

# **GENDER EDUCATION**

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

**KARNATAKA**



# GENDER EDUCATION

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

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### Background

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



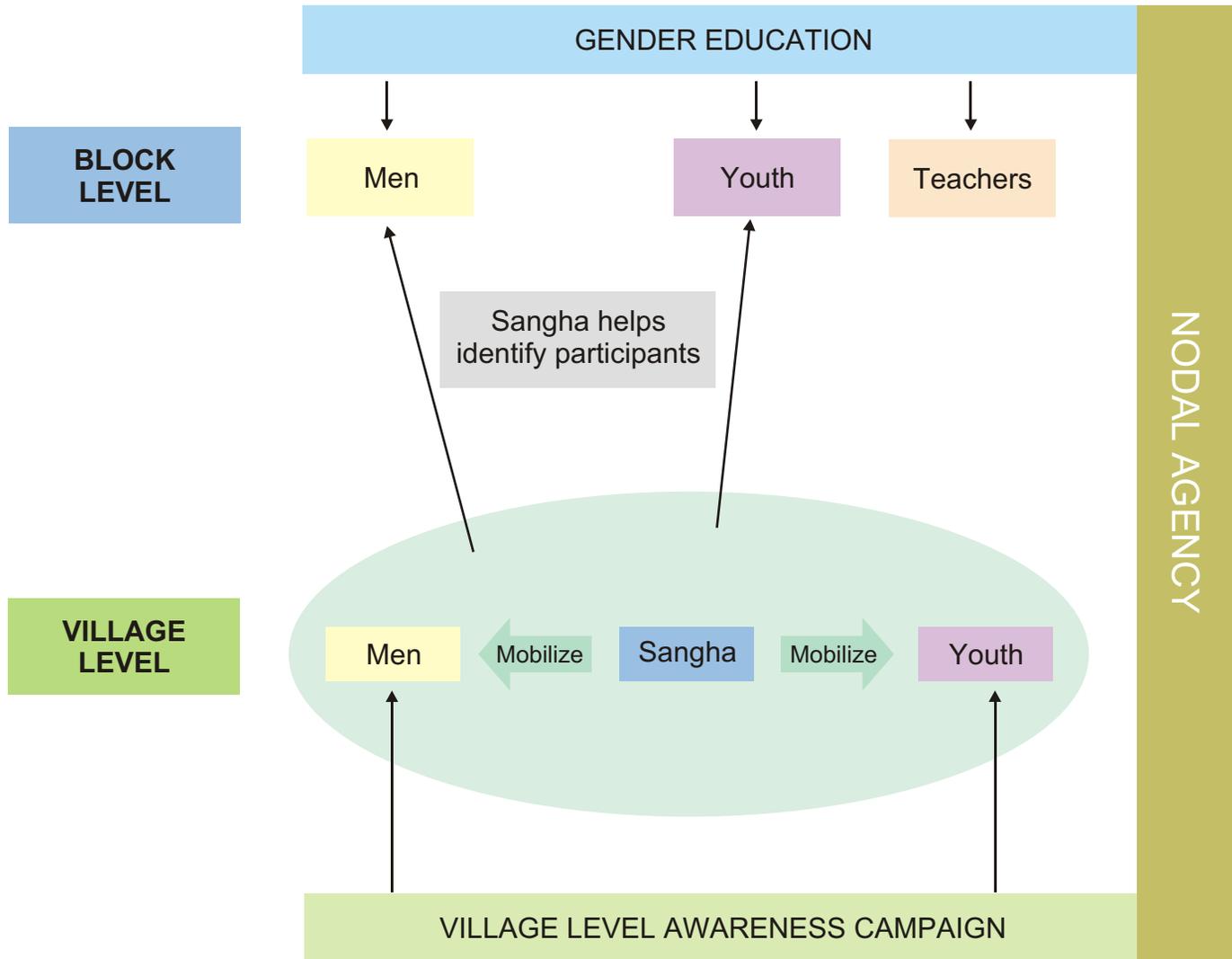


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# GENDER EDUCATION

FOR MEN, MALE YOUTH AND SCHOOL TEACHERS IN RURAL AREAS

## SCHEMATIC DIAGRAM OF GENDER EDUCATION FOR MEN, YOUTH AND TEACHERS



# GENDER EDUCATION

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

KARNATAKA

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

# GENDER EDUCATION

FOR MEN, MALE YOUTH AND SCHOOL TEACHERS IN RURAL AREAS

KARNATAKA

## Prerequisites

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



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



# GENDER EDUCATION

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

KARNATAKA

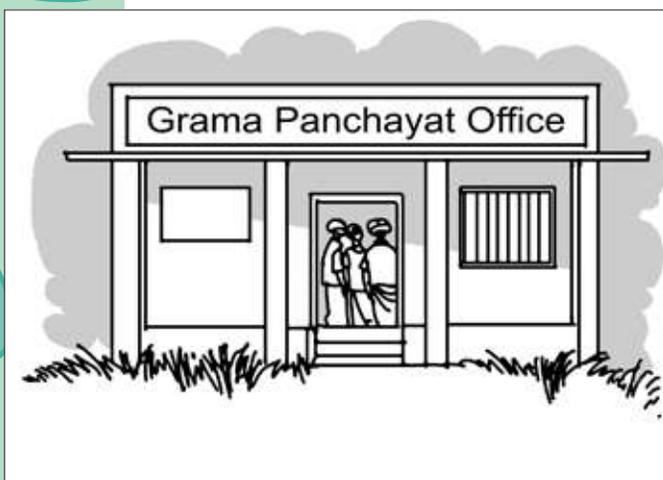
### Activity 1 Village Level Gender Awareness Campaign

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

#### Objectives

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

#### Preparatory phase



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

# GENDER EDUCATION

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

KARNATAKA

### Activity 1 Village Level Gender Awareness Campaign

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

#### The day before the programme:

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

#### Name game

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

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

#### Conducting the programme:

##### Step 1: Welcome the participants

**Time required:** 15 minutes

##### Method

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

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

**Time required:** 30 minutes

##### Objective

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

# GENDER EDUCATION

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

KARNATAKA

### Activity 1 Village Level Gender Awareness Campaign

#### Materials

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

#### Method

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

#### The story of Raja, the dog

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

*(A story written by Mahila Samakhya – Karnataka)*

#### Points for discussion

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

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

# GENDER EDUCATION

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

KARNATAKA



### Activity 1 Village Level Gender Awareness Campaign

#### Expected outcomes

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

#### For the attention of the trainer

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

#### Step 3: About the implementing organisation

**Time required:** 20 minutes

#### Objective

To introduce trainer and implementing agency to participants.

#### Method

- Introduce yourself and your organization goals and objectives.

# GENDER EDUCATION

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

KARNATAKA

### Activity 1 Village Level Gender Awareness Campaign

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

#### Expected outcome

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

#### Step 4: Gender-based work distribution

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

**Resource material:** Story of Mayanna visits the doctor

#### Objectives

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



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

#### Method

##### Option 1

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

# GENDER EDUCATION

FOR MEN, MALE YOUTH AND SCHOOL TEACHERS IN RURAL AREAS

KARNATAKA

## Activity 1 Village Level Gender Awareness Campaign

### When Mayanna visited the doctor

**Doctor:** What do you do?

**Mayanna:** I am a farmer, sir.

**Doctor:** How many children do you have?

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

**Doctor:** Does your wife work too?

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

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

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

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

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

**Doctor:** Later?

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

**Doctor:** After going home, what do you do?

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

**Doctor:** Later?

**Mayanna:** I go home, have dinner and sleep.

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

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

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

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



# GENDER EDUCATION

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

KARNATAKA

### Activity 1 Village Level Gender Awareness Campaign

#### Option 2

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



#### Expected outcomes

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

#### Step 5: Gender discrimination in the society

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

#### Option 1: Opportunities in society

##### Objectives

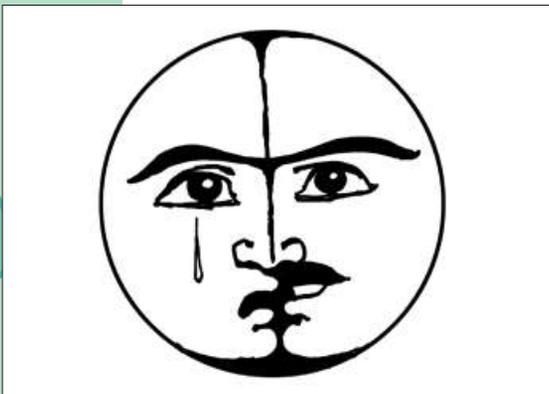
- Understand unequal distribution of opportunities in society.
- Conduct social evaluation.

**Materials:** Chart paper, sketch pens

**Duration:** 1 hour

##### Method

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



# GENDER EDUCATION

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

KARNATAKA

### Activity 1 Village Level Gender Awareness Campaign



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

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

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

#### Expected outcomes

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

#### For the attention of the trainers

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

# GENDER EDUCATION

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

KARNATAKA

### Activity 1 Village Level Gender Awareness Campaign



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

**Time required:** 1 hour

**Materials required:** Flip charts, Heegeke Heegirali charts

#### Objectives

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

#### Method

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

#### Expected outcomes

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

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

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

- Share household work with the women.

# GENDER EDUCATION

FOR MEN, MALE YOUTH  
AND SCHOOL TEACHERS  
IN RURAL AREAS

KARNATAKA



## Activity 1 Village Level Gender Awareness Campaign

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

### Materials required

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

### Points to note

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

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

### Dos for Trainers

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

# GENDER EDUCATION

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

KARNATAKA

### Activity 1 Village Level Gender Awareness Campaign

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



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

#### Don'ts

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

time.

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

# GENDER EDUCATION

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

KARNATAKA

### Activity 1 Village Level Gender Awareness Campaign

#### Challenges and Strategies to overcome them

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

# GENDER EDUCATION

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

KARNATAKA

### Activity 1 Village Level Gender Awareness Campaign

#### Expected Outcomes of the Village level Campaign

##### Immediate outcomes

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

#### Awareness campaign alters the attitude of the people

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

#### Long term outcomes

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

# GENDER EDUCATION

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

KARNATAKA

### Activity 1 Village Level Gender Awareness Campaign



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

#### Follow up

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

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

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

# GENDER EDUCATION

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

KARNATAKA

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

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



#### Objectives

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

#### Preparatory phase

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



# GENDER EDUCATION

FOR MEN, MALE YOUTH  
AND SCHOOL TEACHERS  
IN RURAL AREAS

KARNATAKA



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

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

### The day before the programme/preparatory activities

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

### Conducting the programme

### Step 1: Welcome the participants

**Time required:** 15 minutes

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

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

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

### Step 3: Participants' expectations from the training

**Time required:** 10 minutes

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

### Expected outcome

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

# GENDER EDUCATION

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

KARNATAKA



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

#### For the attention of the trainers

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

#### Step 4: Setting the rules for the two days

**Time required:** 10 minutes

##### Objective

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

##### Method

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

##### Expected outcome

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

#### Step 5: His – Her problems

**Time required:** 30 minutes

**Materials:** Chart paper, sketch pens.

##### Objectives

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

# GENDER EDUCATION

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

KARNATAKA

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

#### Method

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

#### Expected outcomes

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

#### For the attention of the trainers

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

# GENDER EDUCATION

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

KARNATAKA

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

#### Step 6: Where have they gone?

**Time required:** 30 minutes

#### Objectives

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

#### Materials

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

#### Example of Information provided:

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

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

#### Method

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

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

different states (Appendix 1)

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

#### Expected outcomes

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



# GENDER EDUCATION

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

KARNATAKA

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

#### For the attention of the trainers

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

#### Step 7: Kerege Hara

**Time required:** 20 minutes

#### Materials



- Kerrege Hara – Refer Appendix 5 for the story

#### Objectives

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

#### Method

- Narrate the story of Kerrege Hara

#### Expected outcome

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

# GENDER EDUCATION

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

KARNATAKA



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

#### Points to be noted

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

#### Step 8: Concept of Gender

**Time required:** 20 minutes

#### Objective

To understand the concept of gender.

#### Materials

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

#### Method

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

#### Expected outcomes

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



# GENDER EDUCATION

FOR MEN, MALE YOUTH  
AND SCHOOL TEACHERS  
IN RURAL AREAS

KARNATAKA



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

### For the attention of trainers

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

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

### Step 9: Vaasanti’s decision

**Time required:** 1 hour

#### Materials

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

#### Vaasanti’s decision...

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

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

# GENDER EDUCATION

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

KARNATAKA



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

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

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

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

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

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

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

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

#### Objective:

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

#### Method

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

# GENDER EDUCATION

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

KARNATAKA

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



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

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



#### Expected outcomes

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

#### For the attention of trainers

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

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

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

### Step 10: AVVA

#### Time required

- 30 minutes

#### Resource materials

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

#### Objectives

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

#### Method

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

#### Expected outcome

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



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

Refer to Step 4 in Village level Gender Awareness Campaign



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

## Step 12: Home work/Night work

**Time Required:** 2 to 3 hours

### Resource materials

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

### Objective

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

### Method

Two activities were planned and given as group work.

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

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

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

# GENDER EDUCATION

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

KARNATAKA

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

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

#### Expected Outcome:

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

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

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

### Step 14: Opportunities in society

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

### Step 15: Leadership in women

**Time required:** 30 minutes

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

#### Objectives

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

#### Method

- Participants are to be divided into two groups.

# GENDER EDUCATION

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

KARNATAKA



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

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

#### Points for discussion

- What do they feel when the headings are interchanged?

#### Salma's story

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

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

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



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

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

### Expected outcomes

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

### For the attention of the trainers

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

## Step 16: Concluding session: Feedback and plan for action

**Time required:** 30 minutes

### Resource materials required:

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

### Method

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

# GENDER EDUCATION

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

KARNATAKA



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

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

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

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

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

#### For the attention of the trainers

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



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

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

**Don'ts (for the trainer)**

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

**Challenges**

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

**Strategies to overcome the challenges:**

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

**Short term expected outcomes**

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

- Sharing housework and responsibility for household chores with women.



# GENDER EDUCATION

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

KARNATAKA



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

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

#### Mahila Samakhya Gender Training Helps Reduce Restrictions on Women

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

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

#### Long-term expected outcomes

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

#### Additional matter for the Male Youth Group

#### Objectives

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

#### Step 1: Opportunities for movement (Mobility)

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



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

in empowerment and how disparity in mobility weakens a woman.

**Time required:** One hour

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

Appendix 3 contains a list of places that are visited

### Objectives

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

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

### Method

#### Stage 1:

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



# GENDER EDUCATION

FOR MEN, MALE YOUTH  
AND SCHOOL TEACHERS  
IN RURAL AREAS

KARNATAKA



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

### Stage 2

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

### Points for discussion

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

### Expected outcomes

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

### For the attention of the trainers

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

# GENDER EDUCATION

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

KARNATAKA

### Activity 3 Gender Awareness for Teachers at Rural Schools

**Time:** 5 hours

**Venue:** School, MS DIU office, rented community hall

#### Objectives

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

#### Preparatory Phase

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

**Commencement of the programme:**

#### Step 1: Welcome the participants

**Time required:** 15 minutes

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

# GENDER EDUCATION

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

KARNATAKA

### Activity 3 Gender Awareness for Teachers at Rural Schools

#### Method

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

### Step 2: Ice Breaker: Introduction of participants

**Time required:** 20 minutes

Divide the participants into pairs.

#### Method:

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

#### Expected outcome

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

#### Tip for trainer:

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

### Step 3: About the implementing organisation

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

 **Activity 3** Gender Awareness for Teachers  
at Rural Schools

### Step 4: Participants' expectations from the training

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

### Step 5: Objectives of the training

**Time required:** 10 minutes

#### Objectives

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

#### Expected Outcome

All participants would have a common understanding of the objectives.

#### Discussion points

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

# GENDER EDUCATION

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

KARNATAKA

### Activity 3 Gender Awareness for Teachers at Rural Schools

#### Step 6: Perception about man and woman

Time required: 20 minutes

##### Objectives

- To understand the concept of gender.

##### Method

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

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

##### Expected outcome

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

##### For the attention of the trainers

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



# GENDER EDUCATION

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

KARNATAKA

### Activity 3 Gender Awareness for Teachers at Rural Schools

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

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

**Time required:** 20 Minutes

#### Objective

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

#### Method

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

#### Expected outcome

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



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#### Points to be noted

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

#### Step 8: Where they have gone?

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

#### Step 9: Incorporating gender concept in the curriculum.

**Time required:** 45 Minutes

#### Objective

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

#### Method

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

#### Expected outcome

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



### Activity 3 Gender Awareness for Teachers at Rural Schools

#### Points to be noted

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

#### Step 10: Concluding session: Feedback and plan for action

##### Resource Materials

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

##### Method

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

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



# GENDER EDUCATION

FOR MEN, MALE YOUTH  
AND SCHOOL TEACHERS  
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## Activity 3 Gender Awareness for Teachers at Rural Schools

### Dos for Trainers

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

### Don'ts

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

## Overall Expected Outcomes



### Short-Term

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

### Long-Term

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