Gender & Empowerment Workshop India

18 - 19 - 20th October 2022

Workshop Report
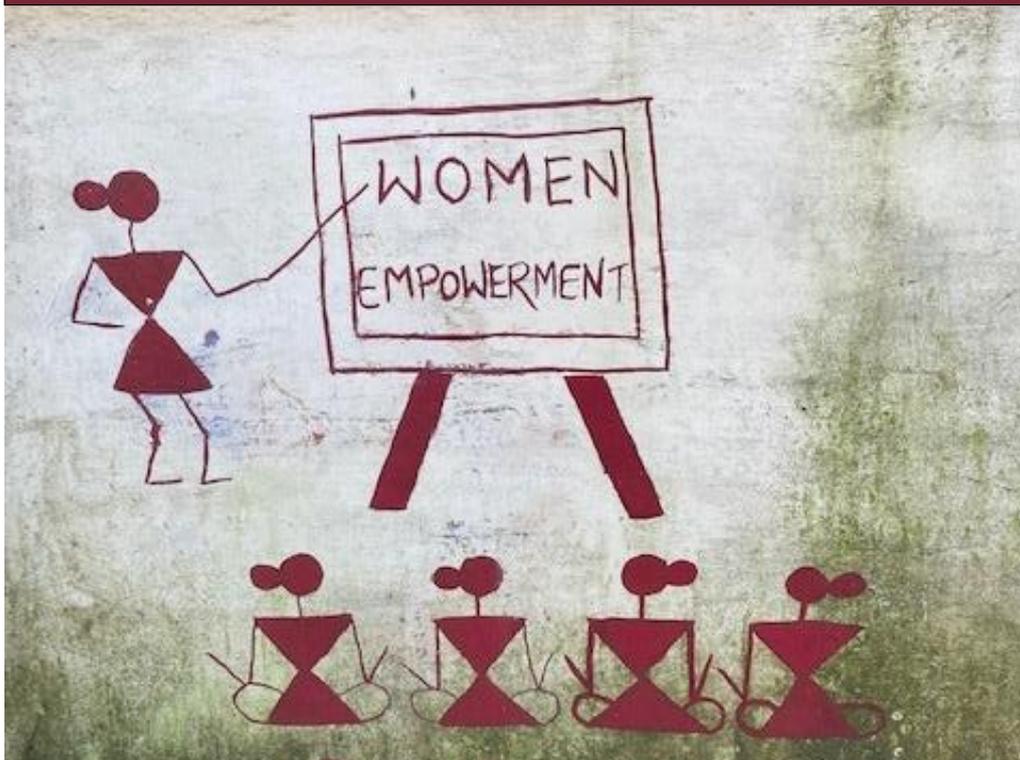
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This three-day workshop was conducted for ATIA by Ethno Logik consultants Amber CRIPPS, Emmanuel SOUFFRIN and Chaman PINCHA within the framework of a gender mainstreaming consultancy for which a prior gender study was conducted (*see*). The workshop was run for key IADI / HQCS and partner organisation staff (coordinators, supervisors, in-charges) with a total of 27 participants.

We warmly thank all those involved in organising the workshop as well as all the participants for their active participation and involvement.

Kindly refer to the following key documents: PowerPoint presentation of the workshop; quick translation of the Madagascar Gender Manuel; Gender Study Report.

Workshop Methodology & Agenda

This workshop aimed to build gender and empowerment theory based on the team's extensive experience working with women and families in precarious neighbourhoods in Mumbai and Jaipur.

Some key principles presented during the workshop

- **1 + 1 = 3**

The sum of the parts is more than each part individually. The team is more than the sum of each team member. In school you learn how much 1 plus 1 is. In social life, and in work, this addition is wrong; in this case 1+1 =3. We create something more, not just an addition of the parts – it's transformation!

- **"If only we knew what we already know"**

Generally, when we look at an organisation, a program, a team, a family, it's easy to see what's wrong, it's often more challenging and less natural to identify what's OK, what works well. The sentence "if only we knew what we already know" emphasises that any individual or team knows a lot more than they realise they do. Once they understand this, they can use that knowledge to become stronger. Your teams for example, already work on gender issues and on empowerment but not always consciously. Analysing what works when working with women, when working on the FDP objectives, can help identify successful strategies, how to overcome gender related barriers and achieve empowerment.

The aim is to identify a team's strengths, its knowledge capital, your human capital or social value. This is often called best practice. By focussing on success and best or good practice(s), the aim is to identify, collect and share what we already know, what works well and to capitalise on it as a team, each member applying that knowledge to new situations or challenges. Regular or systematic knowledge sharing sessions, such as the best practices analysis sessions conducted during this workshop, can help ensure individual knowledge becomes collective "information in action" applied to the situation.

Best practice analysis can be used to bring greater awareness to gender and empowerment in your work and help increase the program's lasting impact both in terms of achieving the objectives and in terms of women's empowerment. Thus, just as, as children we learn to walk while walking, we can learn to work while working – learning thus comes from action.

- **What is professional practice?**

What we call professional practice is a complex set of actions associated with our own understanding of these actions. Many of the approaches we have, the actions we carry out, the strategies we use we don't talk about (what we do but we don't talk about) possibly because it isn't specified in our job description or the program objectives (like working on mobility even though it's not a specific

objective), or because it has become a habit, we do it naturally, or because we are not really aware we are doing it. Professional practices also include <u>what we would like to do but aren't able to</u> (difference between the ideal situation and reality), as well as <u>what we do but we would like to stop doing.</u>

This workshop aimed to bring light to all these different aspects of professional practices so the participants could better understand what they already know and what they already do, and exchange with other participants on successful strategies at work. The ultimate aim being to capitalise on practices and build knowledge as a team. All this while valorising social workers' work.

A participatory methodology was used with groupwork, group analysis of practices, role play, brainstorming etc.

Agenda - The key workshop activities are presented in the agenda below.

	Day 1	**Day 2**	**Day 3**
AM	- Analysis of empowerment photo (10 min) - Ice breaker (15 min) - Introduction on key principles (20 min) - Workshop objectives & agenda (20 min) - Participant expectations (15 min) - Stereotypes film & discussion (40 min) - Brainstorm: what are stereotypes? - Stereotypes skit on the basis of sayings / songs (1h45)	- Recap: Post-its activity on what was learnt and what needs further explanation & feedback (20 min) - Gender mental map groupwork (1h) - Gender & sex theory; gender & empowerment theory, 4 powers, mobility (1h) - Empowerment mental map (1h) & feedback session (20min)	- Recap: same as day 2 (20 min) - Role play on scales resilience and empowerment scales (1h) - Meeting with TOMs and Coordinators on how they could apply the lessons learnt from the workshop to their work - Feedback session on the scales - Major Gender Study findings
PM	- energiser (action+ song) - Analysis of best practice: success stories working with women (3h): analysing (1) how working on an FDP objective helps increase empowerment and (2) what gender aspects / barriers need to be taken into account to better achieve the FDP objective - Use of timeline to identify progress, key interventions and their impact	- energiser - Analysis of best practice: success stories working with men (3h): analysis of how to establish contact, the positive impact and what to be aware of, analysis in relation to the 4 powers/ key aspects of empowerment (agency & resources) - feedback session on the importance of working with men	- energiser - Brainstorming on all the activities and methodologies shared during the workshop - Group work by team (LSS, ALERT, KGST, HQCS, Jaipur) on what they would like to reuse for the workshop, how, when and who will be responsible

	- meeting with TOMs & coordinators on facilitating the activity while participants prepared		

Some of the activities that were conducted during the 1-day gender workshops that took place during the fieldwork could also be considered for use with the teams or with the general public:

- <u>Gender Division of Labour Activity</u> (see Workshop Gender Manuel)

- <u>Gender Barriers Brainstorm</u>: ask what difficulties women encounter as women and then ask participants to create categories to identify the different types of gender barriers (lack of mobility, gender stereotypes, workload, lack of information, no access to services, lack of support, no access to finances, lack of self-confidence, limited access to decisions)

One of the teams has also started the following process:

- Thematic discussion of the Gender Study: the RM/coordinators read one section of the report and then discuss the findings with their team during their monthly meetings. One section is discussed each month.

In the following sections, we present the key concepts and methodologies shared during the workshop and how these can serve as tools for the future. The teams' analysis of the empowerment and resilience scales is then presented. Finally, the teams' proposed gender/empowerment mainstreaming action plans are presented.

Gender concepts reusable as tools

For a definition of gender see the PowerPoint & the Gender Study Introduction.

The following key gender aspects were presented through participatory activities (stereotypes film, skit based on sayings/songs that present gender stereotypes, Gender Study key findings) and then applied during the case analysis sessions.

These gender themes can be used as tools to analyse cases and better address gender issues right from the onset of the program so as to achieve the objectives more efficiently and effectively and also work towards lasting empowerment at the same time:

- **GENDER STEREOTYPES:** question gender stereotypes about men and women present in the woman, her husband, her family; question your own gender stereotypes about men and women → remain aware of stereotypes so as to avoid replicating them. *The concept of stereotypes was well assimilated and resonated with the teams' work.*

- **THE GENDER DIVISION OF LABOUR***: (this aspect can be covered under stereotypes or as a separate concept)* try to avoid replicating social norms and stereotypes; try to see where there is room for involving men and lessening women's workload

- **MOBILITY** is a major gender issue which social workers have to address; thinking about mobility from the onset can help speed up progress. A lack of mobility can be a form of DV, due to stereotypes present in the family/social network, due to internalised stereotypes or due to a lack of self-confidence. *The concept of mobility was well assimilated and resonated with the teams' work.*

- **GENDER BARRIERS:** lack of information, no access to services, lack of support, no access to finances, lack of self-confidence, limited access to decisions (the opposite of empowerment / the challenges empowerment attempts to address)

Empowerment concepts reusable as tools

- **4 POWERS** – The 4 powers framework was presented in Hindi and used as a structure for analysing best practice.


- <u>**Empowerment aspects**</u>: Nabilla Kabeer's definition of empowerment provides an alternative / complementary definition of empowerment and can be used for case analysis in much the same way as the 4 powers. During the workshop we referred to the various components of the matrix as "empowerment aspects".
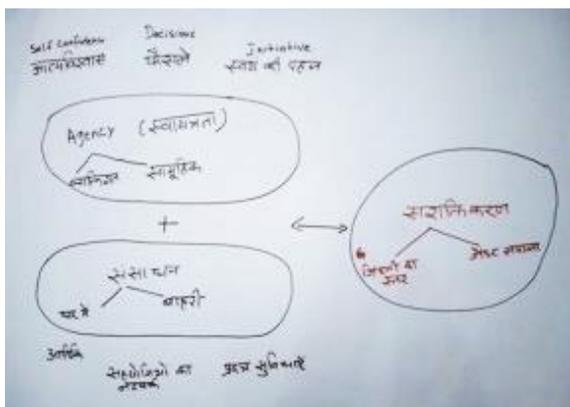
The teams appropriated these empowerment concepts through creating their own mental maps of empowerment. They then used these concepts to analyse best practice during the sharing of success stories. Later, they identified the following uses for the 4 powers and the empowerment aspects in analysing their work and tracking progress:

- Assess which powers the woman already has and which could be strengthened

- Analyse which powers have been strengthened / reduced

- Identify which power to work on next to increase the woman's empowerment

- Identify which powers are needed to achieve the FDP objectives

- Use to provide a structure for reporting to present cases and progress

- Use to valorise the empowerment achievements and progress where the objectives were not achieved

- Shared suggestions: use as a means to mainstream empowerment into the objectives by adding relevant powers to psychosocial FDP objective names or descriptions and then using them as a tool to achieve the goal and to analyse progress (for example: BSI & Power with; IMH & Power within/ Inner power or IMH & self-confidence)

- Shared suggestions: put up a poster of the 4 powers in Hindi and ask the teams to keep adding to the chart in their own words so as to better integrate the concepts; team analysis of the words in the matrix can be conducted periodically to review and adjust as needed

Case analysis of success stories: a methodology for analysing best practice

These sessions focus on success rather than difficulty. That is not to say that challenges are not expressed but that the focus is on how challenges were successfully overcome. The sharing of success stories helps participants identify their own strategies and understand other alternative successful practices. The whole process is valorising for all. The analysis of success stories can be used to identify what empowerment (= success) is and how it is achieved, what difficulties women faced as women (gender barriers) and how these were overcome. It is therefore a useful approach in applying both gender and empowerment to SWs' everyday work.

The following definitions apply:
- Practices – we use this term to refer to ways of working
- Success stories – cases where there are positive changes in women (but it could also be men) whether or not the FDP objectives were achieved. The sharing of success stories and how challenges were overcome helps valorise team expertise and prove ideas to other team members.
- Best practice – we use this term not to say one practice is better than another but to refer to all successful practices

This methodology aims to analyse how positive changes (= empowerment) in the women (or men) have been achieved through the program. The process is as follows:

1. The facilitator defines a theme/focus for the session: this can be an FDP objective, an aspect of empowerment, one of the 4 powers, a theme such as "involving men" / "working with mothers-in-law

2. The social workers / participants think of a success story in relation to the theme/focus

   o *Option*: the team choses one case to analyse (otherwise this step is skipped and each SW presents a case which is analysed before the newt SW presents)

3. The social worker presents her/his case in detail

4. The facilitator helps the team analyse the case together. Here are some ideas for the analysis; these can be adapted according to the session theme/focus:

- o **Analyse step by step each challenge, each intervention from the SW and the impact of that specific intervention**
    - a timeline can be used
- o **Challenges** including gender barriers and stereotypes
    - What challenges were there?
    - Were there any challenges the woman faced as a woman?
    - What stereotypes did the woman have to face?
- o **Strategies**: the SW's intervention when facing a challenge
    - For each challenge faced discuss the strategy used to overcome the challenge
    - How did the woman manage to overcome them?
    - What did the SW do to help her?
    - What challenges, stereotypes or gender barriers should we pay attention to in cases like this one?
    - How was her support network mobilised (the husband, family, parents, in-las, children)? What challenges were there? What to be careful for in such cases?
- o **Impact = Empowerment**
    - What was the impact of using each strategy to overcome each challenge?
    - What positive changes were there in the woman (or man) in terms of the woman's empowerment? (Use the empowerment aspects and/or the 4 powers)
    - What brought about these changes?
    - What was the impact of working on an FDP objective in terms of empowerment (4 powers / empowerment aspects)?
    - Are there any negative impacts? How can these be avoided? What needs to be kept in mind to avoid a negative impact on the woman's situation?
- o **What next?** (For mi-program case review)
    - Which other aspects of empowerment or 4 powers could now be strengthened?
    - What remaining challenges exist?
    - What strategies have other social workers used to face such challenges?
    - Are there any possible negative impacts that need to be taken into account?
- o *Optional*: create a timeline on a chart indicating the key challenges, strategies and empowerment impacts and display in the office

5. If there is time, the next SW presents her case

6. The case is analysed

7. Once the process is completed, the facilitator and participants summarise the successful strategies in relation to the session theme/topic

Below is an example for a session on working on men's involvement in women's empowerment and an example of a timeline:

The timeline can be used as a tool during discussions to analyse the case step by step. If wanted it can also be used as a visual tool to summarise the case: the challenges, strategies and impact or woman's evolution. If desired the role of the husband and the evolution of his attitude towards his wife can also be tracked.
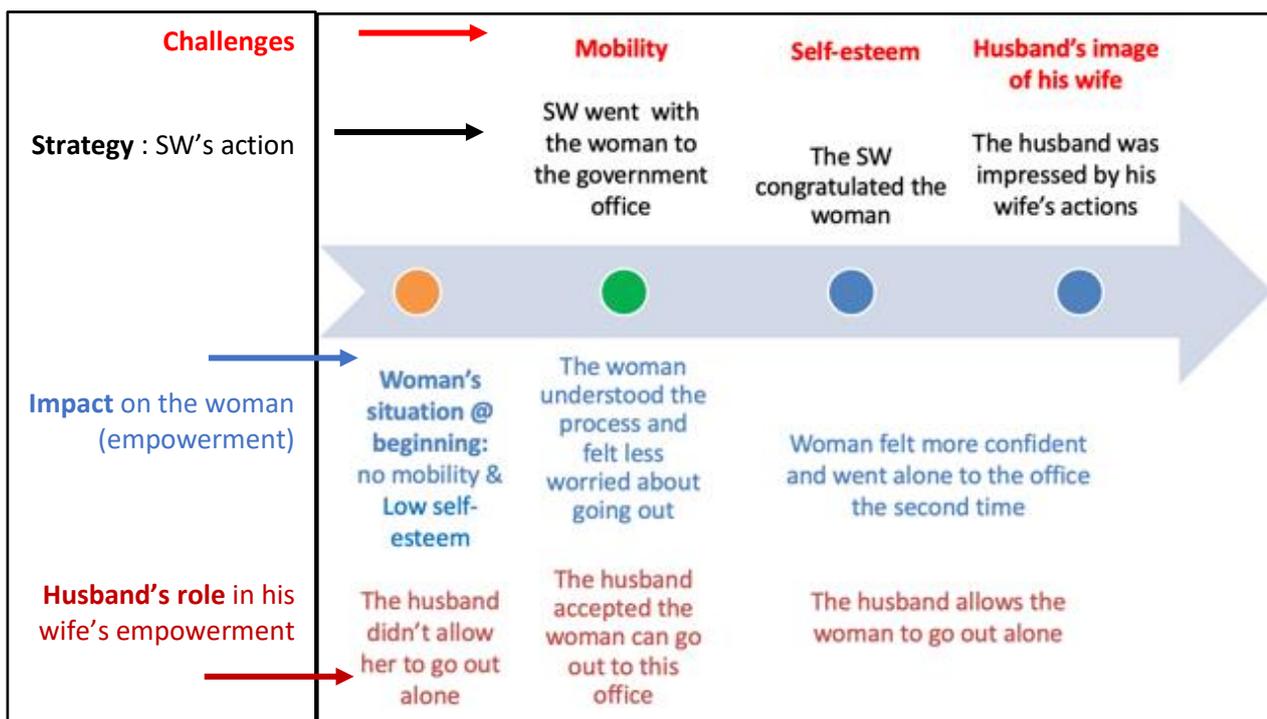
The first time the participants go through this process it takes a lot of time (3 to 4 hours). As the analysis is a new approach, we recommend that at first these sessions are held by the TOMs/PM and that the coordinators progressively take a lead role. The adaptation of the questions to the chosen theme/focus will also progressively become more natural for the facilitator but support from the TOMs/PM will be needed initially.

The process can initially appear messy as we are not aiming to define one specific strategy but rather to explore all the successful strategies; also the analysis questions are not fixed but should be adjusted to each case.

The analysis provides an alternative approach to analysis success than progress on the FDP objectives, the questions will progressively become more natural to answer – the process encourages SWs to rethink women's position and their own position while valorising successful strategies.

This process helped SW to understand the link between their work and empowerment, between their work and gender (and what to take into account when working with a woman, mobility for example), the role of stereotypes as barriers to progress (including their own), the positive impact of involving men and what to watch out for.

Empowerment & Resilience Scale Analysis

The participants were divided into groups of 3 to conduct a role play on administering 2 questions from each scale. One person asked the questions, one answered and one observed, in particular for any unease in either of the two other people. We later received feedback from management that this type of activity had already been carried out in some of the teams and that they got a lot of feedback when they asked the person answering to imagine she was a beneficiary. This approach is recommended for any future roleplay activities.

After the role play, the participants were invited to think about any issues they had with specific questions and their suggestions for administering the scales in general. While the teams have already carried out extensive work on the scales prior to the workshop, the general feeling was that more exchanges on the difficulties encountered were needed.

It was noted that the Jaipur and Mumbai teams do have the same approach. Further sharing of professional practices between Jaipur and Mumbai should be encouraged.

The Empowerment Scale

The following issues were raised:

Question	Difficulty identified
1 & 3	The word "allowed" was identified as an issue In our Gender report, we also identify this word as potentially validating male dominance over women as normal *We therefore recommend the teams discuss an alternative word*
5 & 6	SWs find it difficult to ask minors and widows about contraception (= their sexual life) The team in Jaipur asks about awareness and is more at ease with the question The team in Mumbai asks about practices and is less at ease with the question *We recommend the teams further discuss and decide on a strategy for asking such questions to women who are not currently in a relationship (unmarried or widowed)*
12 & 13	Similarly, SWs find it difficult to discuss DV and a women's sexual life with a widow *Same recommendation as above: develop a strategy for single women*
13D	SWs find this question about whether an ex-husband will go to jail or not he persistently fails to pay his alimony to his wife difficult to ask as they do not themselves know the answer.

|	*Recommendation: discuss in the teams the laws surrounding alimony and the reality as to whether it actually happens or not*

The Resilience Scale

Statement / theme	Difficulty identified
Statement 3	Participants highlighted the difficulty in asking about whether the respondent takes thinks in a humorous way *Recommendation: Share different practices on asking this specific question*
Providing examples	It was noted that the Jaipur and Mumbai teams do not administer the Resilience Scale in the same manner: - Jaipur adapts the examples to the specific situation of the respondent. - Mumbai has provided 2 examples per question as this flexibility to provide examples is recent The feedback was that the examples do not always apply to the woman; some participants said they asks women to imagine the situation. Also reading the examples is a problem as it means there is no eye contact. *Recommendation: support SWs to work towards adapting the examples to the woman's situation by providing a session where each SW thinks of a specific woman with whom she will be doing the scale in the near future. The SW then develops her example and sees how each question can relate to that example (where possible, using one situation rather than several was identified as more effective by the teams). Each SW can then share her ideas with the team for constructive feedback.*
The wording	The wording is complex and the SWs find it difficult to replace it with simpler wording The teams have difficulty with the "I feel…" they explain that the woman needs to think the social worker is saying "You feel" but this represents a lot of gymnastics for the woman. It would be simpler to replace "I" by "You" in the statement itself. Women would understand better. *Recommendation: as it is already difficult for women to comprehend the subtleties in the scale, the wording should be simplified as much as possible. Replacing "I" by "You" in the statements can be a good first step to reduce confusion, unnecessary mental gymnastics that the women are not used to, and avoid depersonalisation.*
Ranking	According to the participants illiterate women find it difficult to give marks. The ranking tool can be helpful in some cases but not always. *Recommendation: conduct a session with SWs for them to exchange on how they support women in terms of the ranking*

Gender/empowerment mainstreaming – team action plans

At the end of the workshop, we asked participants to list all the activities and methods used (these are listed below). We then discussed how the 4 powers/ empowerment aspects can be used in their work and how the concept of stereotypes can be used (see above and photo below).

Workshop activities/methods/concepts as identified by the teams:
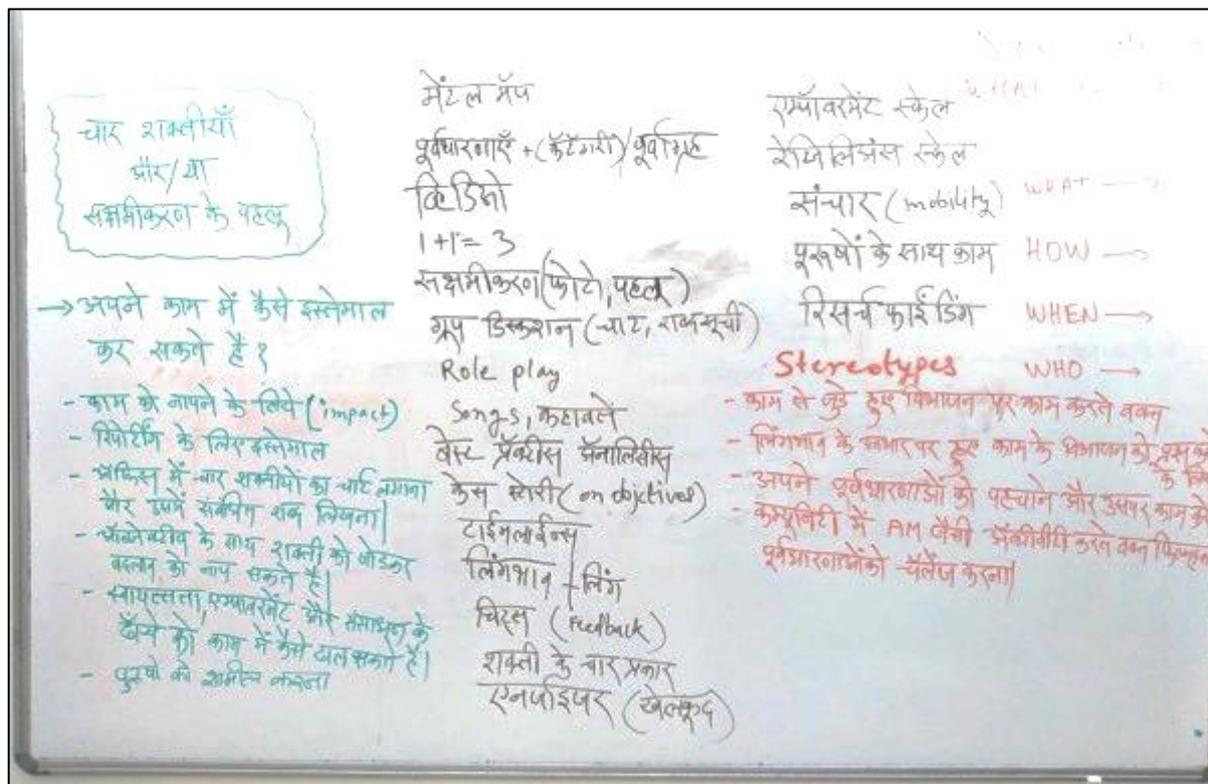
- Empowerment photo and discussion (on the inclusion of men in learning about and teaching women's empowerment)
- Stereotypes
- Film on stereotypes and discussion
- 1+1=3
- Role play
- Skit on stereotypes
- Songs/sayings on stereotypes
- Group discussions
- Case stories on FDP objectives (success stories)
- Best practice analysis
- Timeline
- Mental maps
- Energiser activities
- Gender vs. Sex
- Empowerment aspects
- 4 powers
- Mobility
- Working with men
- Discussion on the empowerment and resilience scales
- Post-it feedback
- Research findings

In addition to this brainstorming session, we had discussed the PMs', TOMs' and Coordinators' ideas in the morning. During that discussion, we also provided with a handout presenting the below ideas for gender and empowerment mainstreaming.

Using the 4 POWERS in your work	Using STEREOTYPES in your work	Case analysis & follow-up	

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?

Track 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**

Based on the brainstorming activity, the ideas discussed with the PMs, TOMs and Coordinators in the morning and the handout, participants worked in their teams (LSS, ALERT, KGST, HQCS, Jaipur) on what they would like to reuse from the workshop, how, when and who will be responsible for the activity.

The gender/ empowerment mainstreaming plans they developed include both activities to be carried out with the teams and activities to be integrated into the programs and are presented below.

We recommend that each team continues to clarify their plan, action by action. In particular we recommend that each team:

- Clarify how/when/who for each action
- Clarify exactly what each person will do
- Clarify where support from a TOM is needed
- Use Excel to present your action plan; additional columns can be added: what (activity), how (methodology), when to do activity (during which activity-monthly meeting, awareness meetings etc), when to start, who does what in relation to this activity, required support (TOMs), materials needed, any costs identified
- PMs and TOMs help the teams to continue to clarify / develop their action plans
- Be realistic about how many activities you can implement and about timing

KGST team
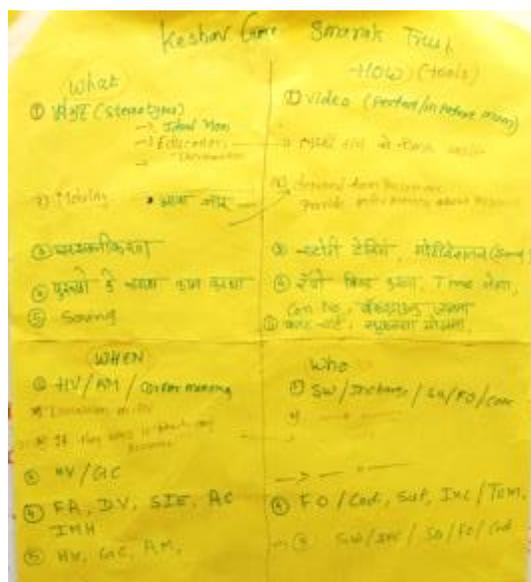
What (activity)	How (method)	When	Who
Stereotypes: • Ideal mum • Education • Discrimination	Video imperfect mum Other short film	Home visit Awareness meeting, guidance centre	Whole team
Mobility	Provide information about available resources	Home visit	SW, in-charge… all
Empowerment	Story telling Motivational songs	Home visit Guidance centre	Whole team
Work with men	Rapport building Find out about availability	Guidance centre Home visit	

	Find out his background (psychosocial issues) Phone number		
Savings	Budgeting Informing about savings schemes	HV	

Suggestion: talk about mobility when conducting the activity on stereotypes

ALERT team
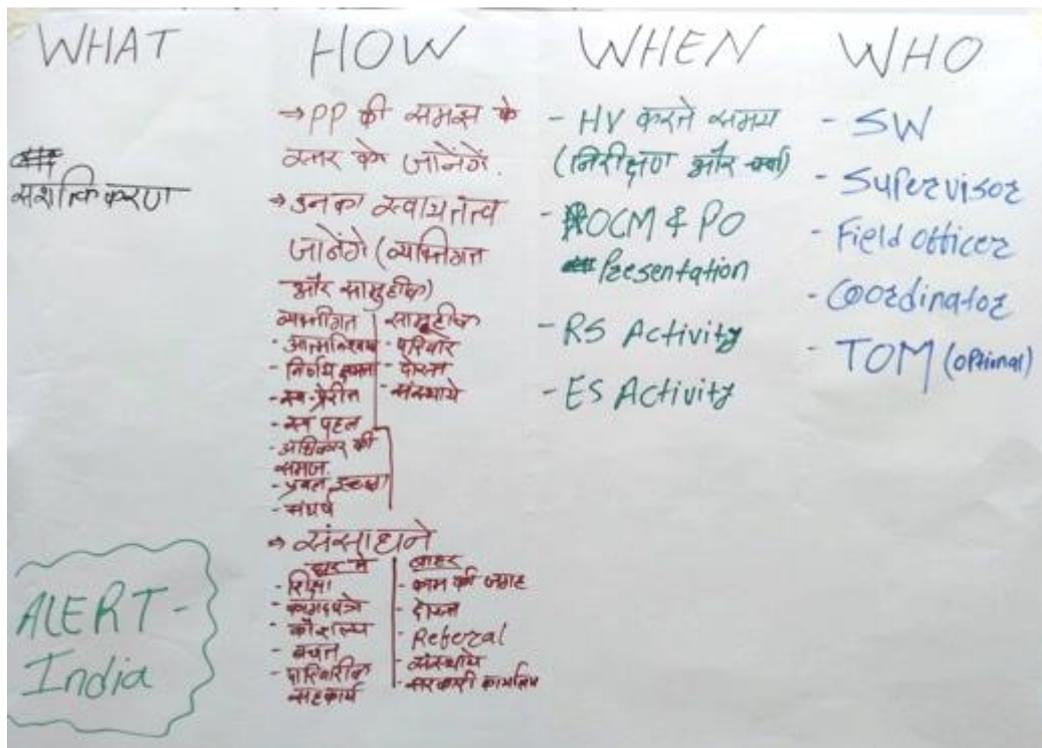
What (activity)	How (method)	When	Who
Empowerment	Ppt Analyse women's agency / autonomy (individual (inner power) – collective (family, friends, NGO) Analyse resources inside the house (skills, savings, support) and outside (work, friends, services, organisations)	HV OCM & Phase out presentation When administering scales	Whole team

Suggestion: put the supporting material on empowerment on the walls (4 powers, empowerment matrix)

LSS Mumbai team
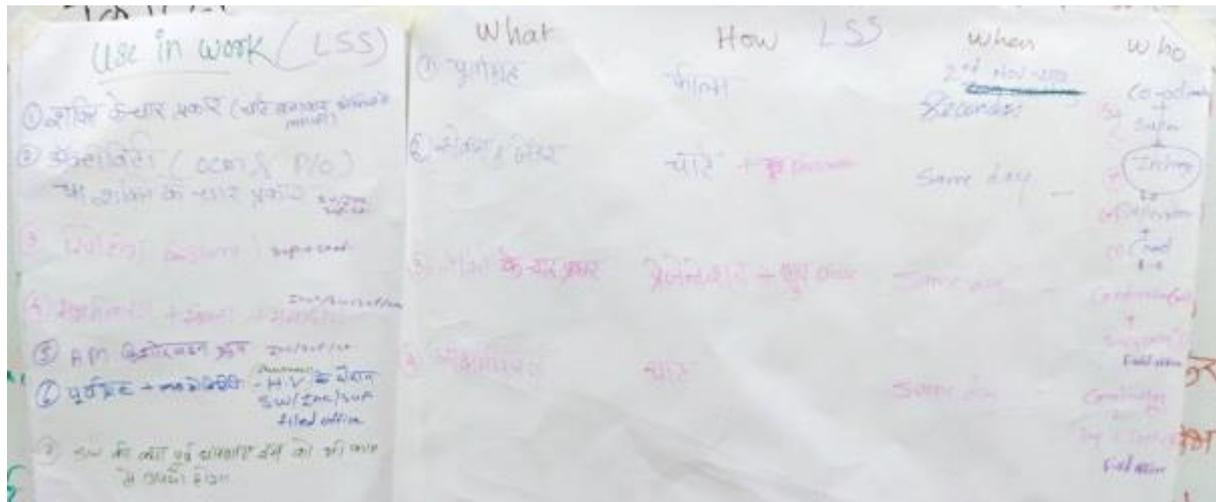
What (activity)	How (method)	When	Who
Stereotypes	SW: Film + discussion	2nd November	In charge + support
Sex & gender	SW: Chart + discussion	same	Supervisor + support
4 powers + Empowerment	SW: Presentation + group work SW: Chart in office Work: Use in OCM phaseout Work: Awareness meeting (adolescent group)	same	Coordinator + support
Mobility + stereotypes	Work: Home visits - discuss		

LSS Bhiwandi team
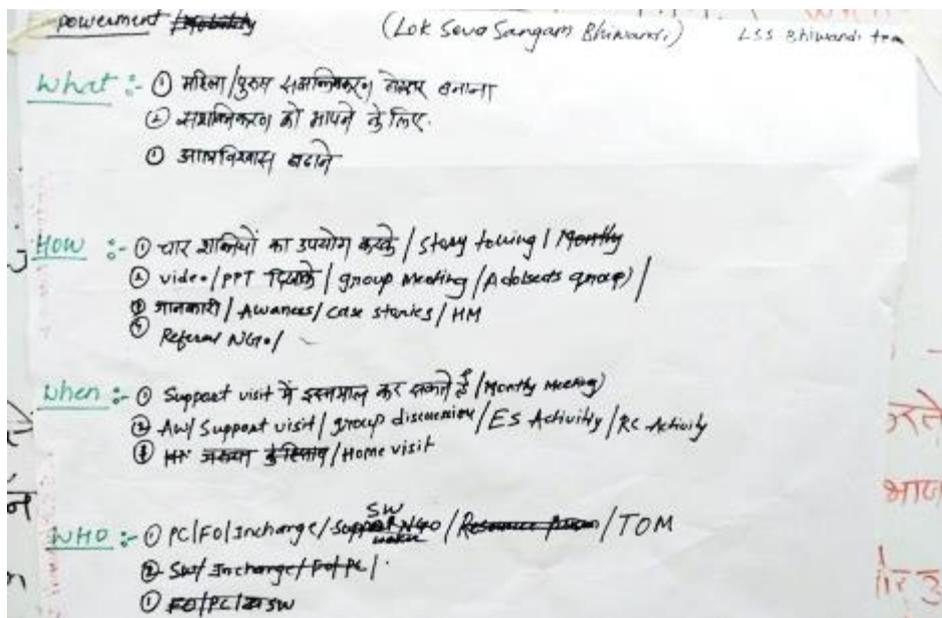
What (activity)	How (method)	When	Who
Empowerment	Video Story telling 4 powers Ppt Referal NGOs Information	Group meeting Awareness meetings Adolescent groups Support visit Group discussions Scales activity Home visit	All

Jaipur team

What (activity)	How (method)	When	Who
Stereotypes	Group work Video Role play	Monthly training November	Mumbai TOMs
4 powers	Explain 4 powers (chart presentation) Connect 4 powers to success stories / cases	Before quarterly report (when we collect success stories)	Training by PM, Coordinator Used by Supervisor with SW
Gender	Awareness meetings with men / women → group discussions	Every 3 months from Jan	Supervisor + coordinator

HQCS team

What (activity)	How (method)	When	Who
Stereotypes	Train the teams to conduct awareness meetings Help to prepare sessions for adolescent meetings	2023	Training by TOMs
Empowerment	Review the objectives SIE, IMH and link with empowerment Create a pause mid-program to review ES score		TOMs
Mobility	Discuss mobility after 7th visit (OCM meeting)		