





Ethno Logik

L'anthropologie au service de l'action



3-DAY GENDER WORKSHOP



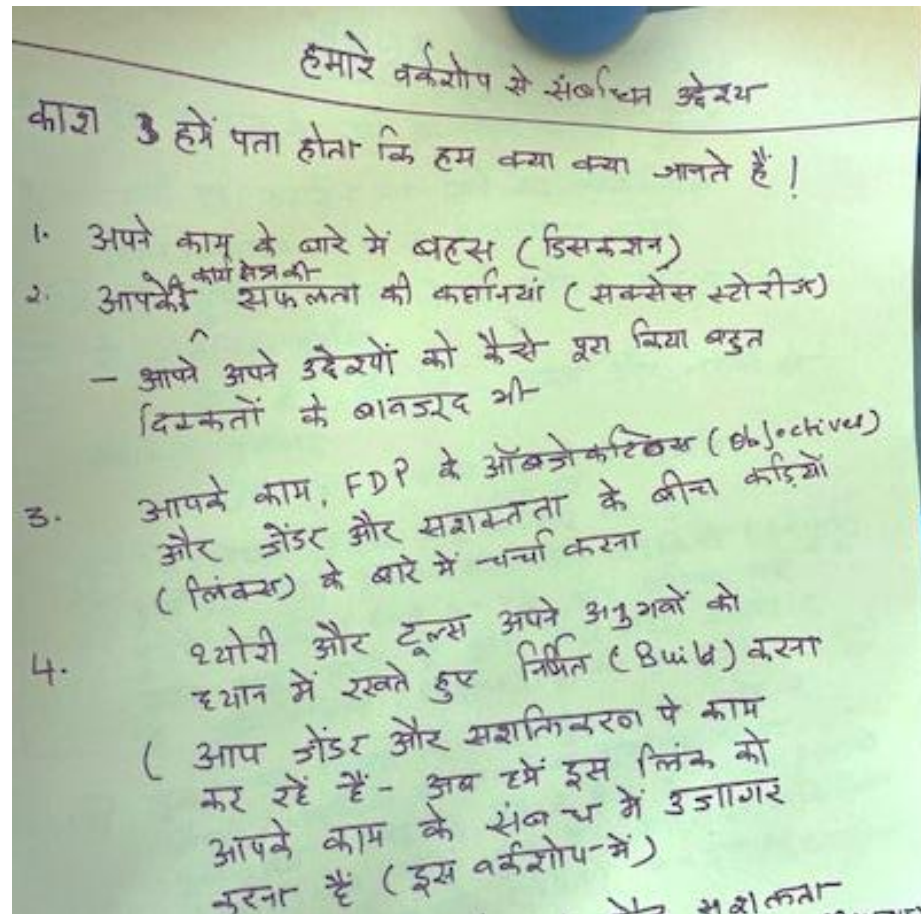
DAY 1

ICE BREAKER

- Present yourself:
 1. Their name
 2. Their job
 3. One thing they like doing outside of work

“If only we knew what we already know”

- Discuss your work
 - Discuss success stories :
how you achieve the
objectives despite
difficulties
 - Explore the link between
your work, the FDP
objectives and
empowerment / gender
 - Explore gender barriers
such as mobility
 - Explore the role of men
and third parties
- Build theory and tools on
the basis of your work



- करना हैं (इस काम)
5. रेजिलियेंस (Resilience) और सशक्तता (EMPOWERMENT)
- पर पुनर्विचार (Review) करना
6. Best Practices (बेस्ट प्रैक्टिस) का वर्कशॉप में

इस कार्यशाला में सीखे गये अनुभवों को अपनी दैनिक पेशेवर कार्यक्षेत्र (Professional work) में लागू करने की परियोजना निर्धार करें

- Review the resilience & empowerment scales
- Analysis of best practices : develop a methodology for sharing successes
 - Value in-house expertise
 - Use empowerment and gender as tools for your work
- Define a plan for applying the lessons learnt in the workshop to your everyday professional practice

Agenda

- 8.30am - 3.30pm/16pm
- Tea break: 10am (15 min) - Lunch: 12:00 - 13:00 - Tea break: 14:30 (15 min)

Day 1	Day 2	Day 3
<ul style="list-style-type: none">• Explore gender stereotypes• Explore the link between gender, empowerment and FDP objectives (success stories for women)	<ul style="list-style-type: none">• Define gender and empowerment• Explore gender barriers• Explore the link between gender, empowerment and FDP objectives (success stories involving men)	<ul style="list-style-type: none">• Work on the resilience & empowerment scales• Define a plan for integrating the key lessons learnt during the workshop

Participatory **methodology** based on your everyday work, experiences, knowledge, skills, professional strategies as a Social Workers, In-charges, Coordinators, Managers

What are your expectations ?

- What do you want to gain from this workshop?

(post-its)



CINEMA

Prega News
Means Good News



Discussion

- What do you think of this film?



BREAK

Stereotypes

Brainstorming: What is a stereotype?

Stereotypes

Group work - 5 groups

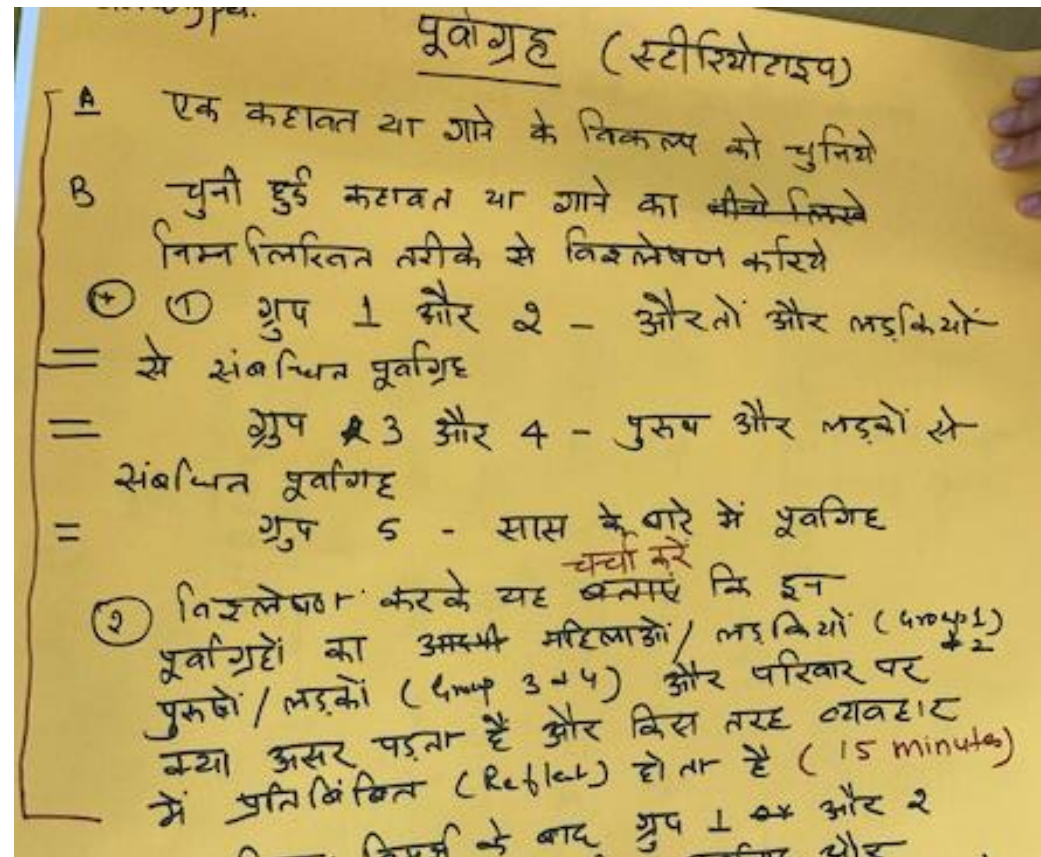
1. Group 1 & 2 : stereotypes on girls / women
2. Group 3 & 4 : stereotypes on boys / men
3. Group 5 : stereotypes on mothers-in-law

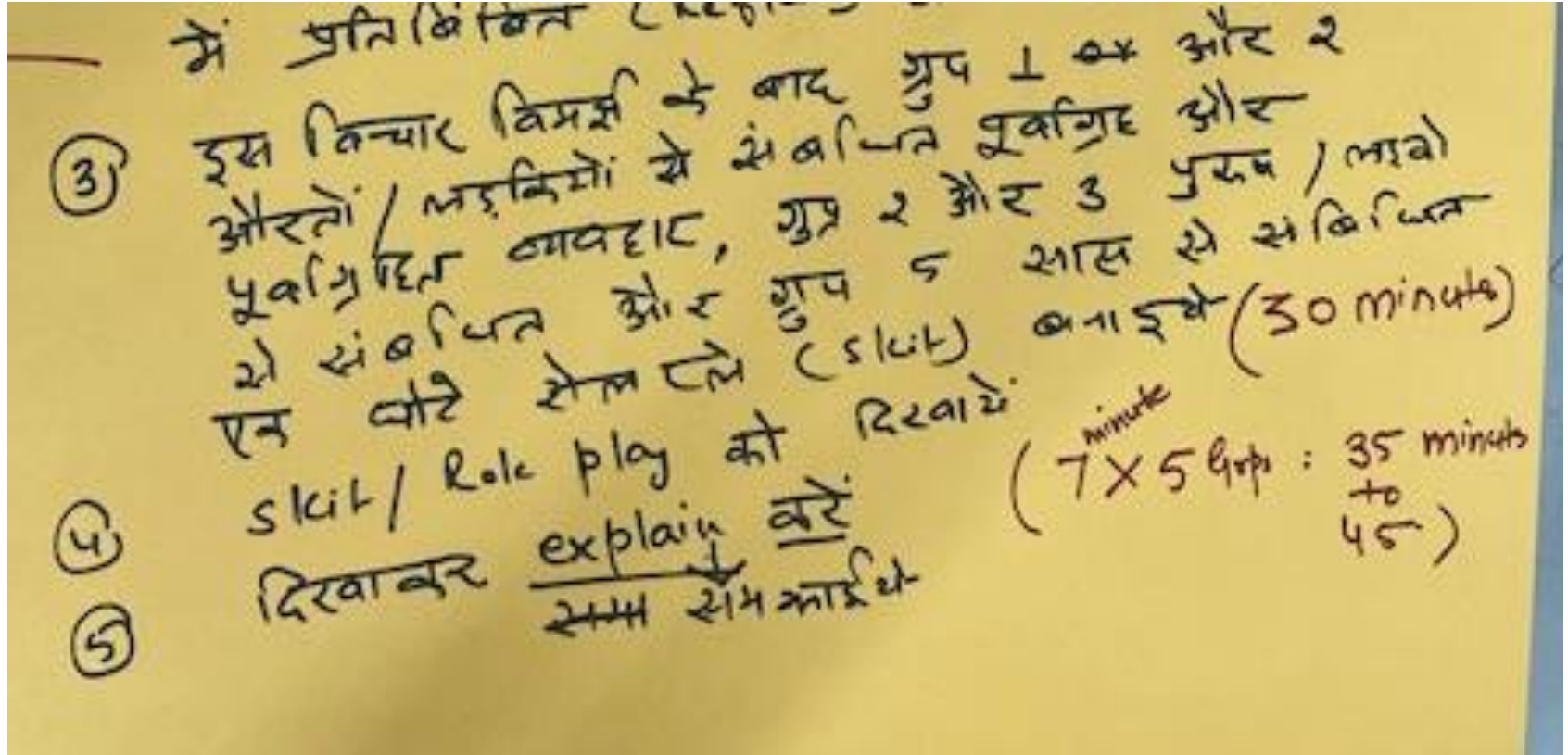
Stereotypes

Step 1: Choose 1 song or saying that presents stereotypes

Step 2 : Analyse the saying / song

- What is the image of the woman/ man/ mother-in-law in the saying / song?
- What is the impact of this image on
 - women's behaviour
 - men's behaviour
 - MIL's behaviour
- What is the impact on your work?





Step 4 : Develop a short 3 to 5 min skit

- Putting into context the impact of the saying / song on women's / men's / MIL's behaviour
- About your work or about society in general

Step 5 : Present your play and analysis

- You will present the song/saying and the play
- At the end your team will describe the impact of such stereotypes on your work

Feedback session

- Present plays and analysis of stereotypes

Food for thought

- *Give some examples where stereotypes are being broken*



LUNCH



Best Practices Analysis

Sharing success stories working with women



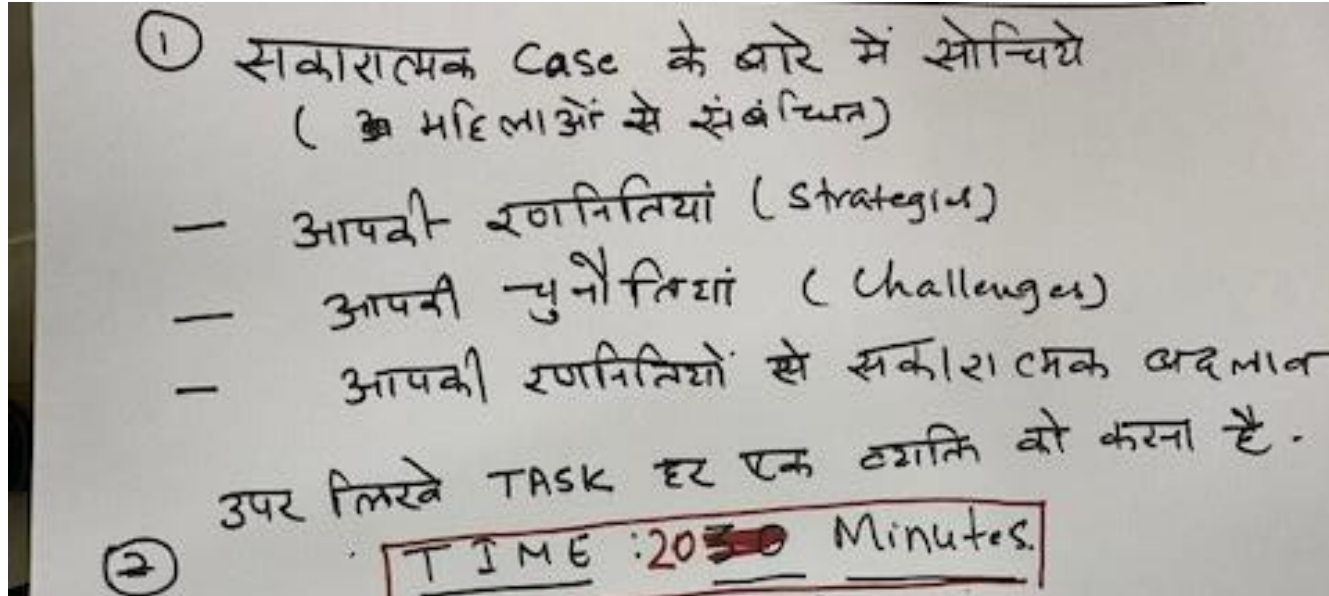
Preparation



- 5 groups :

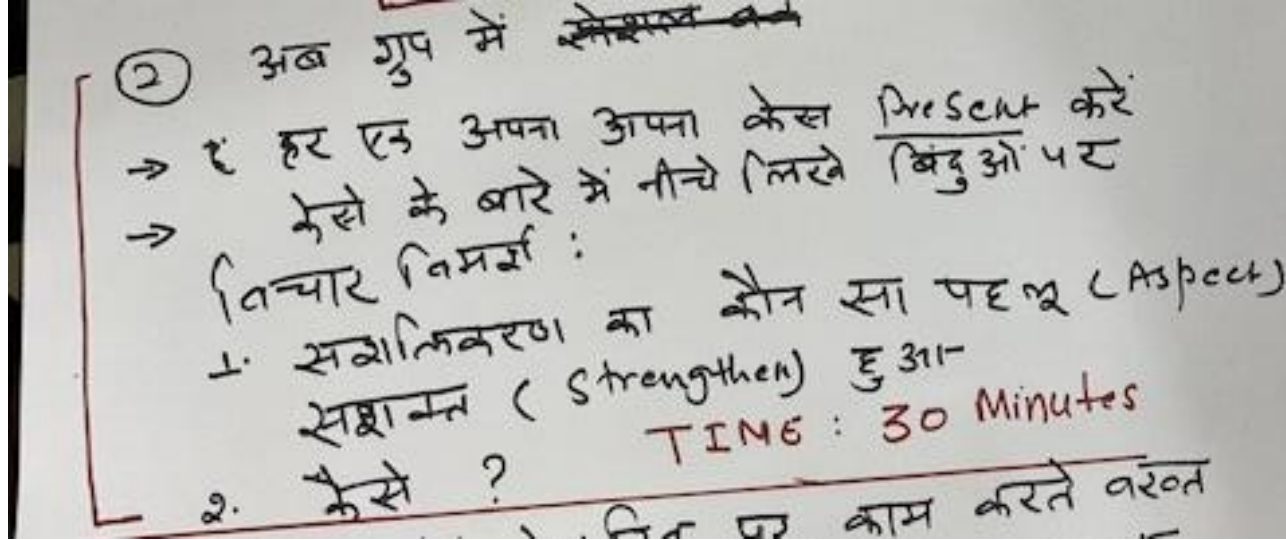
1. Documentation/legalisation
2. Improve savings
3. Fight against DV
4. Strengthen Integration and Empowerment
5. Break Social Isolation

- Aim : explore the link between your work
 - and empowerment
 - and gender



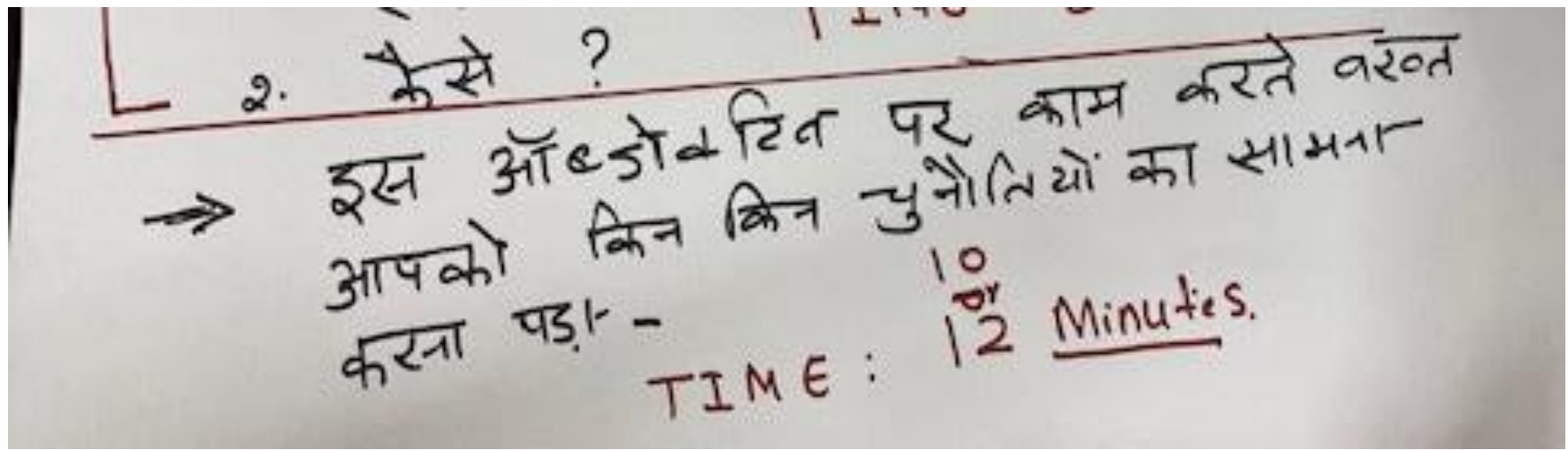
Step 1 : By yourself

- Think of a success story with a woman:
 - A positive change in the woman
 - Challenges overcome
- Write down:
 - A summary of the case (what happened)
 - Your strategy so the woman can achieve the objective
 - What challenges did you face?
 - What changes did you see in the woman?
 - What changes in her husband / family?
 - What brought about these changes?



- One person presents a case
- Group discussion of the case:
 - Which aspects of empowerment were strengthened?
 - How were these aspects of empowerment strengthened?

The next SW presents and then the group discusses the case and so forth



When all cases have been presented, discuss as a group:

- What is a woman's "place" in relation to this objective?

What difficulties do women encounter as a woman when working on this objective ?

Did they face any gender stereotypes?

(within herself, from her husband / family / locally / from officials etc.)

What do you need to pay attention to when working with women ? How do you adapt your work?



BREAK

ANALYSIS OF PROFESSIONAL PRACTICE – working with women

Fill in a summary flip-chart for each group:

- **Choose a case to present**
- **Chart 1 : Create a timeline**
 - The situation & the barriers
 - the key interventions from the SW
 - the impact on the woman / family
- **Chart 2 : Write down the link between**
 - This objective + empowerment
 - This objective + gender

Example of a timeline

Your steps

Woman's
situation @
beginning

SW went
with the
woman to
the
government
office

The SW
congratulated
the woman

The husband
was
impressed by
his wife's
actions



Low self-
esteem

The woman
understood the
process and felt
less worried
about going out

Woman felt more confident
and went alone to the office
the second time

Changes

The husband
didn't allow
her to go out
alone

The husband
accepted the
woman can go
out to this office

The husband allows the
woman to go out alone



FEEDBACK SESSION

- Group by group / objective by objective
- 

DAY 2

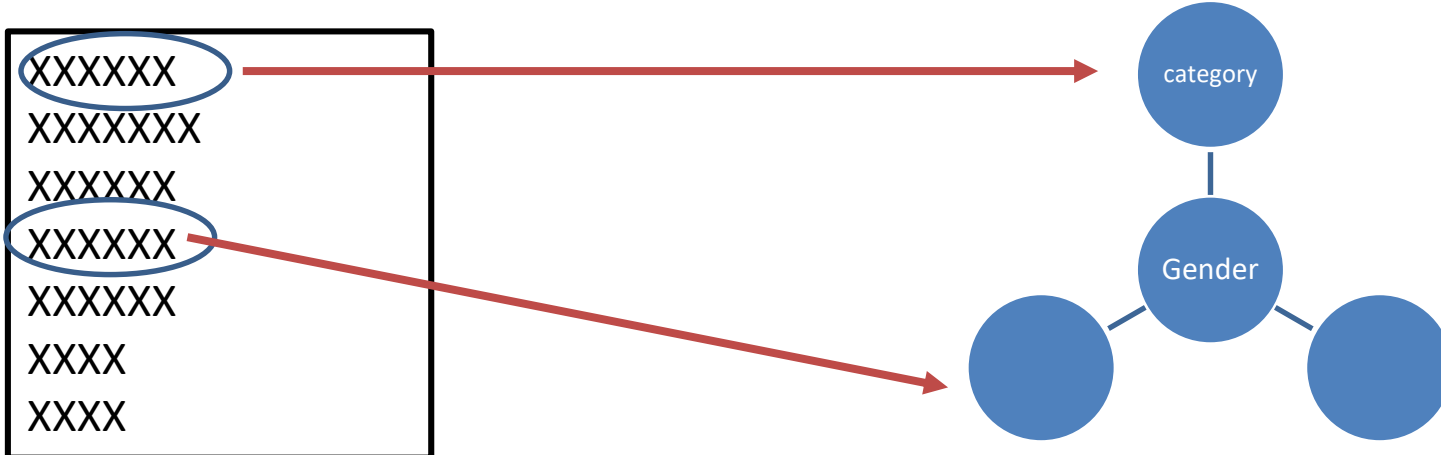
RECAP

On a post-in write:

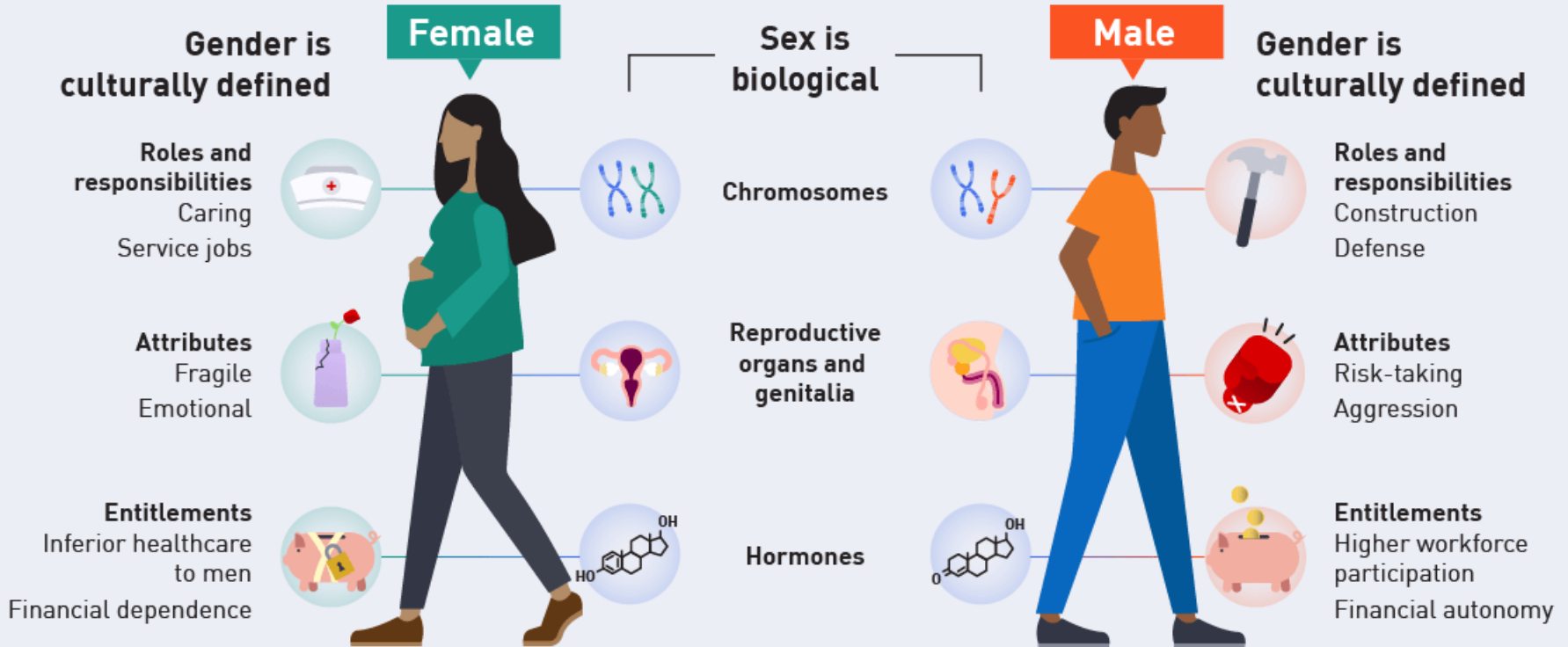
1. One thing you learnt (pink)
2. Anything you found difficult and you want further clarification? (green)

What is Gender?

1. Write down all the words that come to your mind
2. Circle 3 key categories
3. Write gender in the centre of the chart
4. Make 3 circles and write the 3 key categories
5. Organise your words around the 3 categories
6. Follow this sample:



Sex vs Gender

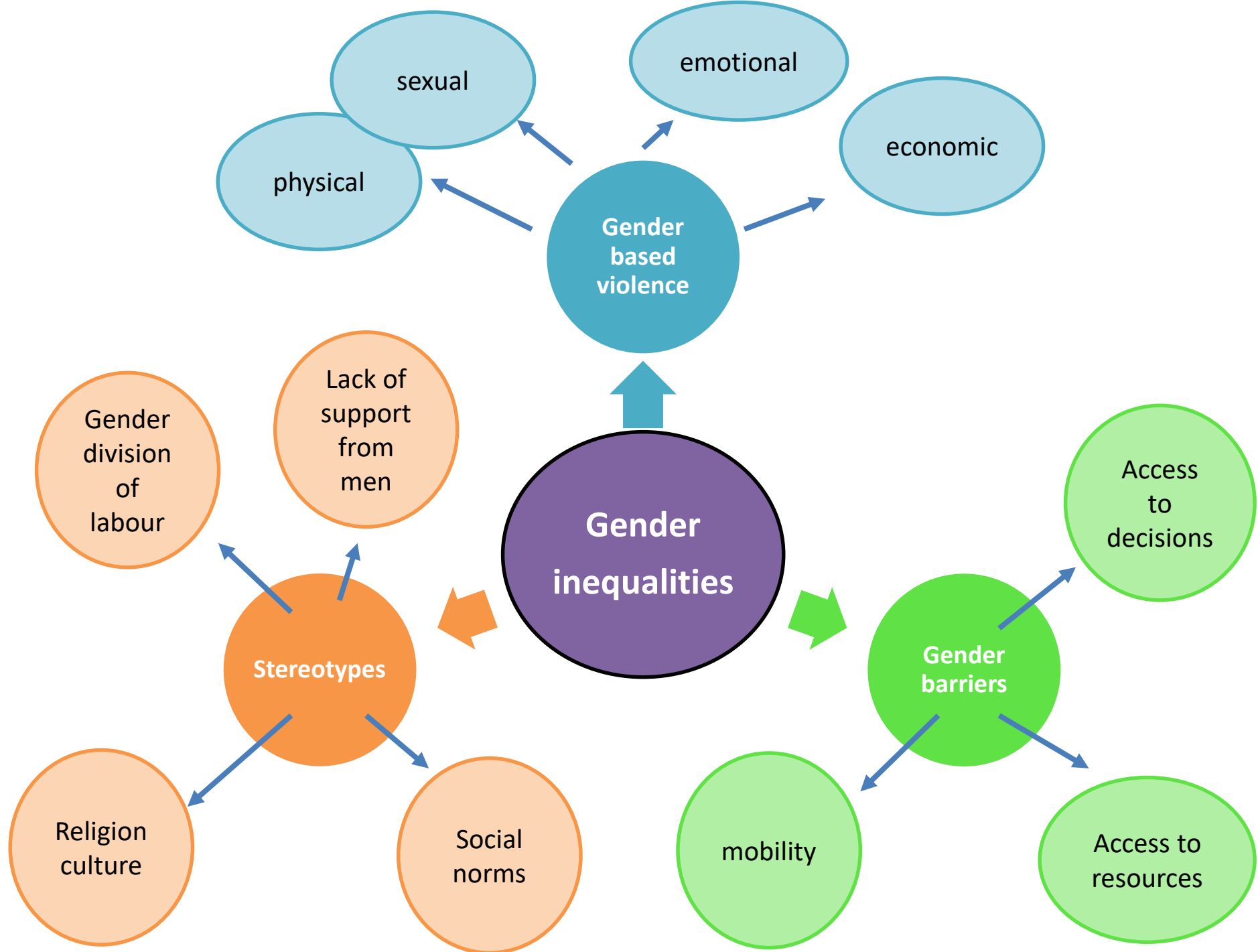


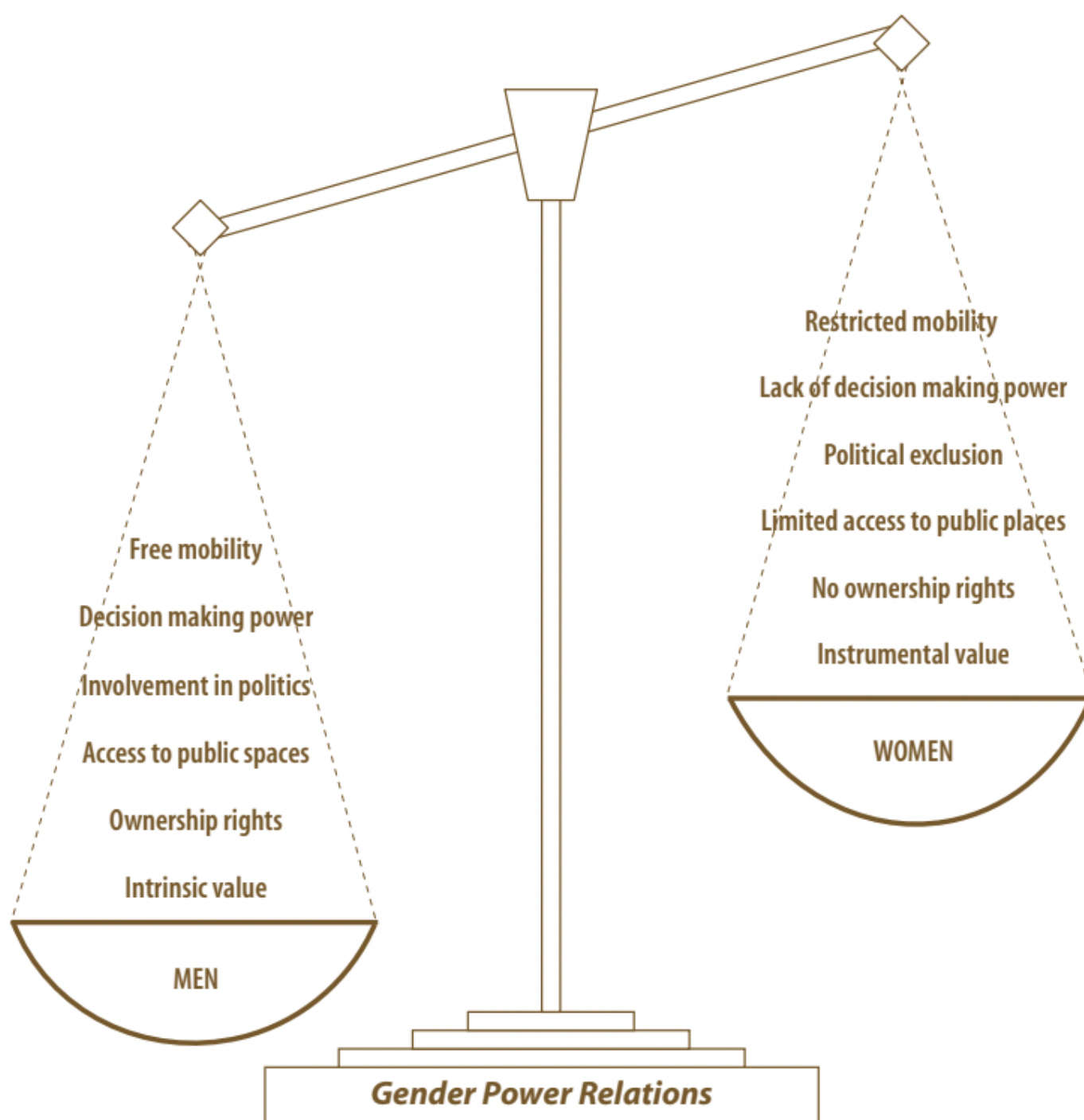
THE LANCET

Source: Lancet Series on Gender Equality, Norms and Health. Paper 1, 2019

Previous day you discussed stereotypes...

Do you see in this presentation of gender and sex any stereotypes ?





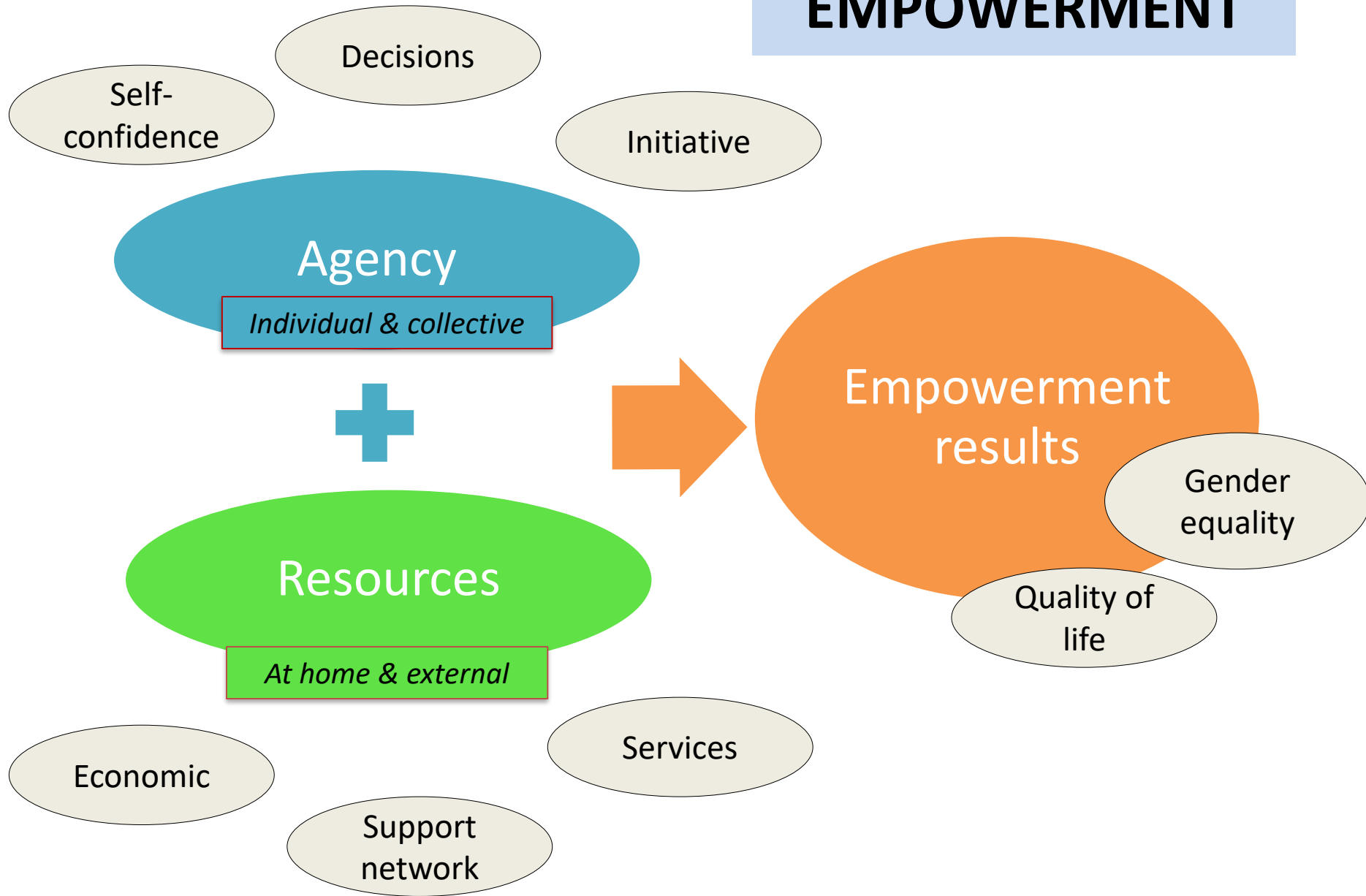


BREAK

शक्ति के चार प्रकार

निरंकुश शक्ति उदाहरण <ul style="list-style-type: none">• किसी के साथ भेदभाव,• किसी पर अत्याचार,• किसी भी तरह की घरेलू हिंसा• किसी भी तरह से किसी का शारीरिक, मानसिक, भावनात्मक शोषण करने के लिए शक्ति का दुरुपयोग	कार्य करने का कौशल (Skills) कुछ उदाहरण <ul style="list-style-type: none">• फैसले लेना• जिन्दगी को नये मौड़ देने के लिये कौशल (स्किल्स) का प्रयोग करना• सकारात्मक कल्पनायें भविष्य के लिए• भावनात्मक परिपक्वता से संबंधित स्किल्स का प्रयोग करना
पारस्परिक शक्ति संचरण कुछ उदाहरण <ul style="list-style-type: none">• परस्पर संगठित होना• एकक दूसरे के साथ सहयोग (Support) करना• एकजुट होना	खुद के अंदर की शक्ति कुछ उदाहरण <ul style="list-style-type: none">• आत्म विश्वास (Self confidence)• सार्वजनिक सेवाओं तक पहुंच के लिए पहल की पृबल ईच्छा• अपने अधिकारों के लिए संघर्ष करने की ईच्छा और पहल/• स्व-प्रेरित (Self Motivation)

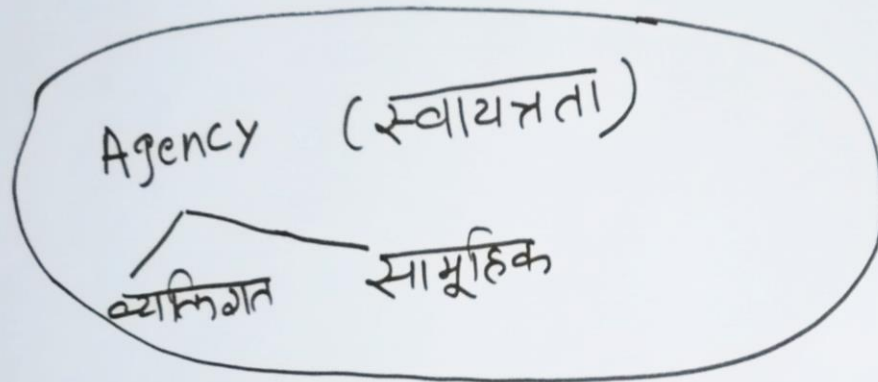
EMPOWERMENT



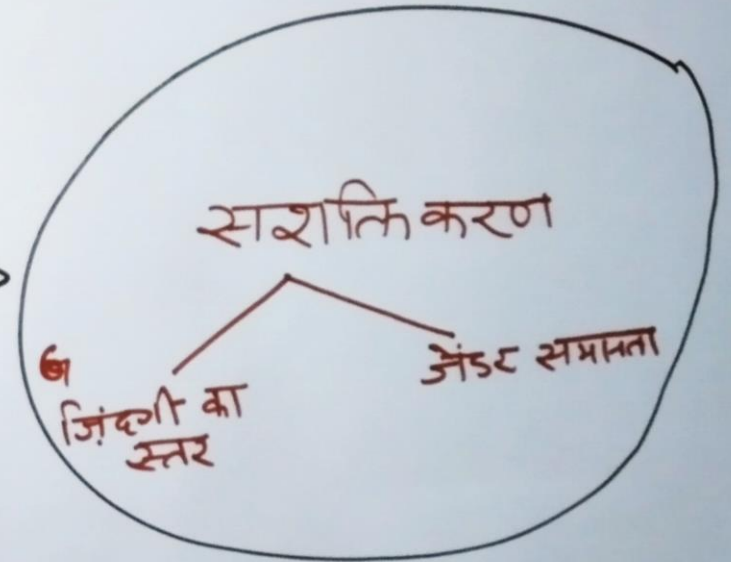
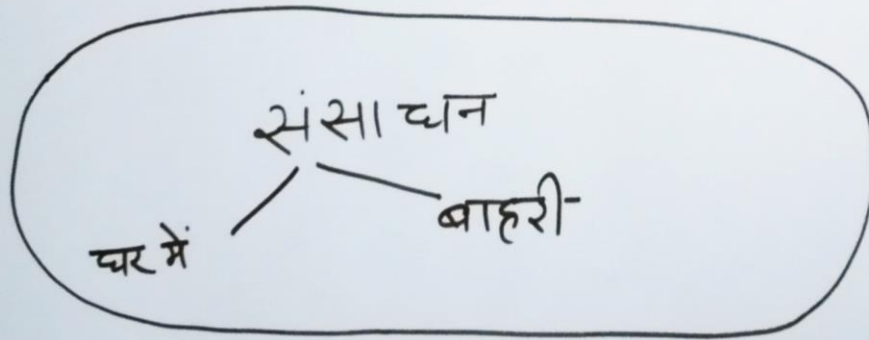
Self Confidence.
आत्मविश्वास

Decisions
फैसले

Initiative.
स्वयं की पहल



+



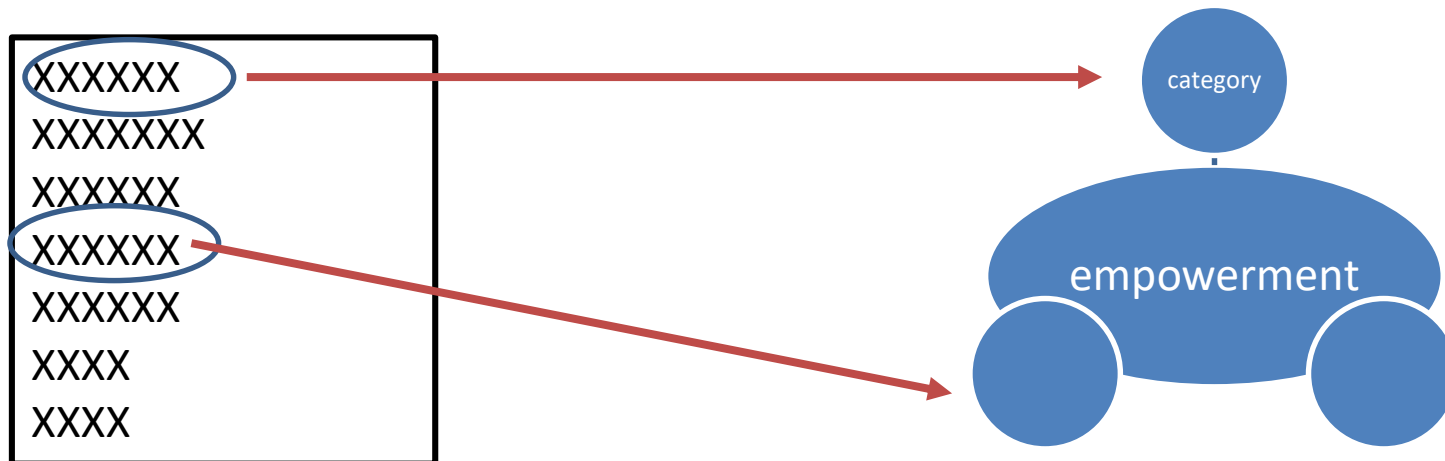
आर्थिक

सहयोगियों का
नेटवर्क

प्रदत्त सुविधाएँ

What is Empowerment?

1. Write down all the words that come to your mind
2. Circle the main categories
3. Write empowerment in the centre of the chart
4. Make enough circles for each main category
5. Organise your words around the categories
6. Follow this sample:





LUNCH



Best practices Analysis

Sharing success stories working with men

- **Step 1:** think of 1 positive case working with men
- **Step 2:** talk about your cases briefly
- **Step 3:** select the most interesting case
- **Step 4:** present the selected case in detail, others listen
- **Step 5:** discuss the case together:
 - How did the SW establish contact?
 - What challenges did the SW face?
 - Think about stereotypes
 - What was the SW's strategy?
 - What was the impact (positive / negative)?
 - Think about the types of empowerment / 4 powers
- **Step 6:** write your discussion on a chart paper

Facilitator's role

- Make sure nobody is judgemental
- Make sure everyone talks
- Make sure all the points and sub-points are covered
- Help them organise the information in a coherent manner on the flip chart



BREAK

Present your case

DAY 3

FEEDBACK

- One thing you liked
- One think your didn't like



Tools: Empowerment & Resilience Scales

SCALES: EMPOWERMENT & RESILIENCE

1. Create groups of 3 people

2. Role play :

- One asks the questions
- One answers
- One observes: notice any hesitations/difficulties

3. Discuss

- How did you feel (asking the question, answering, observing)? Discuss any hesitations / difficulties
- Is it the same in the field?
- What do you think of the why the question is asked wording?
- What do you think of the question topics? What is the impact of discussing these topics with women (positive and negative)?
- What is the difference when using the resilience and empowerment scales? Why?

2 groups of 3 come together

Take all the questions you received, discuss and document on the chart paper:

For each question:

Your suggestions

- What are your difficulties with each question?
- What could be improved ?
 - The wording, how to ask the question, other

How to use the scale results in your work

- How can the answer to this question be used in your work?



Feedback session





BREAK

A decorative wavy line in yellow and white runs vertically along the left side of the slide.

MAIN GENDER STUDY FINDINGS

MUMBAI - JAIPUR

The gender division of labour

- **A strong division of roles by gender:**
 - Women : in the home mostly – double burden (housework + paid work)
 - Single women
 - Men : works outside of home mostly, housework only in exceptional circumstances (disability, illness, festivities)
- **Project impact:**
 - Challenges the division of labour outside the home by encouraging women to work and to access services
- **Some more opportunities for change:**
 - Some “women-like tasks” are acceptable for men...childcare, cleaning, cooking
 - Women can be encouraged to request support for these chores first in exceptional circumstances and then more regularly
 - Provide more time for women to focus on FDP objectives / empowerment
 - More focus can be placed on challenging the division of household chores
 - Involve male and female youths in discussions on who does what and why
 - Encourage women to give space and value male participation

Access to decisions

- Reduced mobility and access to finances prevent women from partaking in decisions and accessing empowerment
- Building self-confidence, providing information and encouraging savings, helps women act more autonomously
 - Working together increases women's influence / participation
 - Basing requests on children's needs increases women's influence
 - In-law disagreement : Working through the husband rather than directly confronting the in-laws is more successful
 - Some women confront decisions successfully either through silent determination or questioning
 - Some women are willing to risk retribution to achieve their goals
 - Decision-making is seen as a joint responsibility = an opportunity to make this happen

MOBILITY

What reduces mobility

- Restrictive husband (DV)
- Restrictive social norms
- Internalised social norms
- Fear of gossip
- Family honour
- Fears around women's morality
- Fear for women's safety
- Lack of information on available services
- Lack of self-confidence
- Gender division of labour
- Financial barriers
- Logistical barriers (disability)

How to promote mobility

- Using specific events to show how their wife can unburden a husband's workload
- Basing arguments for women to work on providing for an expanding family
- Stressing the importance of women resolving issues in time themselves
- Valuing / encouraging women
- Accessing local services
- Age, having children, exceptional circumstances
- Having a dependent husband (disability)

- Mobility is a strong barrier to FDP objectives / empowerment
- SWs spend a lot of energy increasing women's mobility
- This is not reflected in the objectives → add mobility objective?

Men

- Some men do not object to their wives doing paid work outside homes for the economic betterment of the households
- Younger men showed more keenness for discussions on gender related themes
- Adolescent boys contested stereotypes of masculinity and femininity; showed considerable interest in small group discussion on gender themes and towards women's/girls' empowerment
- When nature of work permitted husbands and wives work together, there was a greater understanding of women's reproductive as well as productive work, more time and space for dialogue, more space for mutual understanding and decision making
- Men share reproductive tasks under certain circumstances; it's important to encourage women to allow men to participate



SOME IDEAS

RECOMMENDATIONS

Stages of Empowerment (not strictly in sequence)

Empowerment @ initial level	Empowerment @ intermediate level	Empowerment @ higher level
A low-income home-based job	A decent monthly wage (home-based or not)	A well-paid skilled job
Going to government offices with the SW	Going to the 2 nd visit alone	Doing administrative tasks alone
Only giving her opinion about young children	Giving her opinion about the household in submissive tones	Clearly voicing disagreement on any topic
Acting after seeking permission	Acting after informing	Taking initiatives and informing later

Using the 4 POWERS in your work

Analyse the situation:

- Which aspect of each power does the woman have?
- Which aspects does she not have?

Analyse how to achieve the objectives:

- Which powers can be reinforced to help achieve the objectives?
- Which powers can be reinforced to empower the woman?

Analyse progress:

- Which powers have been reinforced?
- Which powers could be worked on to empower her more?

Using STEREOTYPES in your work

Address gender barriers:

- The difficulties women face as women
- Address these right from the beginning

Question the gender division of labour:

- encourage women to allow/ask men to participate in household work
- encourage women to go beyond gender norms
- encourage gender neutral parenting

Question your own stereotypes:

- About men
- About women
- About families / MIL
- About empowerment and success

Include in collective activities

- Activity on the gender division of labour
- Activity on sayings/songs & stereotypes

Case analysis & follow-up

Analysis Tools

- 4 powers
- Stereotypes
- Gender barriers : Mobility...
- Male support
- Intersectional issues (disability...)

How to use the analysis

- Adjust the type and level of support you provide
- Adjust the type and level of empowerment aimed for

Why?

- Identify challenges and potential
- Achieve the objectives faster
- Achieve lasting empowerment (even if invisible in actions)

Possible Methods

- Keep it in mind during your work
- Use it to analyse cases
- Display the 4 powers in each office and add your words
- Create a gender/ empowerment checklist

When?

- Team meetings
- Case analysis (by yourself / as a team)
- Mid-program review

Case management

- **Work on topics with a strong impact with all women:**

mobility, savings, DV

- **Add a “pause” mid-program**

Explore sensitive topics once rapport has been established

Use the gender/empowerment checklist (4 powers, stereotypes, gender barriers, mobility, DV, addictions, disability, male support...)

- **Involve men in women’s empowerment**

To ensure agency becomes empowerment, the 1st visit to an office / service must be a positive experience:

- **Rapport building with officials** for more efficiency and effectiveness
- **Provide additional support** when needed (intersectional issues, difficult cases, DV cases, widows...)

Share Successful Strategies Sessions

Method

Present & discuss success cases

When?

- Within the team every month
- 2x a year between teams

Possible topics

- **Challenges:** mobility, decision-making, self-confidence, involving men, savings...
- **1 of the 4 powers** (reduce power over, increase other powers)
- Broad (working with men) or specific (how to establish contact)

Gender activities with your teams

- Show the **film** & discuss stereotypes
- Do the **gender mind map** & discuss the difference between gender & sex
- Present the **4 powers** & ask teams to fill in their ideas
- Do the **empowerment mind map** & put on the wall
- **Read & share the report** : read 1 section at a time and discuss the findings with the teams


Tools

Objectives

- Add a **mobility objective**
- Add a **male support objective**

SUMMARY

- 1. Use the 4 powers & stereotypes as analysis tools:**
Case analysis, Mid-program review session
- 2. Sessions to share successful strategies** (success stories)
- 3. Conduct gender activities with your teams:** Film on stereotypes, Mind maps (gender / empowerment), 4 Powers
- 4. Involve men in women's empowerment**
- 5. Work on strong impact topics with all women** (mobility, male support & savings), inform all about DV
- 6. Include stereotypes in collective activities**
- 7. Adapt the level / type of support for 1st visits to offices**
- 8. Add a “mobility” and a “male support” objective**
- 9. Read the report 1 part @ a time – discuss with teams**



LUNCH

How to apply the lessons learned?

By organisation – see below example

What	How (method)	When (frequency / situation)	Who's responsible
Use the 4 powers & stereotypes	<ul style="list-style-type: none">- Display the 4 powers in the office and ask staff to add their own words- Use the 4 powers and stereotypes to analyse cases and challenges	<ul style="list-style-type: none">By the end of the year- During case analysis meetings- During successful strategies sessions	<ul style="list-style-type: none">In-ChargeCoordinator & In-charges
Sharing successful strategies session	<ul style="list-style-type: none">- Sharing success stories on challenging topics- Identify challenges	<ul style="list-style-type: none">Every 3 months	<ul style="list-style-type: none">Coordinator with support of TOMsCoordinator & In-charge(s)