feminism and aims for transformative growth amongst its users. It adopts a multifarious approach in promoting constructive change.

Its core idea is to convince the readers of the existence of multiple truths and realities and encourage them to challenge the 'majoritarian' perspectives.



Consciousness Building

Through *Theoretical Underpinnings*, *Practical Learning*



Building Agency

Through *Unlearning* and *Introspection*



Transformative Action

Through *Learning by doing* and *Mapping your Growth*

What are the main elements of this guide?

This guide is composed of six chapters:

Chapter 1: Understanding Gender, Sex and Sexuality
Chapter 2: Understanding Gender Identities and Gender Roles
Chapter 3: Understanding Ambition and Work
Chapter 4: Understanding Power and Masculinity
Chapter 5: Understanding Gender-Based Violence
Chapter 6: Soul Searching

Each chapter follows the following thematic layout:

1 *Theoretical Underpinnings*

2 *It Doesn't End Here*

3 *Practical Learnings*

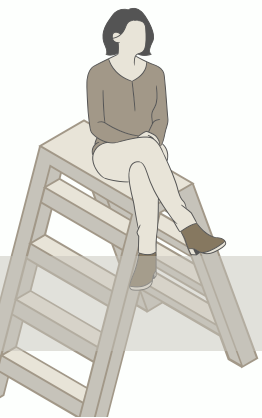
4 *Unlearnings*

5 *Introspection*

6 *Beyond the Pandemic*

7 *From Us to You*

8 *Map Your Growth*



Theoretical Underpinnings

In this section, the readers are familiarized with the concepts of the particular chapter in a simple and demystified approach.

Through the 'It Doesn't End Here' segments, the readers are given the opportunity to think outside the box and not constrict their learnings to a particular perspective.





Practical Learnings

In this section, the readers are encouraged to move forward and apply their conceptual learnings from the previous segment into practice.

This allows the readers to connect their reality with theory.

Unlearnings

In this section, the participants move further and begin the process of challenging the status quo.

The readers may now find themselves at the crossroads of different perspectives and experiment to see which of them they relate to the most.





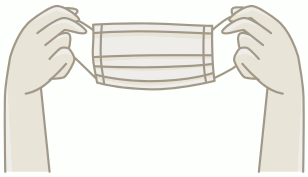
Introspection

In this section, the readers will go through a rigorous process of contemplation and look inwards to become the change they want to see around them.

Beyond The Pandemic

This section has been exclusively designed keeping in mind the constraints of the COVID-19 pandemic which has set a new normal for the virtual world.

Under such circumstances as well, this guide will come in handy in keeping the conversation alive and going through its engaging content!



From Us to You

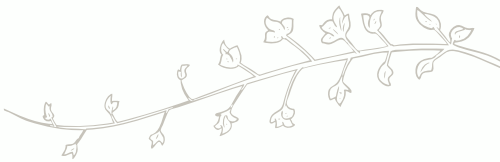
This section will feature the voices of diverse individuals from different walks of life.

The readers will have the opportunity to experience myriad perspectives from firsthand accounts!

Map Your Growth

This is a segment at the end of each chapter that provides a small halt to the readers before moving to the next chapter.

Here, the readers will have the opportunity to put their learnings into practice in real time and map their respective growth.



While these sections have been designed in a particular format with a set of objectives and expected learning outcomes, it is not necessary that every reader or user of this guide will have the same journey and pace of learning. Hence, it is important to keep this as a reference or anchor in your own unique journey of gender justice while allowing yourself ample time to unlearn and reimagine.

How would the learnings from the guide impact the community directly?

As a reader of this guide, after going through the journey of empowerment themselves, the user would be willing to take forward this conversation on gender justice and the journey of empowerment in their communities and eventually create a ripple effect of sustained change.

Monitoring and Evaluation: Each chapter has dedicated sections for self-evaluation - Introspection and Map Your Growth. Behavior modification and the process of unlearning are unique to every individual, so we cannot expect each participant to have the same learning curve.

DISCLAIMER:

While efforts have been made to ensure a diverse representation of cultures and experiences, there are chances that some intersections might not have been duly represented. Given the evolving nature of the feminist movement itself, we request you to understand that we are learners too, and apologize in advance if you feel underrepresented, misrepresented, or not represented. Please let us know as we would want to grow as practitioners. This compilation is only a 'guide', hence you are welcome to modify and add to the activities depending upon the facilitator's expertise and the context in which the training occurs.

Link to Impact Assessment Survey: Click here.

Connect with us: Aarushee Shukla, Rahat Sharma, Vineeta Rana

Guiding Principles while using the manual

(for facilitators)

Adapted from Tools of Transformation: Notes from a peacebuilder, 2019. Access here

This manual has been formulated with the aim to build a comprehensive understanding of gender and its related aspects for the participants. However, the purpose is not limited to only educating the participants, but rather inspiring them to embrace this newfound knowledge in their everyday lives. All this would not come to fruition without the help of the facilitator conducting the training.

Thus, keeping in mind the importance of a facilitator's role, below are some points to be considered for effective facilitation throughout the training:

CONCEPT CLARITY IS KEY

Before beginning each session, the facilitator must explain the intent behind that session. This would help the participants to have a clear understanding and thereafter contribute better to the activities that would take place.

ACCLIMATIZING

The facilitator must ensure that the participants are well-adjusted and comfortable with the setting. This can be further ensured by asking the participants to share their expectations and fears/anxieties before the start of each session. This would enable the facilitator to be mindful of these throughout the session.

ALL VIEWS MATTER

The participants must be provided with plenty of opportunities to engage in discussions with each other. The facilitator should make sure that the participants know how valuable their views are and how the facilitator too was at the receiving end of learning through their opinions. Through this, the participants would feel respected, enabling them to open up without any hesitation.

TRUST & OWNERSHIP

The facilitator must get all participants to agree to maintain the confidentiality of the personal stories being shared during discussions. This would help build trust among the participants and encourage them to be vulnerable with each other.

In addition to this, the participants must be encouraged to use the first person pronoun 'I' while sharing their stories, feelings, needs, requests, or experiences to inculcate taking ownership rather than making generic statements on behalf of everyone and using 'we'.

ACCESSIBILITY

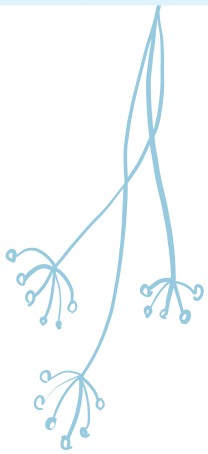
The facilitator should be mindful of the energy of the group at all times. Since the training involves different types of activities for educating and involving the participants such as visual, kinesthetic, verbal, spatial, and other abilities, it is imperative to observe the multiple intelligences and diverse learning styles of everyone present and move forward accordingly.

FREEDOM

The facilitator should introduce the concept of 'Choice to Opt Out' i.e. if for any reason, be it emotional, physical, cultural, or another, the participant wants to opt out of an activity, then they are free to do so. The idea behind this would be to not make any participant feel uncomfortable and thus for them to enjoy learning and not take it as a strain or a compulsion.

FEEDBACK

The feedback to the participants should be in a manner that does not demoralize them. The facilitator alongside acknowledging the participants' good performance may humbly guide a participant on how they may perform better. In no instance whatsoever should the participants feel demotivated. Their efforts must be appreciated and encouraged.



CHAPTER 1

UNDERSTANDING GENDER, SEX & SEXUALITY

Learning Objectives

- To develop a conceptual understanding of sex, gender, and sexuality
- To understand the difference between sex and gender
- To adopt a non-binary approach in unpacking the gender and sexuality spectrums
- To acclimatize the participants with key gender terminologies

Learning Outcomes

- The participants will be able to differentiate between sex, gender, and sexuality, and understand them beyond the binaries
- The participants will become aware of key gender terminologies, theories, and debates

Pour out your expectations from this chapter here 

THEORETICAL UNDERPINNINGS

This section will assist in building the foundation of the participants

Concepts of Gender, Sex & Sexuality

Sex refers to the physiological and physical characteristics of human beings and animals. It is usually defined as 'male' and 'female'.
Gender refers to the socially constructed roles, behaviors, and attributes that a particular society deems fit for individuals.

A person when classified on the basis of Sex may be -

- Male,
- Intersex, or
- Female

A person when classified on the basis of Gender may either be -

- Masculine, or
- Feminine

It is also imperative to be aware of the less recognized types of gender and sex categories. To name a few:

- Feminine men
- Masculine women
- Transgender: a person who identifies as a different gender than that assigned at birth, and they may or may not have had gender-affirming surgeries

IT DOESN'T END HERE!

Some men have periods and some men lactate too!

Examples of Sex characteristics

- Women menstruate while men do not
- Men have testicles while women do not
- Women have developed breasts that are usually capable of lactating, while men do not
- Women can give birth to babies, while men cannot

Examples of Gender characteristics

- Women are expected to take care of the family & perform domestic work
- Men are expected to work and earn money for the family
- Boys never cry
- Girls are very emotional

Difference between Sex & Gender

Many view the terms 'sex' and 'gender' as interchangeable, however, it's not the case. Both are different.

Sex ≠ Gender because unlike 'sex', 'gender' is not determined by the physical or biological attributes of a person. It is more to do with the expectations set by society to match your 'sex'. Thus, these expectations are ever-changing and alterable.

What is a Spectrum ?

The word 'Spectrum' in its literal sense means when something(theory/concept/idea) is not limited to a specific set of restrictions but rather can vary across a scale.

In the context of sex and gender, a spectrum is defined as the wide range of possibilities along which a person's sex/gender/sexual identity/gender identity may lie. The need to understand and explore the spectrum originates from rejecting the gender binary and expressing oneself fully and freely.

Gender Spectrum

- It is an understanding that gender is not binary. Rather, it is a range of identities between and outside of the categories of male and female.
- For instance, it is not mandatory for a person who was assigned female sex at birth owing to their biological characteristics to relate to the expected gender identity of being a woman or being feminine. The person can determine their own gender identity or even have multiple identities that they connect with the most from the spectrum.

Sexuality Spectrum

- It explains that people's sexual identities and orientations are multifold and hence cannot be boxed. There are various sexual identities and many possibilities for any person to explore and identify with.

IT DOESN'T END HERE!

Gender Galaxy offers limitless combinations of masculine and feminine not necessarily opposed to one another. Read this article & this compilation.

Are 'Sex' or 'Gender' necessary to determine a person's 'Sexuality'?

A person's sexuality is in no way dependent upon their sex or gender. This relates to the romantic, sexual, or physical attraction/emotions one feels towards another individual.

There are diverse types of sexualities. Discovering one's sexuality can take time and that is absolutely normal. One must remember that there exists no timeline to figure it out. Moreover, a person's sexuality can change over time. For instance, a man who may be drawn romantically toward a woman during his teenage years may later feel equally inclined toward another man.

IT DOESN'T END HERE!

Asexuality is the lack of sexual attraction to others, or low or absent interest in or desire for sexual activity. Watch this video.

Discovering one's sexuality and coming to terms with it can be both an exhilarating as well as stressful experience. On top of ongoing life experiences, it can be overwhelming for someone to understand or redefine their identity.

- If you know someone who is going through a hard time, talk to them about getting professional help.
- If your mental health is not keeping up, then share your concerns with someone you trust.
- Remember that there is no 'right time' or 'right approach' to figuring out your sexuality. You can do it at your own pace.
- It is absolutely fine if you do not want to 'come out'. The time, place, and manner of disclosing your identity are to be decided by you and only you.

Key Gender Terminologies

Gender Aware

Being conscious of the fact that men, women, and non-binary persons have different roles, responsibilities, and needs as ascribed by society.

Gender Blind

An inability to perceive that policies have different impacts on men, women, and non-binary persons.

Gender Binary

A belief that a person can only be categorized as male or female and that there exist no other possibilities.

Non Binary Persons

Individuals who don't categorize themselves under the binary categories of male or female, or man or woman.

Cisgender

A person whose gender identity and sex assigned at birth are the same.

Gender Variant

Someone who either by nature or by choice does not conform to gender-based expectations of society.

Gender Fluid

A person who moves between different gender identities and does not identify with only one static gender identity

Genderqueer

An umbrella term for individuals who do not identify within the gender binaries.

Agender

People who do not identify themselves as having any particular gender.

Gender Expression

The external display of one's gender through a combination of how one dresses up and acts.

Intersex

Individuals born with a combination of male and female sexual anatomy.

Transgender

Individuals with gender identities that differ from their sex assigned at birth.

PRACTICAL LEARNINGS

This section will encourage the participants to integrate theory and practice! Let the practice begin!

ACTIVITY : CHARACTERISTICS MAPPING

Learning Objectives

- To list out the characteristics that participants most closely associate with specific genders and analyze the thought process behind it.
- To encourage the participants to brainstorm and break free from society's set standards for a person's behavior/attitude or emotions and respect the uniqueness in each person.
- To specify differences between the two terms 'Sex' & 'Gender' by defining certain characteristics connected to the terms.

Learning Outcomes

- This activity will enable the participants to question their internalized biases and social conditioning.
- The participants will develop an understanding that a person's characteristics should not be governed by how society feels the person should behave or feel. The individuality of all persons regardless of any sex, gender, caste,, or race must be respected and appreciated.

Note for the Facilitator

- The facilitator can start by explaining how 'Sex' and 'Gender' are different concepts.
- The participants should understand how persons of different sex are told to act in a particular manner based on the gender norms created by society at large. This may hamper the growth of the person when they are being told to be someone they may not identify with.
- Example: Imagine a boy getting hurt while playing sports, unable to cry to express his pain because he must 'act like a man' and 'men never cry'.



40 minutes



Chart, Marker

Process to follow

- Commence the activity by asking the participants about the differences or different characteristics of men, women, and non-binary persons. Ask them to include the behavioral aspects as well i.e. the actions or reactions.

- Once the participants have given their answers, note down all their responses on the flip chart under specific headings.

Male	Female	Non-binary
• Aggressive • Have a moustache/ beard • Brave • Breadwinner • Don't cry • Have a penis	• Emotional • Long hair • Gentle • Caregiver • Nurturing • Breastfeed • Can give birth	• Distinct voice • Fashion designers • Assertive • Vibrant dressing style • Adopt children • Eloquent speakers

Aforementioned are the examples of responses that participants may give

- Point out and discuss how apart from the obvious biological differences, for instance, the vagina in the female sex or penis in the male sex, the other differences to distinguish a male sex from a female sex are only created by society.

- Discuss with participants their reasons for writing their associations and why the statements could not be common for all. For instance, why is it that only women are deemed to be emotional? Is it a trait only reserved for them?

- Ask the participants-

1. *How often were you told to behave a certain way solely based on your sex i.e. 'act like a man, 'act like a woman?*
2. *Can you share any instances when that happened?*
3. *Did you have questions at that moment as to why you were being told to behave in a particular manner?*
4. *What did you eventually do?*

- Summarize and conclude the activity

ACTIVITY : GENDER UNICORN

Adapted from Trans Student Educational Resources,2015. Access here

Learning Objectives

- To build on the concepts of 'sex', 'gender', and 'sexuality' through the help of the Gender Unicorn theory
- To understand the idea of 'spectrum' and 'fluidity' through DOTS and ARROWS. Arrows denote a sliding scale and not a checkbox, the Dots represent how that particular concept is on a spectrum or has a range.

Learning Outcomes

- The participants will be able to recognize how sex, gender, and sexuality are different concepts.
- The participants will be acquainted with the idea of fluidity, i.e. both Gender Expression and Gender Identity can change over time.

Note for the Facilitator

- This exercise can be overwhelming for the participants and hence the facilitator must ensure that they are cautious while carrying out the discussion and create a safe space for discussion and participation.
- Towards the end of the session, the participants shall be encouraged to try identifying themselves on or around the spectrum. The facilitators must ensure that the participants are comfortable engaging in this activity. However, no one should be forced to participate.
- The facilitator should be careful and quick in noticing any behavior changes in the participants and make sure to individually reach out to the participant for a conversation towards the end of the session.



50 minutes



Printout/Digital copy of Gender Unicorn Illustration

Process to follow

- Provide printed activity sheets to each participant.
- The Gender Unicorn sheet is a detailed self-explanatory illustration that mentions the following- Gender Identity, Gender Expression, Sex, Physical Attraction, and Emotional Attraction.
- The facilitator must encourage the participants to unpack and understand different concepts followed by a brief discussion.

Gender Identity

- The gender identity is to do with what a person feels from within.
- The spectrum denotes a wide range of possibilities namely feeling more like a man, feeling more like a woman, feeling something between a man and a woman or not identifying with any gender identity.

Gender Expression

The purpose of these dots as an outline and placed outside shows how gender expression is visible to the outer world or society and not only in the mind of a person. These are displayed via the way the person dresses, walks, talks or acts.

Sex assigned at birth

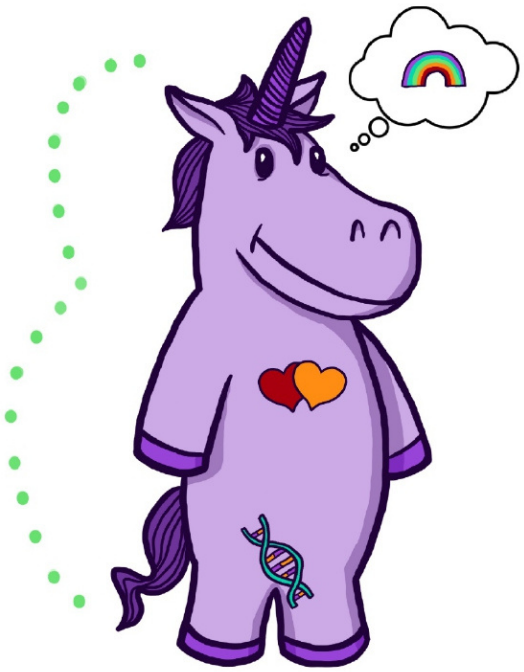
- It can be seen on the infographic as categorized into Male, Female or Intersex.
- This sex of a person, usually assigned at birth, is based on their biological or physiological features.

Physical & Emotional Attraction

Sexuality cannot be limited to checkboxes, rather is a spectrum because persons can be physically attracted to multiple genders (Ex: Bisexual, Pansexual) or towards nobody at all (Asexual).

The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



Gender Identity
- Female/Woman/Girl
- Male/Man/Boy
- Other Gender(s)

Gender Expression
- Feminine
- Masculine
- Other

Sex Assigned at Birth
Female | Male | Other/Intersex

Physically Attracted to
- Women
- Men
- Other Gender(s)

Emotionally Attracted to
- Women
- Men
- Other Gender(s)

To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore

Use this space to unpack your feelings

ACTIVITY : A WALK TO UNDERSTAND ONE'S PRIVILEGE

Learning Objectives

- To understand the disparities that exist in society due to the privileges available to some based on their caste, class, sex, gender, race, ethnicity, sexual identity, gender identity, physical ability etc.
- To recognize these privileges, associated benefits and brainstorm ways to use them towards constructive benefit.

Learning Outcomes

- The participants will identify their privileges and recognize how social hierarchy plays a role in determining our place in society.
- The participants will be able to further unpack the concepts of social identity, social status, and hierarchies

Note for the Facilitator

- The participants should be cautioned about the sensitive nature of the activity and that in case any participant would like to opt out, they are free to do so. The participants must be informed of the activity being for knowledge purposes only and not demean any individual.
- The participants should be given the choice to either keep their identity or adopt a new one for the activity purpose. If there is confusion in this regard, the facilitator can step in and assign random identities to the participants. The facilitator supports and ensures that all identities selected are diverse, different, inclusive, intersectional and solves the purpose behind the activity.
- Discuss how some participants may have been unaware of their own privileges. However, the focus should be towards determining ways to tear down these privileges controlling the society.



40 minutes



Space for participants to form a horizontal line/ stand at arm's length from each other.

Process to follow

- Let the participants take some time to think of identities or else if the participants would like to embrace their own identities, they may do so.

- Ask all the participants with their given identities to stand shoulder-to-shoulder in the middle of an empty room.

- Then tell the participants that the facilitator will be calling out certain statements (see below). If the participant feels that the said statement holds valid for their given identity, then the participant should take a step forward or backward, or else if it does not apply, then they remain in the same spot.

- Allow some time for the participants to think after calling out each statement.

- Once all the statements are over, ask all participants to note where they are standing and look around to see where other participants are also standing.

- Initiate discussion with the participants on-

1. *How did the activity make them feel?*
2. *What was the purpose of conducting this activity?*
3. *Has the activity in any way helped them shift their perspective of others?*
4. *Will this activity impact their lives moving forward? If so, how?*

Statements

- If you are physically able to take a step forward or backward, take two steps forward.
- If you were ever uncomfortable about a joke related to your race, religion, ethnicity, gender, disability, or sexual orientation but felt unsafe to confront the situation, take one step back.
- If you can walk down the street, holding the hand of the partner of your choice and not be afraid that you will encounter violence because of your genders, take a step forward.
- If people in your environment rarely get your name wrong and find it easy to remember, take a step forward.
- If you were told that you were beautiful, smart and capable by your parents, take one step forward.
- If one or both of your parents were/are "white collar" professionals: doctors, lawyers, etc. take one step forward.
- If you never have to think about which changing room or toilet to use, take a step forward.

- If you have access to the internet at all times, take one step forward.
- If you saw members of your race, ethnic group, gender or sexual orientation portrayed on television in stereotypical or demeaning roles, take one step back.
- If you were ever offered a job or an opportunity because of your association with a friend or family member, take one step forward.
- If you do not have to ask people to use your preferred pronouns (e.g. she, he, they), take a step forward.
- If your family ever had to move because they could not afford the rent, take one step back.
- If you attended private school at any point in your life, take one step forward.
- If you have felt uncomfortable in a conversation due to your choice of language, take one step back.
- If one or both of your parents have a university degree, take one step forward.
- If you have usually worked with people you felt comfortable around, take one step forward.
- If you are able to move through the world without fear of sexual assault, take one step forward.
- If you would never think twice about calling the police when trouble occurs, take one step forward.
- If you can go to an event at any time without having to worry about your family obligations, take a step forward.
- If you could buy a new suit for a formal event or job interview without worrying about how you would afford it, take a step forward.
- If you feel comfortable walking home alone at night, take one step forward.
- If you can go anywhere in the country, and easily find the kind of hair products you need, or cosmetics that match your skin colour, take one step forward.
- If you can seek professional help for your mental health needs without judgment and with ease, take a step forward.
- If your surroundings are accessible to people with diverse needs and an inclusive space, please take a step forward.

UNLEARNINGS

This section will encourage the participants to question gender norms and social conditioning

ACTIVITY : BECOMING A GENDER WIZ

Learning Objectives

- To enable the participants to understand core concepts and approaches in feminist practice.
- To encourage the participants to engage with these approaches and reclaim them in practice.

Learning Outcomes

- Through this activity, the participants will be encouraged to demystify theories and approaches and in the process gain confidence in making effective use of them.
- The participants will gain the confidence to reconnect with theory and integrate it into their practice.

Note for the Facilitator

- The facilitator needs to be patient with the participants since this could be the first time the participants to be engaging with these approaches.
- The facilitator must encourage discussion and create a constructive space for the participants. Connecting these approaches with lived experiences must be encouraged.

40 minutes

Chart paper, markers, supporting text, and illustrations can be used for discussion.

Process to follow

- The activity can begin by writing the following approaches on the chart paper - Gender Bias, Gender Blind, and Gender Mainstreaming.

- The discussion can be started by asking the participants to share what they perceive to be the key features of these approaches.

- The facilitator can take assistance from the following infographic to share the key features of each approach while encouraging the participants to share instances from their daily lives which relate to these approaches.

Gender Bias

Gender biased behaviour is displayed when one gender is favoured over the other. In other words, preferential treatment on the basis of gender.

Example- Unequal pay for equal work.

Gender Mainstreaming

A concept wherein while making any new policies, legislations, any innovations or programmes in social, political or economic affairs, equal consideration is given to all genders i.e. gender equality is promoted.

Gender Blind

A concept wherein it is believed that different genders do not act as influencing factors while formulating new policies. Hence, failure to identify how such policies would impact each gender differently.

ACTIVITY : WHO AM I?

Learning Objectives

- To challenge the stereotypes present in society which are ingrained in our mind and thereby take steps to change them.

Learning Outcomes

- The activity will allow the participants to reflect upon the automated thought process and the need to unlearn and look beyond binary and embrace the spectrum.

Note for the Facilitator

- Discuss all such stereotypical notions attached to the sex/gender of a person by our society. Most participants may approach to guess the identity by viewing them through cliché notions about sex and gender. For instance, if the description mentions that the person is a producer then the initial guess can be to identify them as a 'male', owing to the thought that only 'male/men may acquire powerful positions'. On the flip side, if the description mentions a hairdresser, the reflex guesses to this would be 'female/woman' again due to the set standards.
- Talk about how they are so ingrained in our minds that identifying on the basis of these notions comes naturally and without any effort.
- Articulate the importance of breaking these stereotypes and diminishing baseless assumptions.



40 minutes



Chits with Identities, Paper, Pen

Process to follow

- Write the description of a person on chits
- Provide a chit with the description of the person to each participant.

- Ask the participant to identify the person i.e. guess their sex or gender and then draw it on the paper.

- Once all the participants have shared their responses, the facilitator should, one-by-one, go through the Wikipedia profiles of each person, discuss their work, watch their videos and get to know how each person in the chit identifies themselves as.

Descriptions

(source: Wikipedia)

A Bronx native of Haitian, Puerto Rican, and Dominican ancestry, listed under 100 most influential people in the world by esteemed magazine, model and artist. (INDYA MOORE)

Indian-American writer, performance artist, and media personality. Modelled for several brands at New York Fashion Week. (ALOK VAID-MENON)

American academic, public speaker, social justice activist, and Deputy Director of Educational Equity at New York University. (SJ MILLER)

Belongs to the family of journalists, a hairdresser, podcast host and an author. (JONATHAN VAN NESS)

Doctorate and a Physics professor at University of Toronto, research fields include quantum field theory, string theory and cosmology. (A. W. PEET)

Comedian who was born into a Jewish family in Chicago. (JOEY SOLOWAY)

INTROSPECTION

Through this section, the participants will look inwards, deconstruct the learnings and take the first step towards transformation.

ACTIVITY : BOWL OF CURIOSITY

Learning Objectives

- To create a safe space for the participants to share their experiences, feelings, and emotions.
- To freely share any questions, thoughts, or doubts associated with any of the themes covered during the session.

Learning Outcomes

- This activity will allow the participants to reflect upon the learnings from the day and the facilitators can take this as a feedback to work upon.

Note for the Facilitator

- When the participants will answer each other's questions, they will be clarifying other participants' doubts as well as it would help the facilitator determine their conceptual understanding.
- In case any participant doesn't want to answer a particular question or does not know the answer to a question, the facilitator can assist them. Under no circumstances should a participant be forced to share their response.

Process to follow

- At the end of this session, ask each participant to write 1 question about a concept they need clarification for, any question that they have, or any experience they wish to share.
- Once all the participants finish writing their questions, put them all in a bowl.
- Since there are no names on the question chits, all questions become anonymously asked once mixed in the bowl. Only the person who wrote the question knows.
- Now ask each participant to pick up a random chit with a question from the bowl.
- Ask the students to try and answer the question or share their thoughts on the chit that they receive

Beyond the Pandemic

This space has been created keeping in mind the unprecedented challenges brought forth by COVID-19. We bring you alternative resources to refer to in such times.

Learning by Reading

Critical theory

Gender Trouble by Judith Butler
The Global Trajectory of Queerness- Ashley Tellis & Sruti Bala

Fiction/Non-Fiction

Beyond the Gender Binary- Alok Vaid- Menon
Transgender History- Susan Stryker

Online articles

'5 ways to deconstruct gender binary in gender equity'- Meghan Davis published in The Forbes.
Read it here.

'Understanding gender'- published by Gender Spectrum.
Read it here.

Learning by Watching

'Do You Know Your ABCDs of LGBT?' | Vitamin Stree
Watch it here.

'Do You Know Your ABCDs of LGBT? Part 2' | Vitamin Stree
Watch it here.

'5 Non-Binary People Explain What "Non-Binary" Means To Them' | Tinder
Watch it here.

'Paytm presents "The Divide" | A Social Experiment' | Paytm
Watch it here.

Learning by Hearing

Podcast- Gender Reveal- Ep 01- 'Gender 101'
Listen here.

Podcast- No Small Thing- Ep 069- 'Gender'
Listen here.

Podcast- Dear Patriarchy- Ep 15 Series 02- 'How to be a Woman'
Listen here.

Learning by Doing

We are so excited for you to have reached here! We understand that this entire process can be overwhelming and hence we want you to take your time to absorb, unlearn and unpack everything. Once you are done doing that we would highly recommend you share this with your friends and family! Yes. You heard us right. We trust your learnings! So go ahead and conduct a session in your locality, amongst your friends and family and tag us!



Fire, Water, and Air

RASHMI

To all the boys I've touched
Before having touched myself,
And the ones who warmed their fingers in my fire,
Telling me it was too fiery for my own self.

How little do they know,
How I warm my own hearth
Hand(s)-on into the gorges of aflame forest fires,
Reveling in the dewy streams nestled in the ravines.

○○○○○○○○○

In my village, girls are made to wear rings around their toes
On being asked why the elder women disclose:
"These are put, lest you fly away"
"Like a bird?", I said
"No, like a witch", they say.

○○○○○○○○○

I used to hate toe rings,
The ones on my fingers, and charms that were more like chains,
Binding my limbs, and clamping my wings;
Trying in vain to hold 'leaky' upsurges within paper gates
Gates – of shame, face, name, grace; and – disgrace.
But such is the nature of drunken damp desires
Drenching the bone the skin the mind the flesh;
What mettle then do your gates possess, to escape this devouring zest?

They told me to calm down,
As *"the fire that burns in a woman*
Is there to warm (up) a man,
And too fiery for the host woman".

But it remains.
Drenched. Perennially unquenched
This fire in between my legs.
Hopping around, too loud
Some days wildly quivering, at others, delicately, slowly, simmering
But always there,
Thudding and beating against the lips of the rings around it.

So, once upon a time,
I took the bold step, and tossed off the toe rings,
To stop the persistent clamouring.

What it was then, I needn't say,
Yes. A flying away.
But no. Not like the bird I surmised.
No. Not THE, flying away.
The village aunties were right,
As a Witch happened my flight.

Now, I fly around with the broom between my thighs
Where the fire burns, burns in me, burns with me, burns within me, Burns me
Churning freely, as it should've been, nestled un-neatly in soft baby pink flesh,
Like wild, unintelligible spider cobwebs.

I wash my hands in the rivers of the ravines each day,
The rivers are hot always, maintaining the taste of passion
Of the fire from whence they spring.

And right at the pinnacle of the rituals' consummation
The Witch gasps and shrieks and shudders
In cryptic sounds, laced with wild tears
And, like Sylvia Plath's Lady Lazarus,
"Out of the ash
She rises with her red hair
And eat men like air".

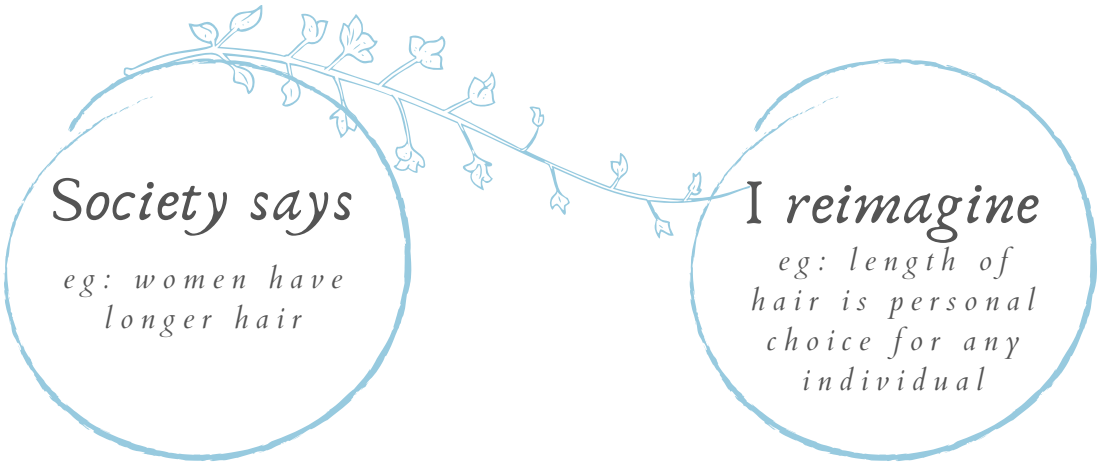


Rashmi (she/her)

Rashmi is an aspiring gender rights advocate and activist from New Delhi. She is driven by the zeal to bring a transformative change in how gender discrimination is embedded in and affects our everyday lives and practices. As said by one of her favorite professors, she practices and preaches the motto of "Looking Beyond Binaries". She is a postgraduate in Social Work from the Tata Institute of Social Sciences, Mumbai.

Map your Growth

A small stop before the next chapter begins!
Time to gauge our understanding of this chapter!



1.

2.

3.

1.

2.

3.

CHAPTER 2

UNDERSTANDING GENDER IDENTITY & GENDER ROLES

Learning Objectives

- To familiarize the participants with concepts of gender identity, gender roles, women in development (WID) & gender and development (GAD).
- To reflect upon one's biases while challenging gender stereotypes and brainstorming alternatives for a gender-equitable society.

Learning Outcomes

- The participants will understand the discriminatory nature of gender roles.
- The participants will be able to question the status quo and thereupon take the required action to bring about a change.

Pour out your expectations from this chapter here 

THEORETICAL UNDERPINNINGS

This section will assist in building the foundation of the participants

In the previous chapter, we developed a conceptual understanding of Gender, Sex, and Sexuality. This chapter will dive deeper into the related aspects of gender identity and affiliated roles.

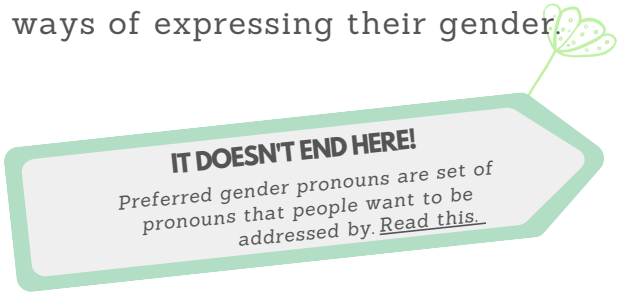
Gender Identity

An individual's gender identity is their internal and individual experience of gender.

It is a person's individual sense of being a woman, man, both, neither, or anywhere along the spectrum. It is unique to every individual and is not necessarily correlated with the individual's sex assigned at birth. Additionally, there exists no mandate that requires an individual to conform to a particular gender identity.

Gender Expression

An individual's choice of expression of their identity by way of dressing, voice, conducting tasks, and behavior. An individual's chosen names and preferred pronouns are common ways of expressing their gender.



Gender Roles

These are society's expectations from an individual based on their assigned sex at birth. Gender roles determine the way an individual should behave, act or speak.

A few universal gender roles include expecting women to stay at home and perform household work and caregiving work while men are expected to be the breadwinners of the family. Intersex individuals are expected to choose which gender they identify with the most i.e. from male sex or female sex and conform to the behaviours assigned to the same by society.

Social Status

Social status refers to the relative ranking of an individual in a society. This ranking is based on parameters like access to resources, privileges, power, and control in comparison to other people within society.

The two different types of social statuses that an individual may acquire are-

Ascribed Status

It is assigned to an individual at the time of birth i.e. the individual has no role or control over its determining factors. The individual's abilities don't impact the ascribed status in any way.

Examples: sex assigned at birth, age, race, religion, etc.

Achieved Status

It originates from the individual's skills and abilities. An individual usually obtains the achieved status during adulthood.

Examples: being a lawyer, doctor, CEO of a company, student, mother, father, etc.

Ascribed status can, therefore, be linked to gender roles in society. This is because much like ascribed status, gender roles are traditional notions attached to genders without any reasoning and are passed on from generation to generation.

Gender roles expect individuals to 'fit into' certain types of roles depending upon their genders. In most cases, this is what leads to stereotypes in society. Stereotypes are set ideas or notions that people have about how another person should behave. Often, such beliefs are wrong. For instance, a child with the sex assigned at birth as a 'female' is expected to be soft-spoken solely because of their gender.

These stereotypes or preconceptions are deeply ingrained in our minds since childhood. The moment we are born and the doctor assigns the sex of the child, they come into play. Thus, from a young age, these stereotypes cloud the mind of the individual and affect their thought process.

Some examples of gender stereotypes are-

- Differential treatment between employees at the workplace due to gender, denying promotion to a well-deserving woman based on the view that women cannot handle leadership positions.

- A transgender person or gender non-conforming person faces discrimination in society due to their gender expression i.e. the way they dress, act, talk, or behave.

- Assigning a public-facing task at the workplace to female employees since women are considered to be more sexually appealing as per gender stereotypes.

These stereotypes must be challenged. Why?

This is because they have several consequences which hamper overall progress in society. They tend to create barriers, preventing individuals from showcasing their abilities beyond what has already been determined for them.

For instance, if gender roles for women insist that they are not fit for taking up leadership roles in society, then even if they wish to do so, the fear of criticism from society may act as a barrier.

The key findings from the 'Drawing the Future' report with responses from around 20,000 children across 20 countries showcase that gender stereotyping is a global issue and that stereotypes are developed at a young age. Read the report here.

How can one challenge such stereotypes?

Each of us can come up with distinct ideas for this. Some ways include:

1. Raising awareness of how such stereotypes limit our potential
2. Encouraging gender-neutral parenting
3. Including gender studies as part of school syllabi
4. Leading campaigns on social media to break such stereotypes
5. Using art like movies and songs as a means to challenge stereotypes

Sexual Division of Labour

The division of tasks on the basis of sex is known as the sexual division of labour.

Gender norms vary across different cultures. During the colonial era, the British considered those belonging to the female sex physically and mentally weaker than those belonging to the male sex. Due to this reason, women were not allowed to do manual tasks like working in the fields. However, when the British inhabited a port in South Africa, they required men to do agricultural work but in the South African community, only women performed such activities. As we can see from the British idea of women being 'too weak' for such tasks and the South African idea of men being 'too manly' for such tasks, gender norms vary culturally.

IT DOESN'T END HERE!

'Homemakers add immense value to the economy yet their work is unpaid & unrecognized..'

Read this.

Triple Burden on Females

The Triple Burden on Women is the term used for when a woman performs all three kinds of work i.e. productive work, reproductive work, and community work.

Recently, during the pandemic, this triple burden could be witnessed more clearly than ever. Due to the lockdown, most women were managing their jobs, home, and children as well as the community. Despite juggling all these tasks simultaneously, women continue to be undervalued as well as unrecognized for their efforts.

IT DOESN'T END HERE!

'Invisible women workers and their valuable contribution to the economy.'

Read this.

1

Productive work

This includes the work performed by individuals for earning a living in cash, kind or otherwise, for example through salaried jobs.

Some communities have prescribed this task to only male members due to the established gender roles.

2

Reproductive work

This includes the bearing and rearing of children, taking care of household duties like cooking, cleaning, or even taking care of family members.

This unpaid task is usually expected to be performed by women.

3

Community work

This type of work acts as an extension of both the other types of work. It involves the maintenance of community resources and organizing and attending social events.

This too is generally unpaid work and mostly undertaken by women along with reproductive work.

Gender Needs

Individuals have different roles and responsibilities partly accorded to them through their gender roles. Similarly, they have diverse needs and interests. These are mainly of two types:

Practical Gender Interests

It refers to the needs that arise out of responsibilities and tasks associated with their traditional gender roles. Responding to them improves the quality of life but fails to challenge the status quo.

Examples: food, shelter, water, and work.

Strategic Gender Interests

This relates to overcoming the subordinate status of women in society. Such needs differ depending on the specific social, economic, and political environment in which they are defined. Individuals are empowered when such interests are met.

Examples: decision-making power, equal pay, land rights, etc.

In order to right the wrongs done to women with respect to their constant oppression, in the 1970s, a theoretical approach came into being. This concept was called Women in Development (WID). Under this, the interests of women in particular were to be incorporated into the existing developmental policies and programs.

Although the approach had its shortcomings, it did help women come into the mainstream, allowing them to address various issues. For instance, the United Nations declared the period between 1975 - 1985 as the decade for women.

However, the framework also had some shortcomings. For instance, it merely included women in existing structures, neglecting the need for overall gender equality and critiquing the structures themselves. Therefore, the 1980s saw the advent of a new approach. This new and improved approach was known as Gender and Development (GAD). It focused on the transformation of power between genders.

IT DOESN'T END HERE!

'Gender dividend is the increased economic growth realized with investments in women and girls.' Read here.

PRACTICAL LEARNINGS

This section will encourage the participants to integrate theory and practice! Let the practice begin!

ACTIVITY : THIS OR THAT

Learning Objectives

- To create awareness around gender stereotyping and its manifestations
- To encourage participants to create safe spaces for discussion and respect the diversity of opinions

Learning Outcomes

- This activity will enable the participants to reflect upon their own biases and social conditioning
- The participants will be better equipped to look inwards and question the internalized beliefs and thoughts

Note for the Facilitator

- The participant should be encouraged to actively respond but if for some reason the participant wishes not to, they should not be forced.
- The discussion after each statement should be limited to 3-4 minutes. The participant can be asked to explain their opinion in just one or two lines so that all participants can share their reasons for agreeing or disagreeing.
- Participants should understand that there are no right or wrong answers and that nobody would criticize them for their opinion. Create a safe space for all participants.

40 minutes

Chart Paper & Markers

Process to follow

- Demarcate opposite sides of the room i.e. Left side as Agree and the Right side as Disagree.

- Ask the participants to stand in the middle of the two demarcated sides.

- Then start reading out the below statements one by one to the participants loudly and clearly. Allow a minute for the participant to think and then move to the side that supports their view. For example, if the participant agrees with the statement then they must move to the left side of the room.

List of Statements

- A profession should be selected based on one's choice and abilities and not gender
- Women can be good mechanics while men can be good at cooking and cleaning
- Females lack 'scientific' acumen hence they do not opt for STEM subjects
- Men lack 'creative' acumen hence they do not pursue creative art
- I am scared of analyzing data since I feel it is not made for me
- Women are natural caregivers and nurturing in nature
- Men are better decision-makers

- After each statement, initiate a short discussion as to why the participants hold that opinion.

- Post the activity, this video on 'Gender Roles and Stereotypes' by AMAZE can be played and participants can engage in a short discussion. Watch it here.

- Conclude this activity by summarizing the takeaways from the video and the responses of the participants.

ACTIVITY : DEBUNKING GENDERED PROFESSIONS

Learning Objectives

- To understand how professions are gendered based on the roles and responsibilities expected from an individual. For example, what is a male-dominated job v/s a female-dominated job?
- To encourage the participants to critique these ideas and not fit professions into masculine or feminine binaries.

Learning Outcomes

- This activity will enable the participants to disregard the limiting belief of how only a specific gender is equipped to perform a particular task
- The notion of hierarchy in gender will be questioned on the grounds that no gender is superior

Note for the Facilitator

- The participant should not think too much before answering. They should write whatever comes to their mind instantly upon reading the role/responsibility.
- Ask the participants to reflect if there is a majority in the responses by all participants. If so, why?
- (We automatically tend to identify a particular gender with a certain type of duty because of the mindset that society has ingrained in us.)
- Question the participants: why do some roles/responsibilities have feminine or masculine qualities attached to them? (Concepts of social conditioning and traditional stereotypes like those below should be discussed)
- Talk about the impact these stereotypes have on individuals. (Lost opportunities, discrimination, differential treatment, harassment, superiority/inferiority complex, self-doubt)

50 minutes

Printout/Digital copy of Activity Sheet

Process to follow

- Provide printed activity sheets to each participant.

- The Activity Sheet has a Gender Spectrum drawn and the facilitator will ask the participants to follow the instructions on the sheet and write the name of the professions along the spectrum.

- Once all the participants have worked on their respective sheets, the facilitator will then engage the participants in a discussion:

1. *Were you able to easily classify the gender of each profession?*
2. *Do you think that some professions or responsibilities are meant for a particular gender? If yes, then please elaborate.*
3. *Did you feel that some professions could have more than one gender? If yes, how did you reflect it on your sheet?*

- The facilitator can then play the video 'A Class That Turned Around Kids' Assumptions of Gender Roles!' by Upworthy for further engagement. Watch it here.

- Conclude this activity by summarizing the key takeaways from the video with respect to how professions and responsibilities must not be gendered and instead should be a matter of choice.

DEBUNKING GENDERED PROFESSIONS

Profession	Gender	Responsibilities
Doctor		Sewing
Lawyer		Carrying heavy things
Engineer		Repairing
Primary School Teacher		Cooking & cleaning
Farmer		Carrying out business
Police		Basket weaving
Tailor		Talking/Gossip
Driver		Taking decisions
Entrepreneur		Praying/Meditating
Social Worker		Doing Yoga
Head of Department		Budgeting
Singer		Stock market
Music Composer		Painting
Dancer		Caregiving
Priest		Writing a book
Producer		Management
Journalist		Accounting/ Auditing
Radio Jockey		Podcasting
Disc Jockeying		Film-making
Podcaster		
Housekeeper		
Security Guard		

ACTIVITY : CHALLENGING THE CHALLENGES

Learning Objectives

- To promote discussion-oriented learning around gender roles and how it affects us
- To allow the participants to co-create a safe space for a constructive unlearning session

Learning Outcomes

- Post this activity, the participants will have a better understanding of gender identity and stereotypes
- This activity will also encourage the participants to inculcate critical thinking

Note for the Facilitator

- Encourage participation from all students but also give an option to the participants to write their thoughts if not comfortable sharing in an open discussion.
- While answering the questions, the participants must reflect on their childhood i.e. recollect moments from their childhood period wherein they encountered gender roles.
- The participants should be made aware of how they can be pioneers of change towards challenging such gender roles and stereotypes

40 minutes

Pen & Paper

Process to follow

- Once all participants are well versed with the basic concept of gender roles and the stereotypes linked with genders, then the below questions can be asked to further enhance their knowledge:

Statements

Q1. Mention any specific gender role which was taught to you in childhood.
Q2. Have you ever been expected to perform a particular duty on the basis of your sex?
Q3. Do gender roles exist for children and adults equally?
Q4. Do you see these gender roles changing over time? If so, what are the changes?
Q5. Is it possible to completely get rid of these gender roles & stereotypes in society?
Q6. How did gender roles evolve and why?
Q7. What are the everyday things that you do which are linked with gender roles?
Q8. What steps can you take to do away with such established expectations based on your gender?
Q9. Are these gender roles prevalent in all strata of society equally or differ in that regard too? Explain how.
Q10. If you were to come up with a strategy to challenge these stereotypes, how would you do so?

- Ask each participant to think of an answer to the questions. They can either speak out the answers and discuss them with everyone or if they prefer, they may write down their thoughts.

- The participants should be encouraged to answer by relating to practical examples rather than theoretical knowledge. Thus, include plenty of daily life examples of incidents.

- Participants should devise their own strategies to challenge such stereotypical notions. For example, some participants may want to write a song, make a short film with a message, start a social media campaign, etc. (anything that could create an impact).

- The facilitator can play this documentary - 'Gender diversity & identity in Queertopia' for the participants to showcase the real-life experiences of those who debunked the gender stereotypes and won, which will give hope to the participants. Watch it here.

UNLEARNINGS

This section will encourage the participants to question gender norms and social conditioning

ACTIVITY : CLOCK YOURSELF

Learning Objectives

- To collect data and compare how different genders spend time performing different activities
- To reflect upon the unequal division of labour amongst genders due to the existing gender roles in society

Learning Outcomes

- Post this activity, the participants will be able to take cognizance of different gender roles in daily life
- The participants will be prompted to change their thinking and behaviour

Note for the Facilitator

- Since all participants may not be living with their families or if for any other cause a participant is not comfortable maintaining the time-sheet for their relatives, then, they can either be given the option to be partnered with a participant or not prepare a time-sheet at all.
- The participants must be encouraged to be honest while making entries. While analyzing and highlighting details from the entries, participants should not feel judged for their entries in any manner. They must understand the essence and moral of the activity.
- Concepts to be brought up during interactions by participants - gender roles, how unpaid labour is undervalued, discrimination on the basis of gender, how women may work longer than men, etc.

40 minutes

Activity sheet & Pen

Process to follow

- Ask the participants to maintain a time sheet for themselves, their mother, their father, and their sibling for one entire day.
- In this time-sheet, the participant must write detailed entries mentioning all activities being performed by them against the time entry.
- The participants are required to maintain this time sheet for one entire day i.e. from waking up till they end their day.
- Once the task is completed by the participants, they can be asked to examine the entries to highlight those tasks which were performed by men and women solely due to community pressure.
- The participants should be able to distinguish through the entries how unpaid tasks required equal or sometimes more effort to be completed.
- The participants should also identify those tasks which were performed by one specific gender but could easily be done by another gender as well. However, the same did not happen due to gender roles.
- Discuss if the household chores are given the same kind of significance in the community as other paid productive work. If not, assess why.
- Talk about the impact this assignment of duties may create on their surroundings.
- Explore ways to change this situation. How can the participants take action? What change will they bring in their daily tasks to incorporate gender equality? The facilitator can play the short movie - 'The Impossible Dream' which brilliantly explains the concept of Sexual Division of Labour and Gender Inequality. Watch it here.

CLOCK YOURSELF

FAMILY STRUCTURE

Name	Sex	Marital Status	Relation to the participant	Education	Participation in Decision Making
Eg: Rita	*Female*	*Married*	*Mother*	*Class 12*	*No*

TIME USE SURVEY
of each family member

Date	Type of Activity	Time (from-to)	Description of nature of work performed	Mode of Payment	Level of Satisfaction
Eg: 06.11.22	*Cooking*	*9-11 AM, 1-2:30 PM, 6-7 PM, 9-10:30*	*Four times a day, 2 hours each: 8 hours*	*No payment*	*Neutral*

ACTIVITY : DRAW YOUR VISION

Learning Objectives

- To learn more about gender roles and gender stereotypes through participants' own thought processes and instincts
- To use art as a conduit to look inwards and shed our own biases

Learning Outcomes

- This activity will enable the participants to identify their own stereotypical thoughts
- The discussion facilitated through this activity will encourage the participants in expanding their horizons and breaking stereotypes

Note for the Facilitator

- When explaining the participant to draw a Board Room of a Company, the facilitator should use gender-neutral pronouns and not assign genders for the director, employers or employees. Let the participants visualize and illustrate it themselves.
- The participants should reflect on how deep-rooted the stereotypes are and how naturally we fall prey to them

40 minutes (10 mins drawing & 30 mins discussion)

Drawing Sheets & Pen

Process to follow

- Provide drawing sheets to all participants.
- Ask the participants to visualize a Board Room of a Company and employees and employers stepping in and out of the room.
- The facilitator will then ask the participants to draw this visualization on paper.

- The participants will then have to name some of the characters in their drawings and keep their sheets aside.

- Display the drawings of all the participants on the board and discuss the similarities or differences. Play this video and facilitate a discussion.

- To add a thought-provoking input to the discussion, play this video 'The Barbershop Girls of India' showcasing two girls Neha and Jyoti from a small Indian village Banwari Tola, who challenged stereotypes and took on everything that came with doing so! Watch it here.

INTROSPECTION

Through this section, the participants will look inwards, deconstruct the learnings, and take the first step toward transformation

ACTIVITY : SOW THE SEEDS

Learning Objectives

- To promote constructive thinking by casting off the existing gender norms.

Learning Outcomes

- This activity will help the participants reimagine their role and power in society and identify the impact of their actions.
- The practical aspect of the activity is a metaphor for everyone always having the ability to 'grow' and 'expand their horizon'.

Note for the Facilitator

- Ensure that participants are not required to incur any expenses to purchase any seeds. Rather, the idea should be either to propagate an existing plant or use seeds from fruits easily available at home.
- The participants should understand the metaphorical side of the activity and the facilitator should explain how impactful their step would be towards the advancement of their fresh perspective on life. Thus, participants should be patient with their own as well as their plants' 'growth'.

Preparation

- Seeds/Plant to propagate, Container, Water, Soil, Sticky Note w/ the 'fresh perspective'

Process to follow

- Ask the participants to take a sticky note and take some time to think about the 'ONE' gender norm they would like to quash/do away with, and write a fresh perspective (challenging that gender norm) on the sticky note.

- The participants then should take the seeds/plant to propagate and start the process to SOW THE SEEDS in the container.

- Then the participants should stick the sticky note on the container and water their seeds/ nurture their thoughts and patiently wait for both to bloom.

Beyond the Pandemic

This space has been created keeping in mind the unprecedented challenges brought forth by COVID-19. We bring you alternative resources to refer to in such times.

Learning by Reading

Critical theory

History of Sexuality- Michel Foucault
Feminine Mystique- Betty Friedan

Fiction/Non-Fiction

All Boys Aren't Blue- George M. Johnson
Made in India: Decolonizations, Queer Sexualities, Trans/National Projects- Suparna Bhaskaran

Online articles

'What is Gender Identity' by Jennifer Tzeses published in Psycom. *Read it here.*

'Busting Gender Stereotypes: The Pink versus Blue Phenomenon' by Shelley Zalis published in The Forbes. *Read it here.*

Learning by Watching

'Things Not To Say To A Non-Binary Person' | BBC Three
Watch it here.

'Things Transgender And Non-Binary People Are Tired Of Hearing' | BuzzFeed India *Watch it here.*

'Stereo - a film about reversed gender stereotypes' | Ella Fields
Watch it here.

'What Gender Identity Means to Today's Teens' | SheKnows
Watch it here.

'India's Seaweed Squads Boost Women's Incomes and Confidence' | World Bank *Watch it here.*

Learning by Hearing

Podcast- Gender: A Wider Lens- Ep 32- 'Stereotypes'
Listen here.

Podcast- Gender Identity: What is it?- Ep 01- 'Non-Binary Gender Interviews and Conversations'
Listen here.

Podcast- The Pakistani Experience- Ep 121- 'Fluidity of Identity and a Queer History of South Asia- Dr. Madhavi Menon'
Listen here.

Learning by Doing

This chapter compels us to read between the lines and look at our actions not merely as actions but as a product of our upbringing. We are glad that you made it to this end of the chapter and want you to take your time to settle in these new learnings and unlearning. We would highly encourage you to share these new learnings with your peers and family. Go ahead and keep us posted!



Pursuing Perfection

BINDIYA BEDI CHARAN NORONHA

Who are you?
Dutiful wife
Wonderful daughter
All-embracing mum
Or just you, yourself?

In being you
You find all.

Pursuing perfection
In roles galore
You may find
None at all.

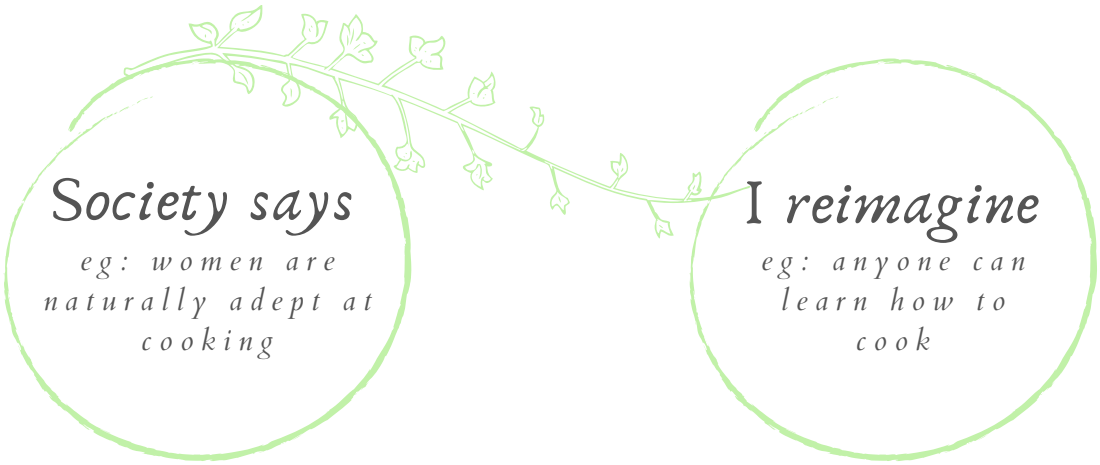


Bindiya (she/her)

Bindiya a linguist, serves in New Delhi on a diplomatic mission. She leads a community-building organization that works on health, education, and livelihood. An avid globetrotter, Bindiya's work reflects her experiences from around the world. Bindiya has studied French, Portuguese, and English. Her writings have been published in multiple reputed journals and online forums. She has been recognized by the Indian government for her work related to women and child support.

Map your Growth

A small stop before the next chapter begins!
Time to gauge our understanding of this chapter!



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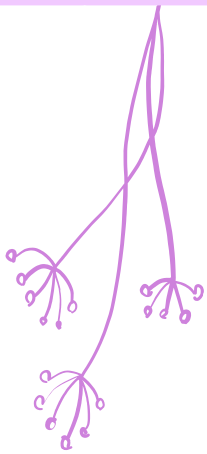
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CHAPTER 3

UNDERSTANDING AMBITION & WORK

Learning Objectives

- To understand the relationship between gender and ambition and how it is heavily influenced by social, political, economic, and cultural factors.
- To engage with the sociology of gender and work, gender stereotyping with its wage and status implications, and further discuss, analyze and dispel the idea of the 'ambition gap'.
- To reflect on the concepts of capabilities and capacities through the lens of 'equality and equity' and discuss the structural discrimination that women, people with disabilities, people of color, and people from marginalized and vulnerable communities experience.

Learning Outcomes

- The participants will be able to look beyond the projected realities and understand the systemic nature of inequity that is reproduced from our thoughts, speech, and actions.
- The participants will become aware of the lived experiences of people disproportionately affected by the evils of sexism, racism, ableism, casteism, and ageism and their subsequent loss of opportunities.

Pour out your expectations from this chapter here



THEORETICAL UNDERPINNINGS

This section will assist in building the foundation of the participants

In the previous chapter, we learned about various gender stereotypes. A major consequence of such prevalent prejudices in society is the freedom to pursue the career of one's choice. While all persons are adversely affected due to this, women tend to be in a more vulnerable position when compared to others.

Let us look at some factors that make it challenging for an individual to choose their career paths

1 Navigating traditional gender roles

A common notion in society expects women to always be feminine and soft and men to be masculine and strong. Owing to this, women are usually prompted to take up jobs, if any, like that of an educator or nurse i.e. professions with characteristics of nurturing.

On the other hand, it would be desirable for a male individual to opt for professions like an engineer, firefighter, or constructor i.e. jobs requiring physical strength.

While it becomes difficult for women to opt for careers like engineers, mechanics, etc, it also becomes equally tough for men to take up professions like that of teachers or healthcare assistants.

2 Juggling gendered job stereotypes

The first encounter with the concept of gendered jobs begins in school via textbook examples - the individual who delivers our mail is the *mailman*/*postman* or a cop is a *policeman* and a male healthcare professional is a *doctor* while a female healthcare professional is a *nurse*.

Moreover, while encouraging children to take up extra-curricular activities, a male child is often pushed towards playing a sport like football whereas women are left to select between dancing, painting, or singing.

These stereotypes influence our choices while growing up and unknowingly shape the decisions of individuals especially while choosing their professions. This categorization of careers on the basis of one's sex and gender done by society often gives rise to issues such as differential treatment during the hiring process, wage gap due to gender, the concept of the glass ceiling, etc.

3 Performance bias in the workplace

Another common belief that is deep-rooted in society is that men are more competent than women. For instance, notions that boys are better at mathematics than girls, men are more qualified to take up leadership roles in an organization and not women, etc, are rampant.
The popular stereotype that men are more proficient at subjects such as science, technology, engineering, or mathematics (STEM) discourages women from opting for career opportunities in said subjects. The performance bias concept directly affects the mindset of individuals.

The same was proved by Shelley Correll, a professor at Stanford University by conducting an experiment that was published in the American Sociological Review in 2004.
In her experiment, she gave her students some tasks to perform and informed them these tasks would help measure a particular skill in them. In reality, however, the skill was non-existent and all the tasks and the test meant nothing. Before commencing the first task, the students were informed that generally *men would perform such a task better* and before the second task began, the students were informed that this activity is generally performed *equally well by men and women*. The students were given feedback and also asked to review their own performances. While reviewing themselves, it was noted that women seemed to mark their performance more negatively as compared to men for the first task. Although these tasks meant nothing and highlighted no skill, in particular, the statements which were announced before the tasks commenced impacted the mindset of the individuals. Thus, the experiment proved how gender stereotypes often tend to discourage individuals and thereby affect their choices.

4 Lack of mentors or role models

As humans, we all tend to look up to certain individuals in our environment. We derive inspiration from them. Hence, for those who grow up with both parents working as well as equally managing the house, such stereotypical notions do not influence them. The practical reality which they observe overpowers the societal belief of mothers being homemakers and fathers being breadwinners. If not parents, many times, certain celebrities or persons in other influential positions tend to motivate people. So it becomes all the more important for all genders to be equally represented at such responsible positions in society.

IT DOESN'T END HERE!

'Employment discrimination against transgender and non-binary individuals leads to increased poverty and thriving underground economies of sex and drug work' Read here.

However, gender stereotyping at workplaces has led to fewer leadership roles being given to women. Therefore, there is a lack of mentors or role models for them to observe and feel encouraged by. This is a vicious circle. For instance, women often do not opt for STEM fields owing to the self-doubt created in them because of the stereotype of women being poor or unskilled at those subjects. This causes them to be underrepresented in STEM fields and hence not have any role models for other young girls to select these streams. Similarly for men, opting for caregiving services is looked down upon and shamed by society at large.

5 Achieving work-life balance

Women are expected to efficiently manage household chores alongside their jobs. Their role as homemakers goes unnoticed, grossly undervalued, and taken for granted. In addition to lowering their morale, it creates a toxic environment for them where they are overworked with no time for themselves. In many cases, they are even forced to give up their jobs to focus solely on family caregiving.

6 Mobility and transportation

Public transport plays an invariably significant role in promoting women's employment. Women's mobility and their livelihood and economic opportunities are largely determined by the transportation system's availability, affordability, and accessibility.

Many developing nations do not have adequate transport systems which make it tougher for women to travel for work. Many times, women opt out of jobs requiring them to travel via public transport due to the risk of being harassed or sexually assaulted.

7 Availability of caregiving services and facilities

Since women are considered to be the primary caregivers, they have to often let go of career opportunities to take care of their children or elderly family members at home. Owing to the lack of availability of affordable caregiving services and institutionalized caregiving, women have to cater to it at the cost of their work.

The adverse effects of such gender stereotyping have given rise to many socio-economic issues including but not limited to:

- Skewed Workforce Ratio
- Glass Ceiling
- Gender Pay Gap

Skewed Workforce Ratio

As a major consequence of gender stereotyping, there seem to be fewer employment opportunities for women as compared to men. Thus, there is an unequal ratio of men and women in workplaces. Most organizations prefer to hire male candidates and at times explicitly specify it as a requirement in their hiring offers on various platforms.

For instance, a job opening for a Vice President of a company would want to hire a man owing to the stereotype that a man must occupy the authoritative position. Even if the company was open to hiring a female candidate, the woman's selection will be judged based on her future plans of marriage or starting a family since that may 'affect her performance at work'.

IT DOESN'T END HERE!

The pandemic has added to the skewed workforce misery. Read here. Globally women have been affected by employment loss to a greater extent than men.

Glass Ceiling

The glass ceiling is used as a metaphor for explaining the position of women and other minorities at jobs when they're not able to progress beyond a certain point because of the invisible barriers created for them.

Due to this, many skilled women miss out on good career opportunities. Many times, the presence of such invisible barriers makes women question their self-worth thereby adversely affecting their mental and physical health.

IT DOESN'T END HERE!

Why does reducing the gender gap matter?
In addition to being integral to human welfare, reducing the gender gap in labor participation will ensure economic prosperity by significantly increasing the GDP.

Gender Pay Gap

The wage gap that exists between women and men is known as the gender pay gap. Women are often paid less remuneration than men.

Whilst there may not be a plausible explanation for this, some reasons include the fewer number of women in senior positions, the unequal division of workload or responsibilities i.e. women being expected to single-handedly manage both home and work, and lastly, women opting for roles with lower salaries due to the persistent gender stereotyping.

PATHFINDER: CHALLENGING THE STATUS QUO

Striving for Equity

It starts with identifying systemic barriers and uprooting them to then co-create an equitable society

Doing away with Occupational Gender Segregation

Challenging the notion that women are only adept at working at unskilled and low-value work

Implementing Equal Pay for Equal Work Policy

Achieving and maintaining equal pay demands transparency, ethical practice, and strict accountability frameworks in place

Reimagining Care Profession

Ensuring decent work conditions, regulation, and protection of women in care jobs alongside a dedicated redistribution of unpaid care work for a healthier work-life balance

Strengthening Social Security Mechanisms

Women are disproportionately impacted by economic slowdowns, slumps, and crises and hence must be guarded by gender-responsive social security systems

PRACTICAL LEARNINGS

This section will encourage the participants to integrate theory and practice! Let the practice begin!

ACTIVITY: MAZE YOUR WAY OUT

Learning Objectives

- To recognize the obstacles faced by individuals to achieve their ambitions.
- To understand the gendered nature of such hindrances and how it impacts the holistic development of an individual.

Learning Outcomes

- This activity will encourage the participants to become aware of the various obstacles they have faced or may encounter as a result of gendered prejudices.
- The activity will also promote a sense of critical thinking and empower individuals to challenge these stereotypical notions.

Note for the Facilitator

- The facilitator must reiterate the value of the activity beyond merely solving the puzzle. Participants should be encouraged to engage in discussions.
- The facilitator must encourage all participants to share if they have ever felt that a stereotype has acted as a hindrance for them to fulfill their goals.
- Participants should be made comfortable while sharing their personal stories and reassured that they will not be shared outside this space.



40 minutes



Print-out of maze

Process to follow

- Share the following context with all the participants:

Anuj (they/them) - a non-binary person who wants to become the CEO of a leading company

Kamala (she/her) - a woman who wants to join the research team of her professor at college

Sid (he/him) - a man who wants to become a professional Indian classical dancer

Process to follow

- Now share the maze sheets with all the participants and ask them to solve the puzzle and reflect upon each obstacle that comes in Ram's, Kamala's, and Sid's way in order to accomplish their dreams.

- Engage the participants in a discussion to understand the gendered nature of the obstacles and what could be possible reasons for the same. For instance, if we take Anuj's case, owing to the usual typecast in the corporate industry of leadership roles being held by an individual identifying with a certain gender, Anuj may have to break the barriers of proving credibility through work maybe three times as that compared to another male individual. Moreover, there may be a possibility that Anuj would constantly be judged throughout this process, adding to their mental agony.

- Ask the participants if any of them are aware of any genderqueer person who is leading an organization.

- In the case of Kamala, the notion of women in STEM would make it challenging for her to reach her destination. Society has a stigma that mathematics and science are subjects that only a man or masculine person can ace. Moreover, since the research field expects one to devote more time than usual, women were not considered credible for the role due to their domestic responsibilities. Additionally, the STEM field is one of the most well-paying jobs, again something only meant for the male gender i.e., to be paid well. (The participants may discuss the issue of the wage gap here.) Thus, here too, Kamala, although suitable for the role, may face obstructions in the form of these gender assumptions and lose the chance of her dream career.

- If we think of Sid, these gender assumptions would again come into play. Due to his choice of dance style, Sid's identity may be misinterpreted by society at large. This means that even though Sid identifies as a masculine and heterosexual man, he may be misperceived by others.

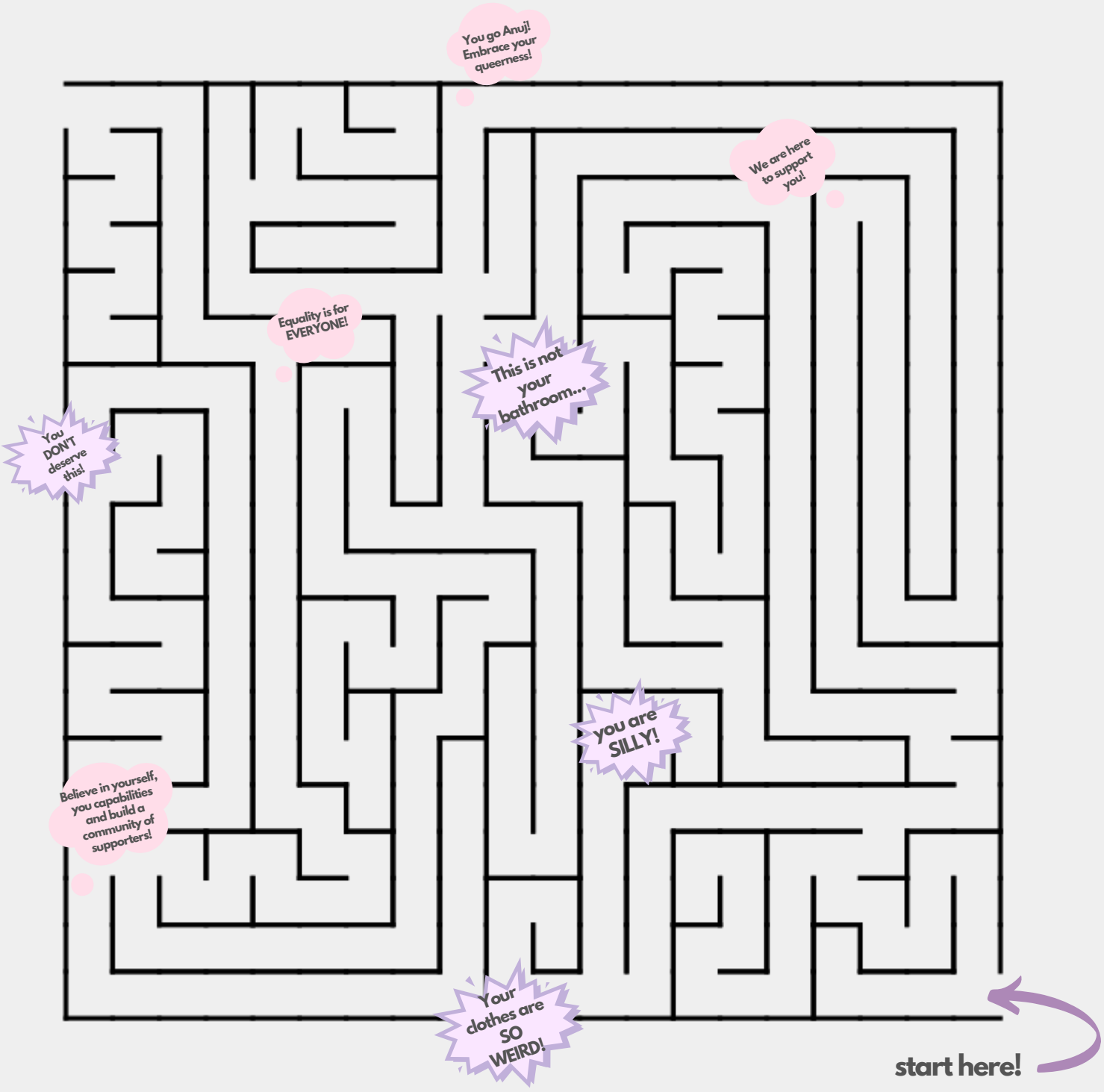
- Ask the participants how often have they seen male individuals opting for unique dance styles (ballet/classical/belly dancing) as opposed to street style, breakdancing, etc.

- Conclude the activity by sharing some unique responses of the participants and food for thought for the participants to delve further into.



Hi, I am Anuj and I need your help in making my way out of this maze!

Anuj (they/them) is a non-binary person who wants to become the CEO of a leading company



hello there! follow the *to make your way out of this maze.*



Hi, I am Kamala and I need your help in making my way out of this maze!

Kamala (she/her) is *a woman who wants to join the research team of her professor at college*

Find more people like yourself in this field & derive strength from this camaraderie

Do not pay any heed to the sexist comments, shut their mouths with your work!

No matter how hard you work, your name will never be on front page!

Be a role model to young girls & make it easier for them to navigate through this androcentric field

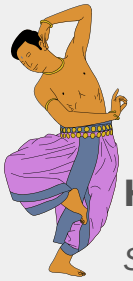
We are sure you got a place in the team not because of your abilities

There is male superiority in math.

Kamala, work hard and make a space for yourself in research team

start here!

hello there! follow the *to make your way out of this maze.*



Hi, I am Sid and I need your help in making my way out of this maze!

Sid (he/him) is a man who wants to become a professional Indian classical dancer

People's sexist comments, laughs & binary thinking doesn't define you. Your passion for dance does :)

Who will marry you? You are not man enough.

You are an inspiration to many dancers across the world! We are proud of you!

Sid, you are breaking so many gender stereotypes by just being who you are! Keep shining :)

Your dance is NOT appealing at all.

Can't you find something better to do? Dancing is only for girls.

Dancing has NO gender. Embrace your passion and dance your heart out!

Dancing requires feminine energy... Clearly not up your alley! haha..

start here!

hello there! follow the *to make your way out of this maze.*

ACTIVITY: PAID OR UNPAID, THAT IS THE QUESTION

Learning Objectives

- To understand the division of work based on gender giving rise to 'gendered jobs'
- To analyze how jobs are paid and unpaid depending upon 'who' performs them and 'where'

Learning Outcomes

- This activity will encourage the participants to understand how the division of work is based on gender.
- The participants will gauge the politics of paid and unpaid work.

Note for the Facilitator

- The facilitator must ensure that the participants discuss how this division of work impacts the society as a whole i.e. other genders. For instance, women are never recognized for their efforts in managing chores at home but the same tasks being performed by men as a part of their jobs are highly respected and well-paid.
- The participants should be told that this is not an exhaustive list and that there could be many such jobs. Ask them in case they would like to include some jobs in the worksheet.



40 minutes



Print of sheet with pictures

Process to follow

- Each participant is provided with the activity worksheet which has images of men conducting the same task inside the house (as a personal benefit-unpaid for) as well as outside the house (as part of a job paid for).

- Ask the participants to encircle the image of men that they most likely see in their daily lives, that is, the men performing the task at home or outside the home.

- Once all participants are finished answering, discuss each image and answer given by the participants.

- The following questions can be used for discussion:

- *How frequently do we see men (in comparison to women) in our house cooking food, clean the house, and washing utensils?*
- *Why is the same task when done inside the home by men not acceptable but when done outside the house is acceptable?*
- *Who decides the division of work?*
- *Should performing a chore only be considered valuable when remuneration is provided for it?*
- *Where, apart from workplaces, do you think such gendered jobs/roles exist?*
- *Do you think your choice to pick a profession/career/passion may have been influenced by any of the prevalent stigmas around roles being defined based on gender?*
- *How easy or tough would it be to bring about a change in the mindset of oneself and individuals regarding such stereotypes?*
- *Why did such stereotypes come into being i.e., what could be the cause?*
- *How many have you come across persons in life or have heard about persons who have challenged such a situation? (performing a role that had been classified as meant to be done only by one specific gender or receiving the apt compensation for any job)*
- *If you had to bring recognition to those doing tasks that are unpaid (homemakers), what is it that you would do? (How to make their presence felt and respected?)*

- Participants should be encouraged to share instances from their daily lives and bring their lived experiences into the discussion.

- To further build on the discussion, this video: 'What is the real value of unpaid work?' can be shown to make the participants aware of how unpaid work is unvalued and thus not included as a part of the country's GDP. Moreover, it is highly feminized due to gender stereotypes.

- Conclude this activity by sharing the takeaways from the video and the responses of the participants.

WHO IS MOST LIKELY TO



A man cooking at home ☐

A man working as a Chef at a hotel ☐



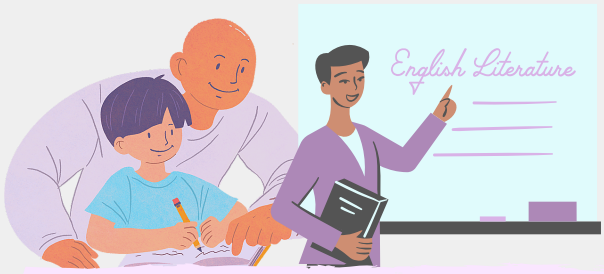
A man sewing at home ☐

A man working as a Fashion Designer ☐



A man cleaning his house ☐

A man working in Sanitation Department ☐



A man teaching at home ☐

A man working as a Professor in College ☐

ACTIVITY: WORKPLACE COMPATIBILITY TEST

Learning Objectives

- To gain an understanding of the disparity between genders in the workplace.
- To discuss and question the justifiability of the said gender bias at the workplace.

Learning Outcomes

- This activity will help participants uncover some unfamiliar stereotypical notions.
- The participants should be able to discuss other social issues that emerge out of the gender differences in the workplace such as unequal wages, and discrimination in the form of caste, color, creed, religion, etc.

Note for the Facilitator

- The facilitator should ensure that interaction and discussion take place within the smaller groups before marking the responses. In addition to that, the facilitator must be a part of at least one such conversation of each group and provide prompts in case required.
- Towards the end of the activity, each participant can be asked to uncover any additional area/topic with respect to the theme of the session.



60 minutes



Blank Papers, Markers (different colors)

Process to follow

- The facilitator will write all the statements on different chart papers and stick them around the room.

- The participants will pick up a specific colored marker (for instance: women: orange, men: purple, transgender people: yellow), move around the room, look at each statement and share their response on each chart paper.

- Once all the participants have shared their responses, the facilitator will once again request all the participants to move around the room and look at the responses on each chart paper.

- The video titled 'A glass ceiling or a broken ladder?' can be played to provide the participants with an insight into the lives of women in workplaces.

- Conclude the activity by summarizing the takeaways from this video.

I'm constantly commented on for my weight and how I dress at work.

Strongly Agree
Agree
Disagree
Strongly Disagree

I am judged for not socializing with my colleagues beyond work hours.

Strongly Agree
Agree
Disagree
Strongly Disagree

Any sexual remarks passed or foul language used in my workplace make me uncomfortable.

Strongly Agree
Agree
Disagree
Strongly Disagree

There is no consideration given to my suggestion or feedback, and thus, no action is taken.

Strongly Agree
Agree
Disagree
Strongly Disagree

My superiors trust me to handle all major responsibilities within my team.

Strongly Agree
Agree
Disagree
Strongly Disagree

I have been sexually harassed at my workplace.

Strongly Agree
Agree
Disagree
Strongly Disagree

I have been mentally harassed at my workplace.

Strongly Agree
Agree
Disagree
Strongly Disagree

As a result of my good work-life balance, I am able to balance work and home equally.

Strongly Agree
Agree
Disagree
Strongly Disagree

My workplace treats all genders/sexes in an equal and inclusive manner.

Strongly Agree
Agree
Disagree
Strongly Disagree

A specific position at my workplace is not restricted to a person of a particular gender.

Strongly Agree
Agree
Disagree
Strongly Disagree

UNLEARNINGS

This section will encourage the participants to question gender norms and social conditioning

ACTIVITY: BUILDING BLOCKS TO EQUITY

Learning Objectives

- To understand the difference between equality and equity and its significance in determining the employment of an individual.
- To encourage the participants to critically analyze the role of social, cultural, and economic capital in determining access to opportunities in one's life.

Learning Outcomes

- This activity will simplify the concepts of equality and equity.
- The participants will understand the multiple social determinants which play a deciding factor in an individual's life.

Note for the Facilitator

- The facilitator should ensure that the participants engage with the essence of the activity - unpacking the meaning of equality and equity.
- Participants should be encouraged to make different permutations and combinations of resource allocation to arrive at the final result.



40 minutes



Activity sheet and scissors

Process to follow

- The activity sheets should be distributed to all the participants and they should be asked to follow the instructions for matching the needs of the three students with the available resources.

- The facilitator should then explain the difference between equality and equity to the participants before commencing with the activity.

EQUALITY

It refers to treating everyone equally, without any difference. The state of being equal, especially in status, rights, or opportunities.

EQUITY

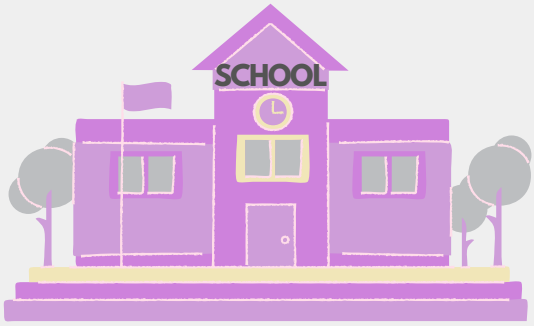
It refers to recognizing unique differences and thereby treating different people differently.

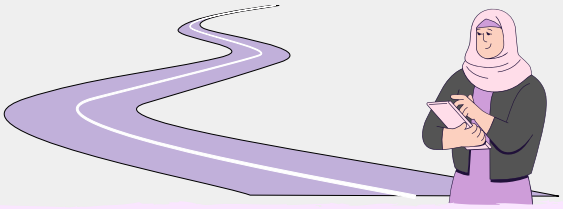
- The participants should then be allowed to experiment and see which combination of 'resources' will help the three students successfully attend school. The 'demands' of the students are reflective of their current social-economic-political status in society.

- Once all the participants have figured out their 'resources' combinations, the facilitator can initiate a short discussion, allowing the participants to share their experiences with the activity.

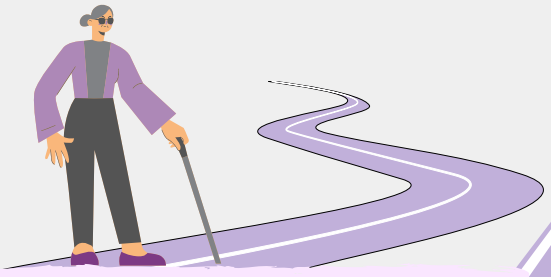
- This video can be played to engage the participants in a meaningful discussion of the systemic inequity faced by women and its impact on their careers.

Help our friends: Rima, Reva & Ella by matching their demand with the most appropriate resources available!





'I have five siblings to take care of and work as a domestic helper in my neighborhood to earn for my family. I want to study but how?' -Ella (she/her)



'I want to attend school but I need to ensure if it is accessible to me and caters to my unique needs.' -Rima (she/her)



'The nearest school is approximately 10 kilometers from my house. My parents don't allow me to travel 20 kilometers everyday.' - Reva (she/her)

Match the needs with the demand

- Tactile Pathway
- Community Creche
- Skill Education
- School Bus
- Inclusive Education
- Grievance Redressal
- Universal Basic Income
- Schools in every district
- Free Quality Education

ACTIVITY: RENAME TRADITIONAL OCCUPATION TITLES

(Adapted from The Gender Equity Activity Book, Alaska Department of Education. Access here.)

Learning Objectives

- To understand the gender markings in occupation titles leading to some occupations explicitly marked for a certain gender.
- To make the participants aware of the adverse implications of using gender-biased language and its role in limiting opportunities for individuals.

Learning Outcomes

- This activity will encourage the participants to unravel the relationship between language and gender and its role in maintaining gender-specific job stereotypes.
- The participants will become aware of gender-neutral occupation titles and the significance of language in breaking free from gender-biased workplaces.

Note for the Facilitator

- The facilitator should ensure that all participants understand that gender stereotypes exist for all genders. For instance, the word 'nurse' which is gender-neutral is often associated only with 'female nurses' due to the stereotypical notion about only women being nurses in society. Hence, a man who chooses to become a nurse has to go through social scrutiny at all times.
- The facilitator should encourage the participants to think beyond the binary when reimaging the job titles and then reflect upon how non-binary people are severely affected by such gendering of jobs.
- Participants should be open to listening to varied opinions, engage in meaningful discussions, and co-create innovative gender-neutral titles.



40 minutes



Sheets, Pens

Process to follow

- Take a chart paper and write down all the titles, and put it in the center of the class.

DEAR SIR	BUSINESSMAN
"YOU GUYS"	MANKIND
BACHELOR'S DEGREE	LANDLORD
ILLEGITIMATE CHILD	CHAIRMAN
STEWARDESS	BLACK LIE
WHITE LIE	SPORTSMANSHIP
MANMADE	LADY LUCK
WOMAN'S INTUITION	CLEANING LADY
LAYMAN	MAN AND WIFE
HEROINE	FRESHMAN
TOMBOY	WORKMAN'S COMPENSATION
POLICEMAN	WAITRESS
DRAFTSMAN	MACHO
MANHOLE	MALE NURSE
OLD WIVES' TALE	LEGAL ALIEN
HOUSEWIFE	MINORITY
SUFFRAGETTE	

- Read all the words written in the chart aloud and take questions, if any, from the participants.
- Then divide the participants into smaller groups and ask them to enlist the language errors they found on the chart paper.
- Once they have pointed out the discrepancies, ask the participants to come up with innovative ways to remedy the errors. For instance, if they found any word/phrase to be gender-specific then ask how they can alter that to make it gender-neutral.
- The participants can then be asked to share the 'new language' formed by them with everyone.
- Discuss ways to incorporate gender-neutral words/phrases in daily life. (suggestions to change the current scenario in respect of language bias)

INTROSPECTION

Through this section, the participants will look inwards, deconstruct the learnings and take the first step towards transformation.

ACTIVITY: RELATIVES' RECOUNT

Learning Objectives

- To enable participants to connect deeper with the issue of gender bias in the workplace.
- To acknowledge the changing ways of gender bias at the workplace with each generation.

Learning Outcomes

- By listening to the experiences of their relatives, family members, and/or friends, participants will be able to closely comprehend the adverse effects of gender bias in the workplace.
- The participants will be able to question their relatives to understand the actions taken by them to combat the problem at the time. Since each respondent may belong to a different generation, the participants can recognize diverse coping mechanisms or retaliation strategies.

Note for the Facilitator

- In case the participants are uncomfortable sharing certain incidents by their relatives in their Learning Note, the facilitator can ask them only to write their takeaway from the same.
- The facilitator should inform the participants in advance about this activity so that they can check the availability of their relatives for this session.

Process to follow

- The participants will be asked to select 3-4 relatives (mother/father/sister/grandparents/uncle/aunt, etc), each preferably from a different generation/age group/sex.

- The participant will then write the Name, Age, Profession, and Designation at the workplace on a sheet of paper or the Learning Note for each of the relatives.

- The participants will be asked to have a 1-1 dialogue with each of them, asking their relative about their encounters with gender discrimination at their workplaces.

- In their Learning Note, they will give a brief description of the incident along with the relative's way of dealing with the situation. For instance, someone's mother may have faced harassment at the workplace but instead of the usual trend of not complaining to the higher authorities, she may have courageously taken action resulting in something substantial.

- The exercise gives the opportunity to the participant to counter-question and learn about the topic. Moreover, as these are incidents that have happened to their known ones, the relatability factor increases.

- Once the Learning Note for all relatives is complete, the participants will get the opportunity to share them with each other.

- Through this exercise, the participants can learn how some stereotypes have remained generation after generation whereas some have been done away with. In case some norms have been done away with, they can think about the reasons for the same (maybe the changing times and the mentality of the younger generation, etc).

Beyond the Pandemic

This space has been created keeping in mind the unprecedented challenges brought forth by COVID-19. We bring you alternative resources to refer to in such times.

Learning by Reading

Critical theory

Dynamics of Sexual Division of Labour and Capital Accumulation: Women Lace Workers of Narsapur - Maria Mies

Female Labour in the Unorganised Sector - The Brick Worker Revisited - Leela Gulati & Mitu Gulati

Fiction/Non-Fiction

Transgender Employment Experiences: Gendered Perceptions and the Law by Kyla Bender-Baird

Disability Visibility: First Person Stories from the Twenty-First Century edited by Alice Wong

Online articles

'Dispelling the Myths of the Gender "Ambition Gap"'. *Read it here.*

'COVID-19 and Gender Equality: Countering the Regressive Effects'. *Read it here.*

Learning by Watching

'Gender Equality: Now' | World Fish | Watch it here

'Rama Govindarajan and her ambitious journey in research | Women in STEM' | Google India | Watch it here

'Watch 24 Women Shatter the Glass Ceiling | Glamour' | Watch it here

'Why Women Are Paid Less' | Netflix | Watch it here

Learning by Hearing

Podcast - A Wage Gap isn't the only Gender-Based Workplace Inequality: The Big Story, Frequency Podcast Network

Listen here.

Podcast - A Gender Divide on Ambition: A Conversation From Two Men's Perspectives: Redefining Ambition, The Women's network

Listen here.

Podcast - Jillian Mercado: I Weigh with Jameela Jamil

Listen here.

Learning by Doing

Congratulations on making it halfway through! It will be a great time to take a breather and process your feelings, thoughts, and emotions. We have an interesting activity for you - '**The Gender Equity Tour**'. We want you to take a tour of your house, stop and speak to every member and map their ambitions and the work they are doing at the moment, listen to their experiences, and how they navigated through different phases in their lives. Notice how the lives of each member are different from one another - why is it so? Sit with your thoughts and brainstorm a bit before you head over to the next chapter.



Great Resignation

Voluntary or Forced?

MANMOHITPREET KAUR

She wakes up the earliest, she is the last one to go to sleep
24/7 in her mind, a good deal of notifications bleep
of unmopped floors and unwashed clothes lying in a heap
Yesterday, she slept at eleven, today she got up at four
to finish yesterday's tasks and do the household chores.

Little Johnny enjoys a cozy sleep, waiting for an awakening touch
he has to be bathed, fed, and taught - being a kid his demands are ten times much.
Alexa, the older one has to be forced to attend her online classes
special attention must be paid to her so that on each test she passes.

Old grandma coughs intentionally, depicting she's awake and needs someone
too old to even stand, she depends upon her to get her quotidian jobs done
Ten minutes to go, after which her laptop will bleep
will spend hours brainstorming how to change graphs from gentle to steep.

Food is to be prepared, little Johnny and old grandma need to be looked after

office work is pending, onerous schedule, and no time for pranks and laughter

These mundane quotidian tasks never end but do increase manyfold

at times they get sick when she has to give them her hand to hold.

○○○○○○○○○

Often, she bribes the kids with a cake to get them to sleep

tomorrow she may wake up at 3 because she has promises to keep.

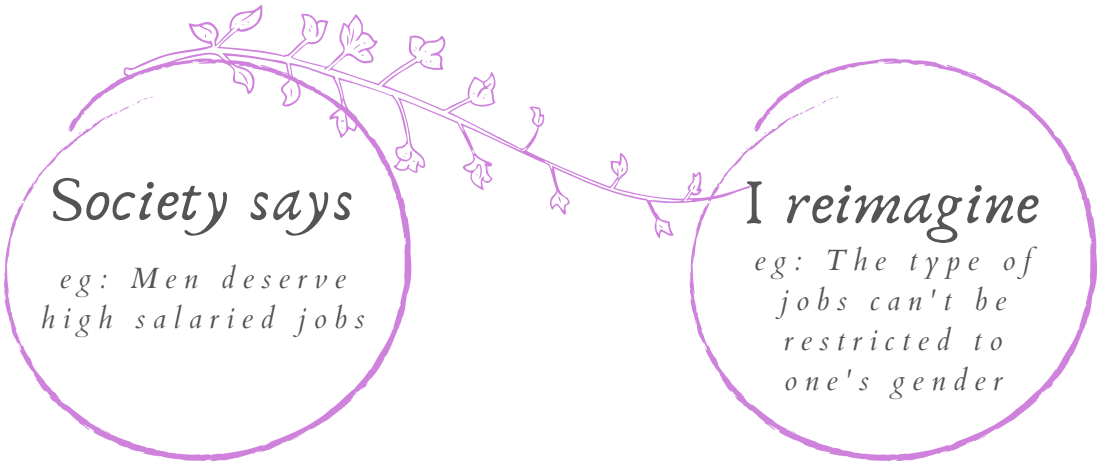


Manmohitpreet (she/her)

Manmohitpreet is an undergraduate student of of geography at Jamia Millia Islamia in Delhi. She is originally from Punjab and writes about gender equality and social issues. She loves indulging in self-introspection and engaging in debates, and is a forever philomath.

Map your Growth

A small stop before the next chapter begins!
Time to gauge our understanding of this chapter!



1.

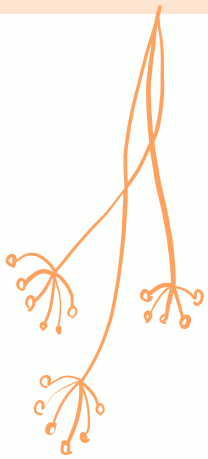
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CHAPTER 4

UNDERSTANDING POWER & MASCULINITIES

Learning Objectives

- To understand the meaning of gender and power individually as concepts as well as to know more about the relationship between the two.
- To acknowledge the birth of gender socialization owing to the notions of masculinity and femininity.

Learning Outcomes

- Through this chapter, the participants will dive deeper into the different facets of power, its various manifestations, and its corresponding relation to gender.
- This chapter will further encourage the participants to unpack masculinity - its meaning, construction, and reinforcement.

Pour out your expectations from this chapter here



THEORETICAL UNDERPINNINGS

This section will assist in building the foundation of the participants

From the previous chapter we have understood that society has drawn a certain set of rules to be complied with by people on the basis of their sex. The behavioral patterns of a person are governed by such socially accepted characteristics. It includes, but is not restricted to, the two broad categories of 'masculine' or 'feminine'.

Traditionally, masculine traits including strength, independence, courage, assertiveness, and leadership emphasize power. On the other hand, feminine traits emphasize dependence, politeness, supportiveness, and submissiveness. Due to such strict parameters, as individuals, we succumb to the pressures of society to fit into a mold.

IT DOESN'T END HERE!

In 1974, a Stanford University psychologist, Sandra Bem, developed the concept of androgyny. Androgyny refers to the gender expression of someone with both masculine and feminine characteristics.

What Is Power?

Power simply means to have the strength or ability to be able to control or influence the behaviour of others. Power can be interpreted as both good and bad. Good power is when the force used over another is with an aim to benefit another individual, whereas it would be considered bad power when it is used to dominate another individual.

There are different kinds of power:

1

Power Over

This type of power mostly takes a negative form as it stems out of, or is a consequence of, dominance, oppression, or coercion over another. When one uses their position of power to harm or degrade another being, it leads to a damaging situation.

2

Power With

When a person exercises their power so as to bring about a positive change for the community as a whole i.e. resulting in a harmonious situation, it falls under this kind of power, namely 'power with'. This is a positive form of power. An example of this kind of power is cooperation.

3

Power Within

This is a form of power that is inherent in all beings but must be tapped into in order to be used. This power helps a person to self-reflect and use their own potential to the best of their abilities for themselves and others. When this power is used to benefit others, it leads to empowerment. This power is mostly a positive form of power.

Thus, power can lead us to two extreme destinations namely:

1

OPPRESSIVE POWER

Power being used over others to oppress or dominate them would have negative effects.

For instance, tyranny i.e. when the ruler of the nation uses their position of authority to dominate others curtailing their freedoms.

This is an unjust form of power as it causes harm for those subjected to it.

2

EMPOWERING POWER

Power used as a means to help others and cultivate harmony is a positive type of power. This would lead to favourable consequences for both those in power and those who are subjected to this power.

For instance, when a ruler of a country ensures that laws passed are in conformation with the basic human rights of its citizens.

Relationship Between Gender and Power

The universal issue of gender inequality is a result of unequal power distribution between genders. Thus, power and gender are intrinsically related. Privileges are in the hands of those with power. Therefore, as traditional gender roles in society consider a particular gender to be above the other, it results in discrimination due to power division.

Patriarchal society believes that men are more powerful and competent as compared to women, and so must be given more control in social situations. Power in such a society is therefore accumulated in the hands of few, leaving the rest to be discriminated against.

Power Imbalance

Human rights are guaranteed to all citizens universally and equally. These are rights that cannot be taken away from humans and exist to promise all living beings a life with dignity, peace, freedom, and equality. When these human rights are violated, it creates a power imbalance.

For instance, as gender and power are related and gender stereotypes give more power to men than women, the human rights of women are violated. Another instance could be when a minority religious group may be overlooked by the majority group and is expected to abide by the majority's rules. Thus, power imbalance can threaten political, social as well as economic situations.

Gender Socialization: The Birth Of Masculinity and Femininity

Gender socialization is a process by which individuals are taught to follow certain norms governing their attitudes and behaviours depending upon their sex assigned at birth.

For instance, being feminine is expected out of those with a sex assigned 'female' at birth while masculinity is expected out of those with 'male' as their sex assigned at birth.

Gender socialization begins even before the birth of the child. An example of this would be the color associations for different genders i.e. blue for boys and pink for girls. In countries where it is legal to know the sex of the child before birth, people often organize gender reveal events wherein stereotypes like colour associations are noticeable. It is safe to say that gender stereotypes and gender socialization go hand in hand. They both are dependent upon each other.

Masculinity
The expectations set by society to be followed by those with males assigned at birth. These can take the form of practices, behavioral patterns, attitudes, etc to live by.

Femininity
For a child born with the female sex assigned at birth, there exist certain rules to be followed. This gives birth to femininity i.e. feminine traits decided by the community for female individuals to adopt.

Gender norms have also established that masculinity is superior to femininity. This is the cause of most gender disparity issues in social, economic, and political situations. In a relationship between a husband and wife, gender norms state that husbands must take charge and dominate the relationship. At workplaces, leadership positions are encouraged to be occupied by men since according to gender norms, men are more smart and competent. In politics too, women are not taken seriously due to the stereotypical notions attached to them being less able than men.

Both masculinity and femininity restrict the individuality and personal development of people. Since birth, when society expects one to behave in a particular way, one tends to lose out on understanding their own likes and dislikes. They are required to follow norms blindly and without any questions. For those who revolt against these set standards and principles, society may look down upon them or ostracize them. Many fear this discrimination and therefore agree to conform to gender norms.

PRACTICAL LEARNINGS

This section will encourage the participants to integrate theory and practice! Let the practice begin!

ACTIVITY: UNDERSTANDING POWER: A JOURNEY

Learning Objectives

- To familiarize the participants with the basic definition and meaning of power.
- To know more about where power comes from and how it is exercised.

Learning Outcomes

- This video will help the participants comprehend the concept of power and its ability to make others do what you want them to do.
- The participants will be able to actualize their power in their lives keeping in mind its pros and cons.

Note for the Facilitator

- The facilitator can download the video beforehand to avoid any technical glitches.
- Since the video is in English, the facilitator may arrange for translation/video or audio description if required.
- The facilitator can pause the video to initiate a short mid-video discussion as per the needs of the participants.



20 minutes



Projector to show the video, Internet

Process to follow

- The facilitator should play this video.

- Once all the participants have watched the video, the facilitator should discuss the 6 main sources of civic power namely-

1. Physical force - capacity for violence
2. Wealth - financial ability
3. State action or government - use of law to compel people
4. Social norms - not legally regulated and come with a softer approach
5. Ideas - the ability of an idea to influence others
6. Numbers - the vocal mass of persons

- The facilitator should conclude by asking each participant to talk about their definitions of power now that they have watched this detailed video.

ACTIVITY: MY 'POWER' THROUGH TIME TRAVEL

Learning Objectives

- To learn about the different meanings of power namely 'power with', 'power within', 'power for', and 'power to'.

Learning Outcomes

- This will help the participants recognize the power and its key concepts in society as well as the lives of the participants.

Note for the Facilitator

- The participants who wish to discuss their answers should be encouraged. In case some participant does not want to share their answers, ask the participant to observe and reflect on the discussion.
- The meaning of different types of power should be clearly understood by all participants.



45 minutes



Paper and Pen

Process to follow

- Provide 3 different sheets of paper to each participant.

- On each paper ask the participant to write one question making it 3 different questions on each sheet of paper:

Q1. *At what age did you first understand the meaning of 'power' and through which incident, if any?*
(For instance, looking at your parents' delegated tasks within your household, or your teacher instructing you to study.)

Q2. *When was the first time you observed that you have the ability to make others do something for you and acted on it?*
(For instance, asking your younger sibling to do some work on your behalf, or any experience with your juniors at school/college.)

Q3. *Share two memories wherein you were subjected to the power of another individual - one which was an instance of empowerment and another instance where it demeaned you.*
(For instance, your boss selecting you for an important task, or your seniors at college bullying you.)

- Give 25 minutes to the participants to answer all the questions.

- Once completed, ask the participants to discuss their answers by highlighting their own journeys.

ACTIVITY: AM I WHAT I CONSUME?

Learning Objectives

- To learn how masculinity differs from place to place and from time to time.
- To gauge the impact of content (media/literature) in the formation of opinions regarding the concept of masculinity.

Learning Outcomes

- The activity will help participants identify the different forms in which masculinity can be portrayed in society.
- The participants will be encouraged to adopt a critical lens while consuming any form of content regarding such subjects.

Note for the Facilitator

- The facilitator can keep the characters specific to the audience they're engaging with.
- The facilitator should be mindful of letting the participants switch groups in case the character picked by their initial group may be triggering for them.



60 minutes



Internet to research the character

Process to follow

- Divide the participants into groups. The facilitator can decide how many groups based on the number of participants present in the session.

- To each group, the facilitator will then assign a particular entity from those mentioned below, which have been adapted from famous movies/TV series characters:

List of Characters

- CHARACTER 1: Penn Badgley from the series 'YOU'
- CHARACTER 2: Pierce Brosnan from 'James Bond'
- CHARACTER 3: Will Smith from 'The Pursuit of Happyness'
- CHARACTER 4: Arthur Fleck's role as the clown in the movie 'Joker'
- CHARACTER 5: Heath Ledger in '10 Things I Hate About You'
- CHARACTER 6: Ron Swanson/Tom Haverford/Ben Wyatt/Andy Dwyer from 'Parks and Recreation'
- CHARACTER 7: Paxton Hall-Yoshida/Ben Gross from 'Never Have I Ever'
- CHARACTER 8: Michael Scott from 'The Office'
- CHARACTER 9: Gileadan Commander Fred Waterford from 'The Handmaid's Tale' (TV Series)
- CHARACTER 10: Perry Wright from 'Big Little Lies'
- CHARACTER 11: Arjun Reddy from 'Arjun Reddy', Indian Telugu movie
- CHARACTER 12: Deepak Kumar from 'Masaan', Indian Hindi movie.

- Each group will be asked to take 15 minutes to learn more about their character's traits and personality.

- The facilitator would then ask the following questions to be answered by each group about their character's traits (how they think their character would answer such a question):

1. *Describe your character.*
2. *If your character was on a panel discussing abortion rights, would your character be pro-life or pro-choice, and why?*
3. *Do you feel that your character's masculinity is inherent or a by-product of their immediate environment? Why?*

- Then the facilitator can open the floor for discussion from everyone on these questions:

1. *Discuss the difference in the concept of 'masculinity/manhood' for the different characters considering some belong to a different culture, time, place, and generation (Gen X/Millenial/Gen Z).*
2. *Considering the amount of content we're consuming presently, would it be safe to say that we have adopted similar traits as those we are watching over the web/reading in books? Can you think of a personal incident conveying the same?*

- Conclude the activity by asking all participants their takeaways.

UNLEARNINGS

This section will encourage the participants to question gender norms and social conditioning

ACTIVITY: 'I AM' POWER

Learning Objectives

- To understand the meaning of empowerment.
- To reflect on one's life and identify the process of empowerment.

Learning Outcomes

- Participants will become aware of the relevance of empowerment and how actions may lead to either self-empowerment or group empowerment.

Note for the Facilitator

- Before commencing the activity, the facilitator can have a brief discussion about the process of empowerment.
- The facilitator must be attentive to the participants' emotions and not force them to actively participate.



40 minutes



Case Story

Process to follow

- The facilitator will request a participant to volunteer to read this case story loud and clear for the rest of the participants.

- The participants will be asked to carefully pay attention to the story and make notes of instances where they felt the protagonist was empowered and powerless.

- Once the participants have finalized their notes, the facilitator will initiate a discussion by encouraging the participants to share the particular instance or series of instances where the protagonist was empowered and powerless.

- The facilitator will then allow the participants to reflect on their own lives and try to identify when they felt empowered. How did the participants navigate through those situations?

- To conclude, the facilitator can request the participants to share their own definitions of empowerment. If a participant is not comfortable saying it out loud, they can write it on a piece of paper or refrain from sharing altogether.

Story of Tara (inspired from real life story)

Tara is a teenager who has grown up in the tea gardens of West Bengal. She has seen her family work in the tea gardens since she was a child and through family conversations, she got to know that her ancestors worked as bonded-labourer in the tea garden as well. She lives with her mother in a small house provided to them by the tea garden company. They work from 7 AM in the morning to 3 PM in the afternoon and earn meager daily wages. Tara did not want to succumb to this life of perpetual drudgery and started studying hard in school for she thought that she needed to educate herself to get her family out of this vicious cycle of poverty. She used to work in the fields during the day and attend school in the evening. Finally, she applied to college and ended up in a nearby institute. She studied further for three years and graduated with a Bachelor's in Arts. However, that degree alone could not secure her a job because she lacked the technical skills needed. Hence, she decided to study further and started looking for a master's course. In the meanwhile, she got associated with a youth group in her community which worked on social issues and problems of the community as a whole. She worked and contributed diligently and earned a place for herself in the group. After working on various social issues for over two years, she decided to finally apply for a master's course in the social sciences. She burnt the midnight oil and studied for the entrance examination and she was able to secure a seat for herself!

She was looking forward to a better life but the COVID-19 pandemic disrupted everything. Tara struggled immensely to keep up with the online classes. She did not have adequate availability and access to resources like internet connectivity, stable electricity supply, and digital devices which severely hampered her growth. She ended up in debt to provide for her academic learning and ultimately had to drop out.

She is currently looking for a job to sustain herself and if circumstances permit, to go back to the academic space.

ACTIVITY: POWER MANIFESTATIONS

Learning Objectives

- To understand how in a particular situation some individuals have power while others do not
- To further build upon this idea of power imbalance and explore how power can be redistributed

Learning Outcomes

- The participants will be able to recognize how power imbalances can lead to human rights violations and delve into the interconnectedness between the two concepts.

Note for the Facilitator

- The facilitator must ensure that each participant is given a chance to move to different roles where they can experience power 'fullness' and 'lessness'.



40 minutes



Chart Paper and Markers

Process to follow

- The participants should be divided into three groups with the maximum number of participants in Group 3, followed by Group 2, and then Group 1.

Group 1 - Government officials
Group 2 -Adivasi people
Group 3 - Civil society

Situation

To facilitate sustainable development, the government is planning to build a multinational corporation on land which is inhabited by the *Adivasi*, the indigenous tribe of the Indian subcontinent.

The Adivasi will be re-settled within the same city in newly built housing complexes. The government has projected that this project alone will generate 10,000 new jobs and will provide a boost to the gross domestic product of the nation.

- Discussion: Through role play, discuss how the lives of each of these groups will be impacted. Enact the day on which the government officials reached on-site to clear the forest lands and escort the inhabitants to their new residences.

- Alternate Situation I: The same situation is under study but this time the government discusses it firsthand with the Adivasi community and together decides the plan of action with them. How will it lead to a change in power dynamics?

- Alternate Situation II: The same situation is under study with the Adivasi community now being made a part of the government, i.e. there is an adequate representation of the community in the government. How will it impact the scenario? Do you think it will lead to brainstorming a 'pro-Adivasi' plan of action?

- Identify the manifestation of power and how it was exercised in these situations.

1. *What is power imbalance? Can you identify it in these situations? Can it only lead to negative effects or can it also generate some positive effects?*
2. *What is the role of civil society in such situations?*

- Conclude the activity by summarizing the three citations and the responses of the participants. You can also share real-life scenarios.

INTROSPECTION

Through this section, the participants will look inwards, deconstruct the learnings, and take the first step toward transformation

ACTIVITY: 'H' CUBE

Learning Objectives

- The activity acts as a recap as well as feedback for both the participants and the facilitator of all that is covered in the entire session.

Learning Outcomes

- Through this the participants will be able to reflect on their own understanding and actions they want to take.

Note for the Facilitator

- The facilitator should not force the participants during this activity but encourage them to do it at their own pace.

Preparation

- Activity Sheet

Process to follow

- Explain to the participants that this activity will act as feedback for the session.

- Hand out the activity sheet to each participant. Ask them to analyze all that they have learned from the session today, gather their thoughts, and then write keywords under the respective categories of Head, Heart, and Hand.

Head: During the session, what new things did they learn?
Heart: Post-session, how are they feeling?
Hand: What will they do with the knowledge they gained today?

- Give some time to the participants to complete the activity sheet.

- Ask if any participant would like to share their keywords with everyone. Alternatively, collect the activity sheets and discuss the most common keywords written by the group.

Head

What new things did you learn today?

Heart

How are you feeling?



Hand

What can you do with today's learning?

Beyond the Pandemic

This space has been created keeping in mind the unprecedented challenges brought forth by COVID-19. We bring you alternative resources to refer to in such times.

Learning by Reading

Critical theory

Introduction: Masculinities - Praseeda Gopinath & Pavitra Sundar

Feminist Perspectives on Power - Stanford Encyclopedia of Philosophy

Fiction/Non-Fiction

The Will to Change: Men, Masculinity and Love - bell hooks

The Masculinity Studies Reader - Rachel Adams and David Savran

Online articles

'The Real Problem with Toxic Masculinity' - The Conversation
Read it here.

'Boys to Men: Teaching and Learning about Masculinity in an Age of Change' - The New York Times *Read it here.*

Learning by Watching

Why I'm done trying to be "man enough" | Justin Baldoni
Watch it here.

The Mask You Live In | Official Trailer
Watch it here.

What Is Female Masculinity? | As/Is
Watch it here.

Toxic Masculinity In Boys Is Fueling An Epidemic Of Loneliness | Think | NBC News
Watch it here.

Learning by Hearing

Podcast: What's a Man? Masculinity in India: Deepa Narayan

Listen here.

Podcast: The Man Enough Podcast: Wayfarer Studios LLC

Listen here.

Learning by Doing

Hi! How are you feeling at the moment? This particular chapter can be intense and complicated to comprehend, so we want you to take your time. Once you are at ease, we would highly recommend that you share what you have learnt and unlearnt with your friends and keep moving forward, at a pace of your choice!



the night sky weeps

ANTARA RAO

a man, who is also an absent father
is chewing loudly in my dining room,
he leaves his food unfinished for a mother
or a maid to stand before a sink that has
swallowed the whole universe —

every star is a woman crying for mercy,
and there is a God, also a man,
who is running away from himself, sweating like a fish.

In the market, he brandishes crisp currency notes
to a wife who didn't finish school, he says
he must be served food, that the children must
ask him for permission first, and that any man who loves another

man is sinful. In this world of sins, God is a man.

I am looking for a lover in my jewelry box
but his heart goes missing when I insist I like hairs on my forearms
that tickle with touch, that I like men whose skins are soft
like they oozed tears only recently,
that I would like very much to paint his nails
and pamper him with expensive gifts —
the night sky will weep in delight,
all my mothers, all my sisters,
women who sink their hands into others' dirty dishes

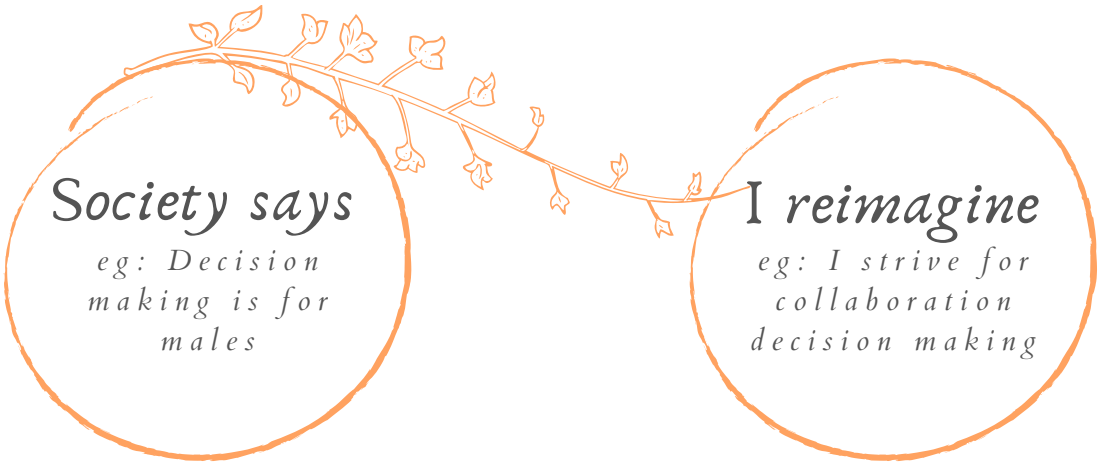


Antara (she/her)

Antara is a writer based in Hyderabad, India. She has pursued her postgraduation in sociology and likes to write about social stratification. Her works have appeared in scroll.in and livewire.thewire.in. Currently, she is working as a research associate at the Indian School of Business.

Map your Growth

A small stop before the next chapter begins!
Time to gauge our understanding of this chapter!



1.

2.

3.

1.

2.

3.

CHAPTER 5

UNDERSTANDING GENDER-BASED VIOLENCE

Learning Objectives

- To enable the participants to understand the genesis of violence and its rootedness in hegemonic power and toxic masculinity
- To empower the participants by making them aware of different forms of gender-based violence and effective intervention strategies

Learning Outcomes

- The participants will be able to identify the reasons for the existence of gender-based violence and will be better equipped to address it both in the capacity of a survivor or an interventionist

Pour out your expectations from this chapter here



(**Trigger Warning**: ***This chapter contains material on different forms of gender-based violence***)

THEORETICAL UNDERPINNINGS

This section will assist in building the foundation of the participants

The previous chapter enabled the participants to delve deeper into the sociology of genders and their power relations with one another. This chapter will build on the foundations of the last chapter to unpack how power, masculinities, and femininities then lead to gender-based violence.

Meaning of Violence

The *World Health Organisation (WHO)* defines violence as, '*the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either result in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation.*'

In simpler language, violence is an act of force without the will of the other and with an intention to hurt the individual at the receiving end. However, it is not always mandatory that the act of force is physical in nature. For instance, psychological forms of violence include acts such as verbal aggression, threats, intimidation, humiliation, and defamation.

IT DOESN'T END HERE!
Violence against women is a manifestation of power and an urge to exercise control over female bodily autonomy. It is a tool to keep intact gender inequalities.

Meaning of Gender-Based Violence

Gender-based violence refers to the intentional use of force and committing harmful acts towards an individual based on their gender. It is rooted in gender inequality and abuse of power.

While cases of gender-based violence are rampant across the world, seeking help after experiencing violence is significantly low while reporting of such crimes is even lower which poses a barrier to addressing it effectively.

Causes of Gender-Based Violence

The primary reason behind the existence of gender-based violence is the power imbalance in society amongst individuals. Thus, many times, the victims of violence belong to the marginalized sections of society. And we should remember that these marginalizations are a result of the skewed distribution of resources, power, and autonomy in society.

For instance, an individual belonging to an 'upper caste' may consider people from any other caste inferior to them and dominate them or inflict violence upon them.

IT DOESN'T END HERE!

Economic dependence has been identified as the primary cause of women enduring violence.

Consequences of Gender-Based Violence

Gender-based violence can take various forms and hence its after-effects are multifold. It adversely impacts the micro, mezzo, and macro environment of the survivor.

The consequences of gender-based violence can be categorized into three broad categories:

1

Physical Health Consequences

Survivors are more likely to experience serious health problems. Severe physical and emotional trauma can also lead to suicidal tendencies.

2

Psychological Health Consequences

Violence affects the mental health, self-esteem, and confidence of the survivors.

3

Social and Economic Consequences

Violence directly leads to a declining female labor workforce participation which impacts the overall economic productivity of the nation.

Types of Gender Based Violence

1 PHYSICAL VIOLENCE

This type of violence affects the victims physically i.e., by causing injury to the body.

For instance, domestic violence (the act of hitting/kicking/pushing/grabbing/burning by an individual in a relationship leading to physical injury)

2 SEXUAL VIOLENCE

A type of violence wherein any sexual act is imposed upon another without their consent.

For instance, sexual intercourse forcefully and without consent i.e., rape. Sexual harassment, as well as sexual assault, are covered within this type of gender-based violence.

IT DOESN'T END HERE!

Shadow Pandemic

Since the outbreak of COVID-19, all types of violence against women and girls, particularly domestic violence, have intensified. Read here.

Understanding Consent

An affirmative response that is given EXPLICITLY by a person to proceed with the act in their CONSCIOUS state i.e., not when they may be sleeping/intoxicated or anything similar which hampers their ability to make a decision.

Consent can be withdrawn at any time or even during the act that has already commenced. This is also legitimate which signifies that NO MEANS NO.

3 EMOTIONAL / PSYCHOLOGICAL VIOLENCE

A type of violence that affects the mental well-being of an individual.

Domestic violence may also lead to psychological violence.

Sexual harassment which includes sexual acts as well as non-sexual acts like catcalling, grabbing, and passing derogatory remarks/humiliating also leads to psychological violence that results out of the fear/stress/anxiety caused by the offender in the mind of the victim.

ECONOMIC VIOLENCE 4

When through fraudulent means/threatening or blackmail, persons are exploited to obtain some form of gain, it is economic violence.

Examples of this include human trafficking, bonded labour, and sexual slavery.

DIGITAL VIOLENCE 5

The act of violence that takes place online such as on the world wide web or even on mobile phones.

For instance - stalking, explicit images being distributed without consent, and non-consensual sexting.

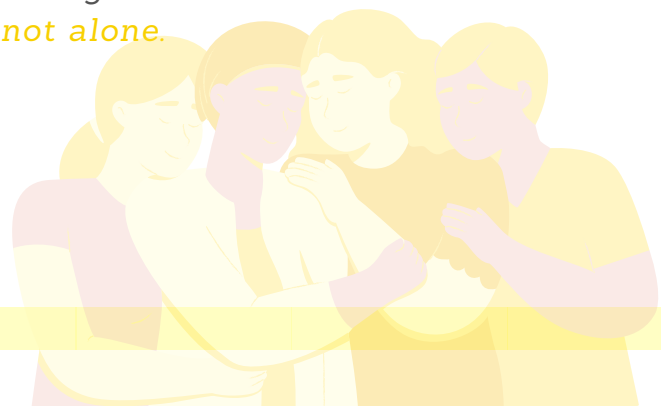
SOCIO-CULTURAL VIOLENCE 6

When the act of violence against a particular gender is practiced in the name of a social norm of that place, then these are covered within this type of violence.

The most common example of this is female genital mutilation, an act in which the female genitalia is partially or totally removed which impacts the physical as well as the mental well-being of the individual. In some cases, this procedure may also lead to death.

Femicide may also be an example of this which is when a woman is killed solely because of them being born as a woman.

If you are a survivor of gender-based violence, we extend our support and solidarity to you.
There are organizations and support groups that would help you and guide you through this.
You are not alone.



PRACTICAL LEARNINGS

This section will encourage the participants to integrate theory and practice! Let the practice begin!

ACTIVITY: WHAT'S YOUR OPINION?

Learning Objectives

- To build a context for the participants by encouraging them to share their opinions or preconceived notions.
- To enable the participants to listen to and reflect upon the different opinions and develop a holistic approach to understanding an issue.

Learning Outcomes

- This activity will encourage the participants to share their opinions and discuss different viewpoints thereby developing a holistic approach towards sensitive issues.

Note for the Facilitator

- The facilitator has to ensure that participants are not forced into stating their opinions. The participants can opt out of providing their opinion on a certain statement in case they do not feel comfortable about sharing their views.
- The facilitator must ensure that all the participants are given an opportunity to share their opinions.

50 minutes

List of statements

Process to follow

- The facilitator will write the first statement on the board and initiate a timed discussion of five minutes for each statement.

- As a group, the participants will then engage in a discussion to share their opinions.

List of Statements

- Violence is of various forms and can be inflicted upon any individual regardless of their gender
- Cases of violence against women are rare
- Only low-income families experience violence
- Violence against women is a public health issue
- Violence against women is a human rights issue
- Toxic masculinity gives way to violence against women
- All men are violent and abusive of their power
- Cases of violence against women take place because of the 'clothing' and 'behaviour' of women
- A home is a safe place for all women with no chances of occurrence of violence there
- Sex without the consent of the spouse is a form of violence
- Gender-based violence can be strategically prevented
- There should be sustained and holistic support extended to survivors of violence
- The needs and aspirations of the survivors must be at the core of any intervention strategy

- Conclude the activity by recapitulating and highlighting the different views and perspectives shared.

ACTIVITY : EXPERIENCE-TIONARY OF VIOLENCE

(experience dictionary)

Learning Objectives

- To deconstruct 'violence', 'gender-based violence' and its varied manifestations in our daily lives
- To enable the participants to see the linkages between 'power', 'masculinities' and 'violence'

Learning Outcomes

- This activity will enable the participants to unpack difficult issues like that of 'violence' and study its linkages with the sociology of genders.
- The participants will learn about what constitutes sexual, economic, emotional and physical forms of violence and understand how these acts may be conducted by individuals or institutions either in personal or public spaces.

Note for the Facilitator

- The facilitator must share trigger warnings before the commencement of the activity and proceed with participants who willfully give their consent for the same.
- The facilitator must ensure that participants are comfortable and at ease throughout the activity and no personal comments or judgments must be passed amongst the participants.
- The facilitator should strive towards creating a safe space for the participants to share their experiences.

50 minutes

Paper, Marker, Box, Projector, Internet

Process to follow

- Hand over a small sheet of paper and a marker to each participant and ask them to write a sentence or draw whatever strikes them first when they hear the term: 'Violence'. This can be done anonymously if the participants so desire.

- As and when the participants are done, they can put those papers in a box kept in the room.

(To maintain anonymity and create a non-judgmental space for the participants, the session can be planned in a manner with a lunch break or a short break scheduled at this moment.)

- The papers will be re-shuffled and the facilitator will circulate the box and each participant will read out loud from the paper they pick and the facilitator can initiate a discussion if and when required.

(Alternatively, the facilitator can also seek the consent of the participants before reading out loud the responses and if the participants are not comfortable then can skip this segment altogether.)

- The facilitator will play this video and initiate a discussion on the following prompts:
  a. *What according to you is the definition of gender-based violence (GBV)?*
  b. *What are the different forms of GBV?*
  c. *What can be its consequences?*

- Conclude this activity by reading out loud the definition of gender-based violence as stated by the European Union:

GBV is violence directed against a person because of that person's gender or violence that affects persons of a particular gender disproportionately. It is likely to result in

- *physical harm,*
- *sexual harm,*
- *psychological,*
- *or economic harm*
- *or suffering to an individual*

ACTIVITY : FORMS OF GBV

Learning Objectives

- To delve deeper into the forms of gender-based violence and understand its manifestations.

Learning Outcomes

- This activity will enable the participants to understand the different forms of gender-based violence.

Note for the Facilitator

- The activity is sensitive in nature and hence the facilitator must strive towards creating a conducive and safe space to share experiences.
- The facilitator must ensure that the participants' consent is duly taken into consideration when groups are being formed for the second part of the activity.

50 minutes

Chart papers, markers

Process to follow

- The facilitators must take a walk around the room and arrange the chart papers with different forms of gender-based violence written on them.

- The participants will then be asked to take a walk around the room and read all the charts and try to understand the meaning of all the forms of violence.

- Once all the participants have had a look at each chart, the facilitator will then divide the participants into 5 groups.

- The facilitator will assign each group a type/form of gender-based violence namely:

1. DIGITAL VIOLENCE
2. EMOTIONAL VIOLENCE
3. PHYSICAL VIOLENCE
4. SOCIO/ECONOMIC VIOLENCE
5. HUMAN TRAFFICKING

-
- Each group will have some time to brainstorm, prepare a storyline and come up with ways to explain the type of gender-based violence to the rest of the participants.

- The facilitator can initiate a discussion as and when needed.

- The facilitator will conclude this activity by summarizing the group activities of the participants.

UNLEARNINGS

This section will encourage the participants to question gender norms and social conditioning

ACTIVITY: BORN TO BE VIOLENT?

Learning Objectives

- To enable the participants to understand how the socialization of genders leads to the creation of tendencies to inflict violence.
- To dispel the belief that certain individuals are born violent or are inherently destructive.

Learning Outcomes

- The participants will be able to go beyond the surface-level understanding of violence and understand the reasons for its manifestation and recurrence.
- This activity will assist the participants in identifying the linkages between masculinity and violence.

Note for the Facilitator

- The facilitator has to be careful in navigating through this activity given the sensitivity of the issue. The participant must not be forced to engage or share their experiences.
- The facilitator must strive towards creating a safe space for the participants to unpack and be vulnerable.
- Participants must be encouraged to support one another and be sensitive to each other's experiences.

50 minutes

Projector, Internet, Paper, Pen, Box

Process to follow

- Commence this activity by playing this video.

- The facilitator should then initiate a discussion amongst the participants using the following prompts:

- *Why do you think boys are told from a young age to be strong and not cry? Can you share an instance from your childhood when you experienced something like this?*

- *What happens when boys are taught from a young age to suppress their emotions? Do you think it is related to them becoming violent in their relationships at a later stage?*

- Now request all the participants identifying themselves as 'men' to write one experience where they were told to 'man up' or 'behave like a man' and forced to suppress their emotions. The participants can write these anonymously if they so desire. For instance, '*I was 8 years old when I used to love dressing up in my sister's clothes and dancing with her but one fine day I was scolded by my parents to stop this girlish behavior and behave like a man.*'

(Since this is an intense activity, the facilitator can consider taking a short break or changing places and moving to an outdoor location for this segment.)

- Once the participants have written their experiences and put them in a box, the facilitator must then request the participants identifying themselves as 'women' to pick up one paper and read it out loud.

- The facilitator must then have another round of discussion based on the following prompts:
  - *Are men inherently violent or does their upbringing and socialization process make them violent?*
  - *Are there then any linkages between masculinity and violence? Can we identify them in this short movie? Discuss.*

- The facilitator should play this video for the participants

- The facilitator should engage the participants in a discussion using these prompts:
  - *What happens in a household where women earn more than men? Do you think to justify their manhood and masculinity, men tend to become violent?*
  - *What are the root causes of violence against women? Is it because of societal expectations from a 'man'? Or because of patriarchy which allows men to dominate in all spheres of life?*

- Once the discussion is complete, the facilitator can conclude by sharing how an individual is not born to be violent but is made into one. Hence, our intervention needs to start at an early stage to bring about systemic change.

ACTIVITY: WHAT'S CONSENT?

Learning Objectives

- To practice unpacking the meaning and significance of seeking consent through an interactive activity

Learning Outcomes

- This activity will encourage the participants to understand how to practice consent in daily life scenarios.
- The participants will also learn about the significance of practicing consent.

Note for the Facilitator

- The facilitator must ensure that all the participants are given adequate time to share their responses with respect to the first part of the activity since that will allow them to relate to the second part of the activity.
- This could be a fairly new concept for some of the participants. Hence, the facilitator must be respectful of the diverse learning curves of the participants and avoid rushing things over.
- Participants can have some interesting questions for the facilitator and co-participants. The facilitator should welcome diverse perspectives and create a safe space for a healthy discussion.

30 minutes

Projector, Internet

Process to follow

- Before commencing this activity, request all the participants to keep a glass of water next to them or fill their water bottles.

- The facilitator will then ask this question to all the participants:

Are you all feeling thirsty? Would you like to have a glass of water?

- Depending upon the response of the participants which can be: 'yes', 'no', 'maybe', or 'don't want to answer', divide all the participants into groups and discuss these possibilities with them:

1. *If you said 'yes', then must you drink it?*
2. *Is it possible that you are satiated looking at it and don't want to drink it now?*
3. *While drinking, if you do not want to drink anymore, what would you do?*
4. *If you answered 'maybe' then how should one interpret this?*

- Once the participants have shared their responses, play this video for them.

- Now engage the participants in a discussion using the different scenarios from this video to discuss consent and its significance.

- Conclude this activity by summarizing the activity and connecting both parts of the activity.

INTROSPECTION

Through this section, the participants will look inwards, deconstruct the learnings, and take the first step toward transformation

ACTIVITY: PERSONAL MANIFESTO

Learning Objectives

- To give time and space to the participants to reflect on their actions and promote constructive thinking.

Learning Outcomes

- This activity will enable the participants to look back at their actions, hold themselves accountable and prepare an actionable guide for themselves to check their violent behavior.

Note for the Facilitator

- The facilitator must encourage the participants to take their space and time for this activity. No participant should be rushed or forced into it. However, all the participants must be encouraged to engage in it at their pace.

Preparation

- Diary/Paper, Pen

Process to follow

- The facilitator should applaud the participants for making it this far and being willing to continue ahead!

- As a part of this chapter's introspection activity, the participants will have to prepare a Personal Manifesto to reflect upon their actions which were violent: physical, psychological, or economic, and brainstorm ways to transform them.

- The participants can follow the following format or can customize it:

- My actions have been violent in nature: For instance: I hit my younger sibling because he was not listening to me. I blackmailed my partner into lending me money etc.

- Why did I commit those actions? For instance: I hit my younger sibling because he was not listening to me and being his older brother, I have the right to use force. I blackmailed my partner because she is gullible and easy to emotionally exploit.

- What could I have done differently? For instance: When my younger sibling was not listening to me, I gave him space and tried speaking to him later. I really needed some cash and requested my partner to lend me some instead of blackmailing her into it.

- Prepare a list of values and an actionable guide to follow when you are getting aggressive and how you can prevent yourself from becoming violent.

- Let the participants know that this is a personal experience which means that they are not bound to share it with others and can safely participate in it.

Beyond the Pandemic

This space has been created keeping in mind the unprecedented challenges brought forth by COVID-19. We bring you alternative resources to refer to in such times.

Learning by Reading

Fiction/Non-Fiction

Undoing Impunity: Speech After Sexual Violence by V. Geetha
Believing: Our Thirty-Year Journey to End Gender Violence by Anita Hill
Female Fear Factory by Pumla Dineo Gqola
Can We Talk About Consent by Justin Hancock & Fuchsia MacAree

Online articles

'How Latin American feminists shifted the global understanding of gender-based violence' | The Conversation
Read it here.

Home Is the 'Most Dangerous Place' for Women Around the World | Time
Read it here.

Learning by Watching

Gender-Based Violence (GBV) in Emergencies | Humanitarian Capacity Building
Watch it here.

What if we switched roles: a social experiment | UN Women
Watch it here.

Violence against women—it's a men's issue: Jackson Katz at TEDxFiDiWomen
Watch it here.

Devi | Kajol | Royal Stag Barrel Select Large Short Films
Watch it here.

The effects of COVID-19 on gender-based violence (GBV)
Watch it here.

Learning by Hearing

Podcast- The Domestic Violence Discussion by Team TEAD
Listen here.

Podcast- Overcoming Child Sexual Abuse with Kathy Anderson
Listen here.

Podcast- Sexual Violence: Prevention and Response by University of Oxford
Listen here.

Learning by Doing

We are so excited for you to have reached here! We understand that this entire process can be overwhelming and hence we want you to take your time to absorb, unlearn and unpack everything. Once you are done doing that we would highly recommend you share this with your friends and family! Yes! You heard us right! We trust your learnings and encourage you to conduct a session in your locality, amongst your friends and family, and tag us!



Depths of a woman's silence

ANOUSHKA AUGUSTINE

Subdued in the realms of pain that surrounds me

I disentangle to become free from my present

The dreams of achieving milestones leap

But, seem far with the silence that ushers me down to weep

Never would I have imagined suffering pain,

Bruises seemed to overshadow the brightness in me

Now these bruises have learnt to speak

Longing to be free like the bird envisioning fly

My agony turned into happiness and joy

Finally, I can breathe and be the Woman I want to be

Not what they want me to be?

The chapter started with them

The ending will be mine to create

Transforming into the woman I aspire to be.

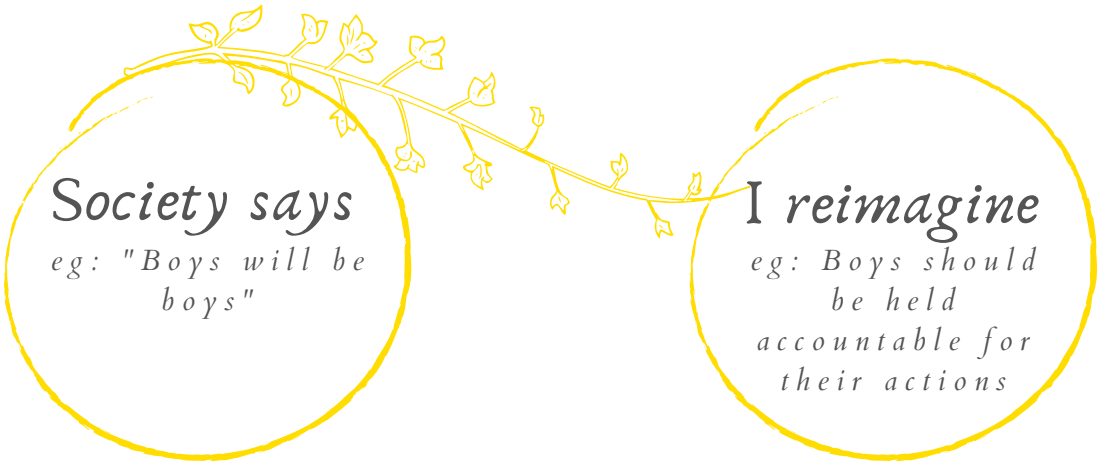


Anoushka (she/her)

Anoushka is a disability rights activist from New Delhi. She works as a research associate at the Inclusive Divyangjan Entrepreneur Association (IDEA) and is passionate about exploring employment and entrepreneurial opportunities for persons with disabilities. Her motto in life is "*to be the change you wish to see in the world.*"

Map your Growth

A small stop before the next chapter begins!
Time to gauge our understanding of this chapter!



1.

2.

3.

1.

2.

3.

Soul Searching

With this, we come to an end of this training manual but hopefully a new beginning for you.

Remember to unapologetically ask questions and fear not the unlearning along the way for it will make way for reimagining and co-creating an equitable future.



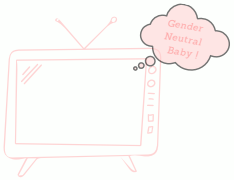


TOGETHER WE SEARCH

In this segment, the participants will collate their learnings from the previous sessions by putting them into play through this activity.

STEP ONE

Let's watch a short documentary, 'Raising a Gender Neutral Baby Together | The New Yorker Documentary' together!



STEP TWO

Now that we have watched it, it's time for us to raise our very own gender-neutral baby. Let's get started!



There are no rules for this activity. The facilitator can feel free to improvise.

SEARCH WITHIN

Before all the participants embark on their journeys in the real world, they will deep dive into their thoughts to note the takeaways and how they'll actualize them in daily life.



PROMPTS (In case you need them)

- *Has your perspective on gender evolved through all these sessions? If so, how?*
- *Define your challenges or struggles during this process, if any.*
- *Have these sessions motivated you in any manner whatsoever? Would you be willing to extend your learnings to others as well?*
- *How will you put your new learnings into practice?*

WE WOULD LOVE TO HEAR FROM YOU!

(Impact Assessment)

Hi! Here's hoping you are through with your chapters and are ready to let us know how your experience was. Trust us, we're eagerly waiting for your responses!

Link to Impact Assessment Survey: Click here

You can reach out to us: *Aarushee Shukla* *Rahat Sharma* *Vineeta Rana*



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