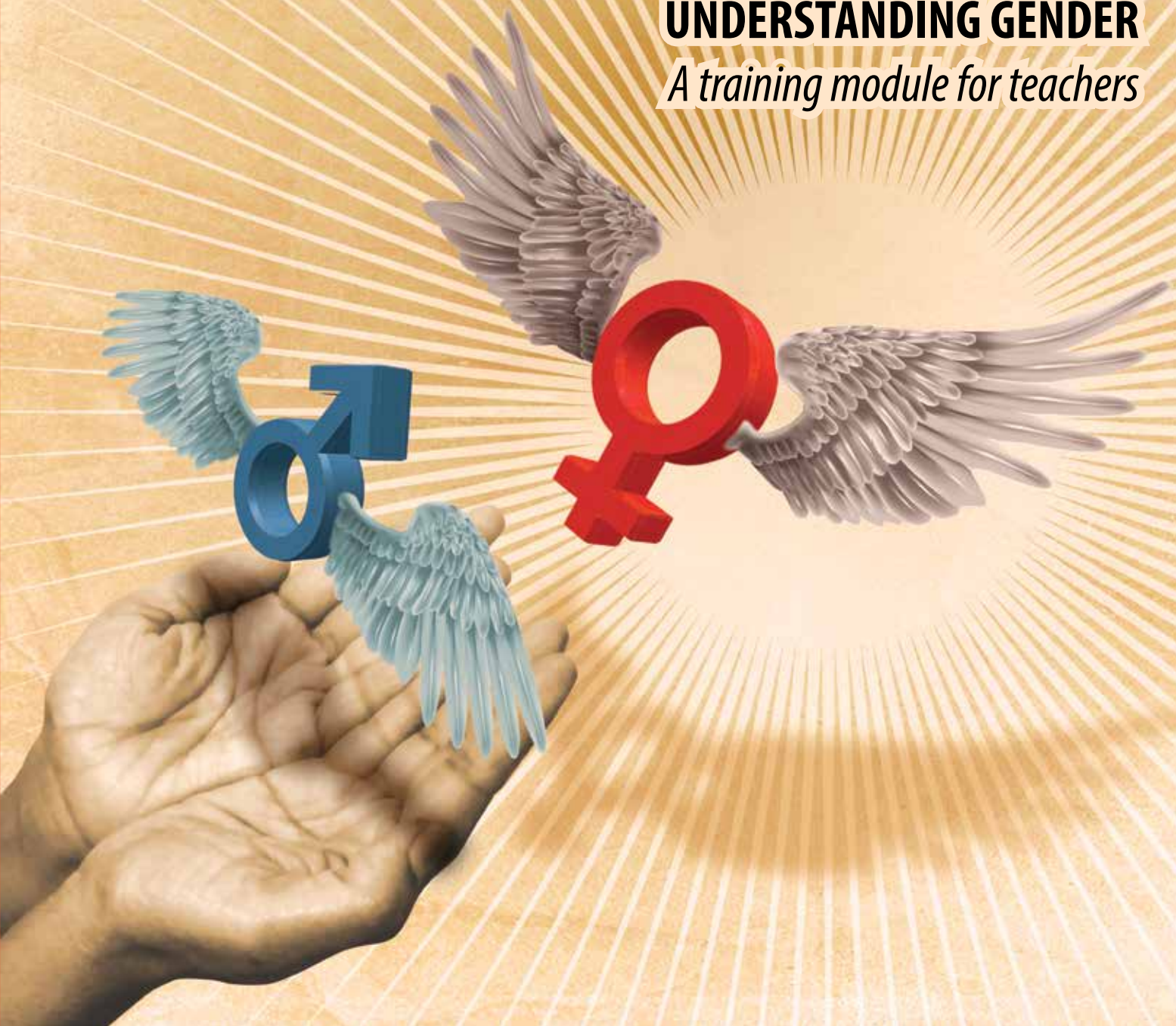# UNDERSTANDING GENDER
A training module for teachers

UNDERSTANDING GENDER

A training module for teachers

Karnataka Health Promotion Trust
(KHPT)

CONTENTS

ACKNOWLEDGEMENTS

Understanding Gender seeks to expand the gender perspective and skills of school teachers. The methodology is participatory and based on adult learning principles. It includes role plays, discussions, brainstorming, group work and energisers to encourage the participants to relax, express themselves freely, give honest feedback and foster a climate of unity and enjoyment through the workshop. Filled with practical exercises, it is designed to convey the varied requirements of boys and girls and the need to respond with equal respect and consideration to students of both sexes.

Training implementing agency

Karnataka Health Promotion Trust (KHPT)

Intended audience

High school teachers

Time

Three days

Objectives

◆ To impart gender responsiveness and sensitivity training to teachers at high schools in the intervention site;

◆ To equip the teachers with the concepts, skills and attitude to initiate measures to encourage equal participation of girls and boys in schools;

◆ To assist the school management in mainstreaming gender issues at the school level.

Suggested number of trainees per batch

Approximately 30–35 participants

Scope

◆ Conceptual understanding of gender;

◆ Impact of gender as a social construct;

◆ Impact of gender as a patriarchal system;

◆ Social institutions from a gender perspective;

◆ Gender stereotypes in schools;

◆ How teachers can promote gender equality;

◆ How school management can foster gender responsiveness.

The manual is divided into three sections:

INTRODUCTION

This section includes general background information for the facilitator.

SESSIONS

This section is the core of the manual. It offers practical exercises for the facilitator to present to the group.

RESOURCES

This section contains annexures which include samples, handouts and additional reading material.

You will also find symbols throughout the manual as follows:

Focus issues of the day.

Information and **Notes for the facilitator.**

Approximate **Duration** of a session or activity.
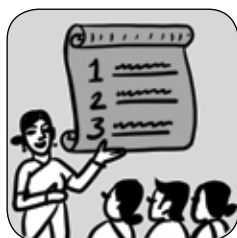
Objectives of the session/ activity.

Materials and resources required for an activity.
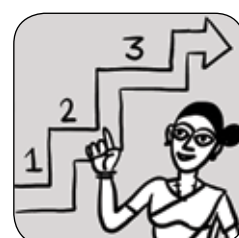
Stepwise **Methodology** for an activity.
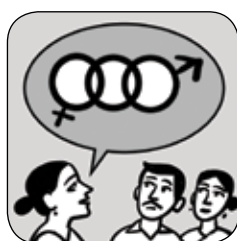
Key concepts that the participants must understand.

Examples for the facilitator.

Energisers are short activities that encourage light-heartedness and usually involve physical movement. They help reenergise the group after a heavy session. Familiarise yourself with the game as well as the age, fitness and health issues of the participants prior to beginning. Have them remove items that may hurt them. Encourage everybody to participate!

1. Background

1.1 Importance of gender training for school teachers

Gender and power relations are intrinsic to all social institutions, from the family to educational, religious and legal institutions, the workplace and the media. Gender concerns assume particular relevance in societies where women and girl children are marginalised. Discrimination is manifested in social norms, beliefs, values, behaviours and policies, and is so commonplace that it is rarely recognised or addressed as a violation of human rights.

Gender roles are socially constructed and culturally based!

Gender relations do not exist in a vacuum! They are shaped by institutions and social norms.
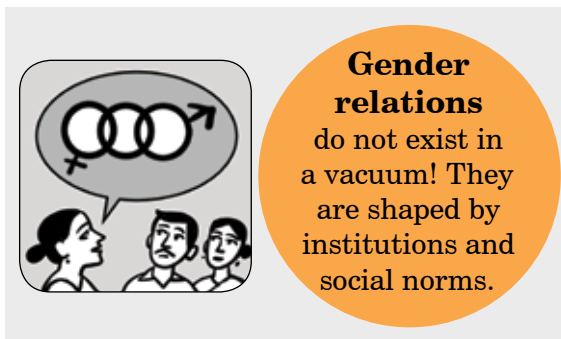
Understanding of gender and gender relations begins at home and at school. Family members and school teachers play a pivotal role in influencing children's gender socialisation and shaping their understanding of gender roles. Thus, discriminatory attitudes and practices in academic settings not only undermine equity and equality, but actually encourage further bias. Conversely, when teachers strive to reduce gender disparities in secondary education, they act as change agents who advance the cause of education for girls. In doing so, they improve educational outcomes for all their students, power relations between the sexes and many other aspects of the children's lives.

The process of improving gender responsiveness in schools is impacted by the lack of sensitivity among teachers and the inadequacy of their instruction skills. Teachers are often unaware that their behaviours and actions may be discriminatory. Learning aids that reinforce stereotypes are in common use, and one sex or the other may be frequently put down. These factors inhibit students, particularly girls, from participating in the classroom. They affect academic performance but more crucially, act as a critical determinants of whether girls continue attending school at all.

Bridging the gap entails sensitising teachers to gender issues and reshaping their attitudes to reject gender stereotypes. Gender sensitive teachers understand and respond to the needs of their students. They realise that girls and boys have different sexual maturation issues. They encourage equal involvement in class activities and ensure equal access to learning materials.

1.2   About KHPT

Karnataka Health Promotion Trust (KHPT) was set up in 2003 as a partnership between the Karnataka State AIDS Prevention Society (KSAPS) and the University of Manitoba. We support and implement initiatives related to HIV/AIDS and reproductive health in Maharashtra and Rajasthan but are based predominantly in Karnataka, where we focus on HIV prevention and care for sex workers, men who have sex with men (MSM) and transgender individuals in 20 districts. KHPT is a lead partner of the Avahan AIDS initiative of the Bill and Melinda Gates Foundation in Karnataka. Our work with sex workers and MSM has facilitated the formation of community-based organisations (CBOs), most of which now receive government funds to implement their programmes independently as Avahan transitions.

KHPT forms part of a research consortium led by the London School of Hygiene and Tropical Medicine in three countries (the International Centre for Research on Women and KHPT are partners in India). The consortium focuses on the structural drivers of HIV, particularly as they pertain to gender norms, alcohol consumption, violence, stigma and discrimination.

The Trust has undertaken two research projects in partnership with CBOs in the North Karnataka district. One of these focuses on retaining adolescent girls from SC/ST communities in secondary schools. This is in line with the strategy to reduce risk and vulnerability to HIV by delaying their marriages and/ or entry into sex work. A key function of the projects is to address the gender discrimination the girls routinely face. Our interventions thus encompass adolescent girls and boys, their families, communities and schools. Gender training for teachers – the focus of this manual – is a key component; as teachers are central to the learning process, their attitude is crucial to determining the extent of their girl students' participation. This manual was developed to train 605 teachers from 69 high schools in the intervention site.

1.3   Preliminaries

The participants should register at the venue prior to the workshop. A project official seated at the registration table will hand out the Registration Form (Annexure 1) to each participant. The participants should also fill in the Pre-training Questionnaire (Annexure 2) individually and without discussion. This enables us to assess their conceptual understanding prior to training and present the curriculum accordingly.

2. Day One

- ◆ Introductions and icebreaker exercises;

- ◆ Ascertaining participants' work experience, grasp of gender issues and expectations of the workshop;

- ◆ Understanding sex and gender;

- ◆ Understanding gender socialisation and its impact on students' behaviour, roles, opportunities and rights.

2.1 Session 1

Introductions and expectations

This session has three activities: Activity 1 and 2 are icebreakers. Choose either one. Activity 3 reveals the participants' expectations of the workshop. Set the tone for the sessions to come by introducing yourself, welcoming the participants, and explaining the purpose of the workshop.

- ◆ To enable the facilitator and group to get to know each other better;

- ◆ To increase unity and familiarity within the group.

1 hour and 30 minutes

Activity 1

Chatterbugs

Facilitate in a manner that helps everyone, especially those who are shy or physically disadvantaged, to feel comfortable and heard. After the activity, ask the participants how they feel. Consolidate the responses. You will notice a greater sense of solidarity in the group.

45 minutes

Whistle

Step 1   Tell the participants to form a circle.

Step 2   Ask the participant closest to you to call out 'one', the next person 'two', the third person 'one' again, the fourth 'two', and so on until the last person has called out one of the two numbers.

Step 3   Instruct those who called out 'one' to move a step forward. Those who called out 'two' should move a step back. You now have two circles, one inside the other.

Step 4   Tell those in the inner circle to turn left, those in the outer circle to turn right. Everyone should then either walk briskly or run in their circles.

Step 5   Blow your whistle to indicate that the participants should stop and turn to face someone in the other circle. Everyone should have a partner. You may fill in if there is a person less.

Step 6   Call out the Chatterbugs topics. Instruct the participants to chat about them with their partners for one minute.

Chatterbugs Topics

- What is your name?
- Where are you from?
- Where do you work?
- What do you like doing in your spare time?
- What is your favourite food?
- Who are your favourite actors?

Step 7   Blow your whistle at the end of a minute. Tell the participants to form a circle once again and walk or run until you whistle again. They then turn towards a different person and talk about the topics for a minute.

Step 8   Repeat the activity at least three times. Change the last topic in every round to make the game and the discussion that follows more enjoyable.

Step 9   Finally, tell the participants to sit in a circle. One of them begins by standing up and introducing whoever s/he met in the course of the game and sharing the information they shared about themselves. Continue in the same way to the last person in the circle. New- or latecomers, if any, may now introduce themselves. End the game by introducing yourself.

Activity 2
Name Game

Name Game is an alternative to Chatterbugs. Play either one.

30 minutes

Step 1   Tell the participants to sit or stand in a circle. One person begins by stating their name and telling the group something about themselves.

Step 2   The next person repeats what the previous person said and adds their own name and personal detail. The third person repeats the first two introductions and adds theirs. Anyone who forgets a name or detail may ask. Continue in this manner to the last person.

Step 3   Conclude the exercise with a round of applause by everyone.

Playing the Name Game

Person 1: "I am Sumathi. I like gardening".

Person 2: "Sumathi likes gardening. I am Vinay. I like cycling".

Person 3: "Sumathi likes gardening, Vinay likes cycling. I am Dinesh and I like to cook".

Activity 3

Expectations and Guidelines
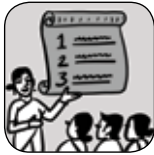
◆ To orient the participants with an overview of the training;
◆ To establish mutually acceptable rules and guidelines;
◆ To jointly plan a timetable and reporting/ feedback mechanisms.

◆ 45 minutes

◆ White/ blackboard
◆ Chalk/ marker pens
◆ Chart paper
◆ Postcard sized cards, one for each participant
◆ Bucket or cardboard box
◆ Workshop Etiquette Guidelines list

Step 1   Begin by saying that we all have goals and expectations (such as to understand certain issues or learn to incorporate certain measures) of a training workshop. Explain that we must articulate these expectations and agree on realistic goals.

Step 2   Distribute the cards. Tell the group to write an expectation they have of the workshop and drop their cards into the cardboard box or bucket.

Step 3   Jumble the cards and pass the container around so that each participant can pick up a card and read out the expectation written on it.

Step 4   Write these on the board and relate them to the objectives of the programme (see 'How to Use This Manual'). Highlight the expectations that the training will meet. Explain why some expectations cannot be met (time constraints, lower priority, incompatibility with the objectives of the workshop, beyond the scope of the workshop, etc.).

Step 5   Group the participants into teams for better organisation, such as a Logistics Team, Reporting Team, Time Management Team, etc. Assign tasks to each member.

Step 6   Circulate the Workshop Etiquette Guidelines list. Explain that guidelines maximise benefits for everyone by preventing conflict and helping resolve problems if they do arise.

Workshop Etiquette Guidelines

- We will participate actively in the activities.
- We will keep sensitive information shared here confidential.
- We will respect differences and not discount the ideas of others.
- We will be supportive rather than judgmental.
- We will use our time wisely by beginning, returning from breaks and ending our meetings on time.
- We will not make or receive phone calls or disrupt the sessions in any way.
- We will focus on our goals and avoid sidetracking, personality conflicts or hidden agendas.
- We will acknowledge and deal with problems promptly.

Step 7   Discuss the list with the group and write the guidelines (which may be modified later) on the chart paper. Ask the participants to commit to the guidelines by signing the list.

Step 8   Finally, draw up a timetable for the workshop (refer in advance to Annexure 3: Sample Timetable for Workshop). Discuss logistic issues, if any.

2.2 Session 2

Understanding Sex and Gender

In this session, the participants learn the difference between sex and gender through four activities designed to sensitise them to gender stereotypes and the biological needs of girl children. Activity 1 helps reveal their understanding of sex and gender. Note that there is to be no discussion here – simply record the responses and proceed to the second activity. Activity 2 helps them understand the burden of expectations and compulsions that stereotypes place on both sexes. Activity 3 demonstrates the difference between sex and gender (refer in advance to Annexure 4: Sex and Gender Concepts). Activity 4 helps assess the group's learning.
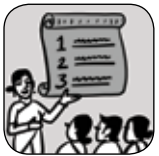
◆ To communicate the concepts of gender and sex;

◆ To convey the ways in which culture influences gender development.

◆ 2 hours and 15 minutes

Activity 1

Introducing Gender

15 minutes

- White/ blackboard or chart paper
- Chalk/ marker pens
- Notebooks (participants may use their own)

Step 1 Ask the participants what the word 'gender' means to them. Say the word in the local language, if necessary. Give them a minute or two to write down their answers in their notebooks.

Step 2 When they have finished, ask what the word 'sex' means to them.

Examples of Responses	
Gender	**Sex**
Man/ woman	Male/ female
Genitals	Sexual relationship
Masculine/ feminine	Biological need
Don't know	Don't know
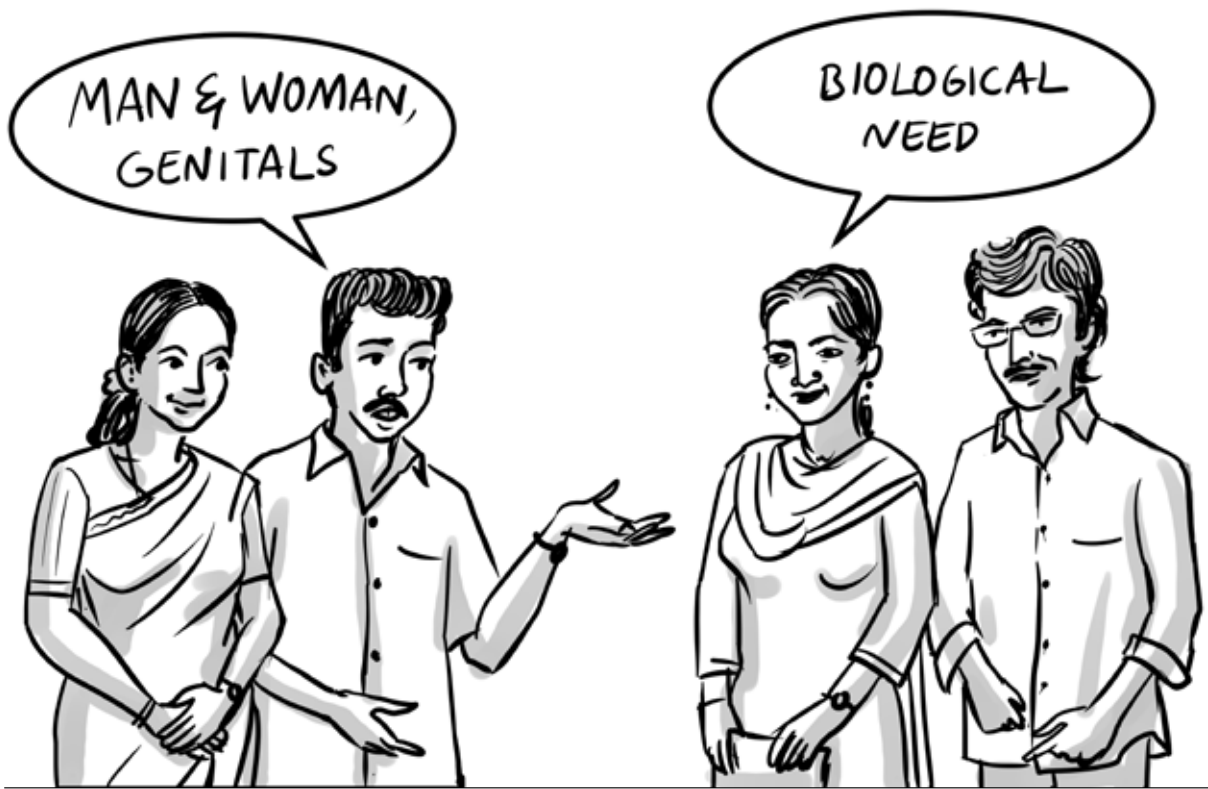
Step 3 Ask them to call out their answers aloud. Write them on the board or chart paper. zTheir responses will show their understanding of the concepts. End the session and move on to the next activity without further discussion.

Activity 2

Gender Compulsions

◆ 30 minutes

Step 1 Divide the participants into groups of five or six each, with the men and women in separate groups.

Step 2 Give them 15 minutes to list their answers to the following questions:

Questions for Discussion

◆ **What tasks do you feel you have to do just because you are a man/ woman?**

◆ **What activities would you like to do but feel you cannot do simply because you are a man/ woman?**

Step 3   Tell each group to make a presentation. Urge everyone to listen without judgement. Clarifications may be requested but do not permit arguments.

Examples of responses		
Task-related Feeling	**Women**	**Men**
Compulsion: Feel compelled to perform task whether or not they like to	Cook, wash, clean, housework, childcare, ask husband for money, ask permission to go out/ work/ travel, relocate after marriage, wait for husband to initiate sex, look after in-laws, account for expenditure, bear children….	Suppress emotions, take responsibility for the family, satisfy everyone's wants and needs, be the protector, face the world, maintain the social status of the family, take risks, handle crises….
Hesitance/ reluctance: Would like to do but socially frowned upon/ forbidden/ impossible	Get a better education, travel, have greater control over family finances, inherit property, demonstrate leadership, display intelligence and expertise, exert greater control over own life, care for parents after marriage….	Childcare, wash wife's clothes, give birth, show emotions that are caring….

Step 4   After the presentations, point out that contrary to the common notion that men prefer working outside and women at home, the responses indicate that some men prefer housework to working outside and some women dislike housework and would rather get a job. In such cases, both men and women are constrained from living out their preferences because they conflict with stereotypical gender roles.

Energiser

Eye to Eye

This activity is optional. You may go straight to the main activity if you feel the group does not need an energiser.
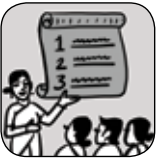
◆ To get the group moving again;

◆ To convey the difference between blocked and flowing communication, and demonstrate how the lead in conversations is transferred between the people conversing.

◆ 15 minutes

Methodology

Step 1   Instruct the participants to pair up, standing one opposite the other like mirror images.

Step 2   Partner A tries to make eye contact with Partner B, who refuses. No touching or talking is allowed.

Step 3   The partners then swap roles so that it becomes Partner B's turn to attempt eye contact with Partner A, who refuses.

Step 4   Partner A makes eye contact with Partner B at different heights – sitting, kneeling, squatting and standing.

Step 5   The partners swap roles again. Partner B makes eye contact with Partner A at different heights. The lead passes back and forth in this manner several times.

Step 6   To conclude, ask the group to share what they have learnt from the activity. Summarise their responses.

Activity 3

Quick Thought

◆ To demonstrate that with only a few exceptions, every human trait, task and expectation is applicable to both women and men.

◆ 1 hour and 15 minutes

◆ Yellow and red postcard sized cards, one of each colour for every participant

◆ White/ blackboard

◆ Marker pens/ chalk

Step 1   Give every participant one red and one yellow card. State that this is an activity that they must do individually.

Step 2   Ask them to use their yellow card to write the first word or sentence that occurs on hearing the word 'man'. Give them about 15 seconds before you collect the cards.

Step 3   Ask them to use their red card to write the first word or sentence that occurs on hearing the word 'woman'. Again, give them about 15 seconds before collecting the cards.

Traits of Men and Women – 1

Women	Men
Delicate	Muscular
Docile	Domineering
Mother	Father
Sensitive	Good looking
Housework	Breadwinner
Caring	Controlling
Love	Honour
Bearer of children	Protector
Sari	Pantsand shirt
Long hair	Beard
Cries easily	Aggressive
Jealous	Strong
Breastfeeds	Drinks alcohol

Step 4   Redistribute the yellow cards randomly. Ask them to read their cards aloud. Write the responses on one side of the board.

Step 5   Do the same with the red cards. Write the responses on the other side of the board.

Step 6   Draw out the words 'childbearing' and 'breastfeeding' from the participants if they are missing. For example, if 'mother' is listed, asking what activities pertain to motherhood usually leads to 'childbearing' and 'breastfeeding'. Do not make any changes except to add these two words.

Step 7   Ask if they all agree that the attributes listed are accurate. Discuss why the words should be in the columns in which they appear. Remove any trait that they do not unanimously agree upon.

Step 8   Switch the column headings so that 'Men' appears over the list for 'Women' and vice versa.

Step 9   Ask which words they think do not belong under the new headings. Provide enough time for discussion and consensus – the responses must be unanimous. This activity should result in the highlighting of 'childbearing' and 'breastfeeding' in the 'Men' column and 'beard' in the column headed 'Women'.

Traits of Men and Women – 2	
Men	**Women**
Delicate	Muscular
Docile	Domineering
Mother	Father
Sensitive	Good looking
Housework	Breadwinner
Caring	Controlling
Love	Honour
Bearer of children	Protector
Sari	Pants and shirt
Long hair	*Beard*
Cries easily	Aggressive
Jealous	Strong
Breastfeeds	Drinks alcohol

Step 10 Invite the group's opinions about the activities conducted thus far. Point out how attitudes towards the opposite sex are shaped by stereotypes, which in turn are based on the limited interaction between men and women.

Step 11 Summarise the activity by reiterating the concepts of sex and gender and the differences between them.

Activity 4

Biology vs. Social Constructs
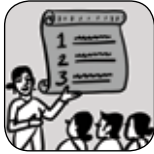
◆ To reinforce the difference between biology and social constructs with regard to sex and gender.

◆ 30 minutes

◆ Copies of the Sex and Gender Handout (Annexure 5)

Step 1 Distribute the handouts (or read it aloud).

Step 2 Ask the participants to assess whether the statements pertain to gender (G) or sex (S).

Step 3 Discuss the responses, making sure to draw them from the participants rather than giving the answers yourself. Allow those who get the answers right to justify their reasoning to the others.

2.3 Session 3

Gender as a Social Construct

Conduct at least three of the four role playing activities (refer in advance to Annexure 6: Socialisation). Write the instructions on slips of paper prior to the activity and explain them to the volunteers where the others cannot hear you. Make sure the volunteers have understood their roles. The role plays must be performed in sequence. Draw two columns on the chart paper/ blackboard. At the end of each role play, write the responses of the volunteer actors to enacting these roles in the column on the right. In the column on the left, after each role play, write the responses of the audience or as stated in the instructions.
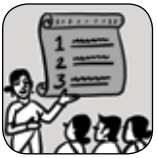
◆ To demonstrate that socialisation is a social construct that impacts our behaviour, gender roles, self image and relationships with the opposite sex.

◆ 1 hour and 30 minutes

◆ Instruction slips for role play

◆ White/ blackboard or chart paper

◆ Marker pens/ chalk

Role Play 1

In the Toy Store

Step 1   Call for four volunteers.

Step 2   To Volunteer 1, say: 'You are a five-year old boy in a toy store with your parents. Ask them to buy you a doll. Tell them it is the only toy you want'.

To Volunteer 2, say: 'You are a five-year old girl in a toy store with your parents. Ask for a *gilli-danda*. Say you want to play it with the boys in your neighbourhood'.

To Volunteers 3 and 4, say: 'You are the parents of a five-year old boy and a five-year old girl. You are in a toy store with your children. Your son insists on a doll and your daughter on a *gilli-danda.* Enact your reaction'.

When a Girl Wants a *Gilli-Danda*

Parents: '*Gilli-danda* is for boys. You should stop playing with boys now. Let's get you a kitchen set so that you learn to help your mother'.

When a Boy Wants a Doll

Parents: 'Why do you want a doll? Are you a girl? Don't you know that only girls play with dolls?'
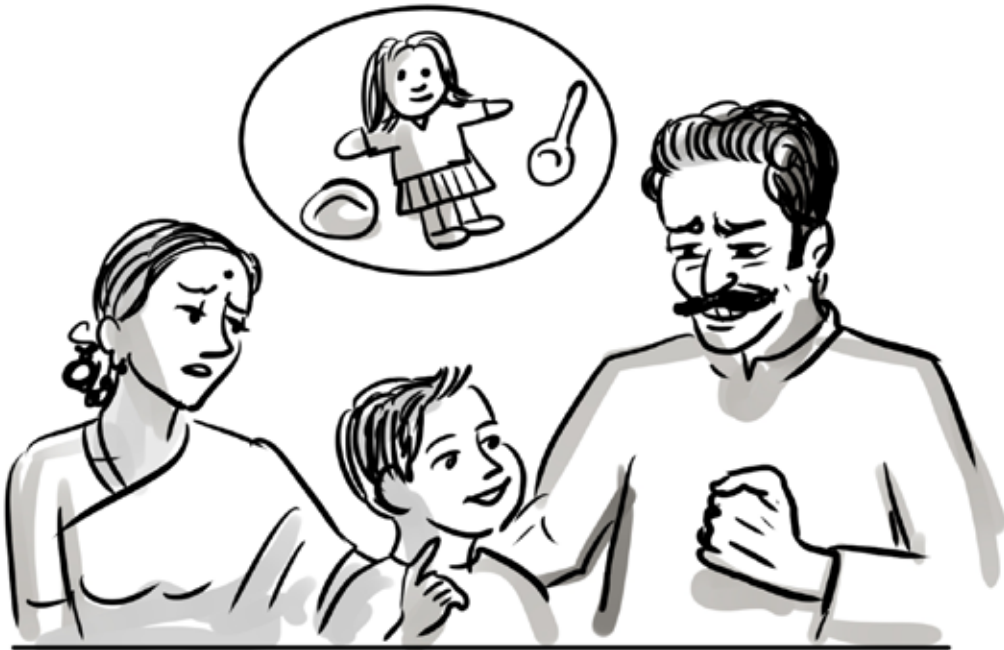
Step 3   Tell the volunteers to begin acting and the rest of the group to watch carefully. Write the parents' responses in the left column on the board.

Step 4   After the role play, ask the volunteers how they felt about their roles. Write down their answers in the right column.

Step 5   Discuss why it is considered in appropriate for boys to play with dolls or girls with *gilli-danda.*

Role Play 2

On the *Maidan*

Step 1 Call for four volunteers.

Step 2 To Volunteers 1, 2 and 3, say: 'You are friends who fly kites in the *maidan* every day. Today, you are going to fight a group of boys who have taken over your usual place there. You want another friend to join you but know he will be reluctant to fight. What do you say to persuade him to join you?'.

To Volunteer 4, say: 'You fly kites with these boys in the *maidan* every day. Today, they want you to help them beat up some boys who have taken their usual place. You don't want to fight. How do you respond?'.

Step 3 Tell the volunteers to begin acting. Note the responses of the audience in the left column.

When a Boy Refuses to Fight

Friends: 'What do you mean you don't want to fight? Are you a man or a sissy?'

Step 4   After the role play, ask the volunteers how they feel about the roles they played. Write down their answers in the right column.

Step 5   Discuss the belief that willingness to fight is an essential part of being a man.

Role Play 3

In the Kitchen – Part 1

Step 1   Call for four volunteers.

Step 2   To Volunteer 1, say: 'You are a 14-year old boy. You live with your parents and grandmother. You would love to learn to cook so you ask your mother, who is cooking in the kitchen, to teach you to make chapatis'.

To Volunteer 2, say: 'You are a woman with a 14-year old son, husband and mother-in-law. Your son enters the kitchen and asks you to teach him to make chapatis. What do you do?'.

To Volunteer 3, say: 'You are a man with a 14-year old son, wife and mother. One evening, you overhear your son asking your wife to teach him to make chapatis. How do you react?'.

To Volunteer 4, say: 'You overhear your 14-year old grandson asking his mother to teach him to make chapatis. What do you say to him?'.

Step 3   When the volunteers begin acting, note the responses of the parents and grandmother in the left column.

When a Boy Wants to Learn to Make Chapattist

Grandmother: 'What is the need for you to cook? Your wife will cook for you – cooking is a woman's job! You go and study so that you can get a good job'.

Step 4 After the role play, ask the volunteers how they felt about their roles. Write down their answers in the right column.

Step 5 Discuss why cooking is viewed as a woman's job that a boy need not trouble himself to learn.

Role Play 4

In the Kitchen – Part 2

Step 1   Call for four volunteers.

Step 2   To Volunteer 1, say: 'You are a 14-year old girl. You live with your parents and grandmother. You are engrossed in a book when your mother asks you to help her make chapatis. You say that you hate cooking, especially chapatis'.

To Volunteer 2, say: 'You are a woman living with her 14-year old daughter, husband and mother-in-law. You are making chapatis. Your daughter is reading in another room. When you call her to the kitchen to help you, she says she hates cooking. How do you respond?'.

To Volunteer 3, say: 'You are a man with a 14-year old daughter, wife and mother. You overhear your daughter telling your wife that she hates cooking. What do you do?'.

To Volunteer 4, say: 'You have a 14-year old granddaughter. You overhear her telling her mother that she hates cooking. What do you say to her?'.

Step 3   Ask the volunteers to begin acting. Note the responses of the parents and grandmother in the left column on the board.

Step 4   Initiate a discussion using the sample questions below. Encourage every one to participate. Relate the exercises to real life. Ask the participants how they, as teachers, would react under similar circumstances.

Questions for Discussion

- Do you think the parents had different standards and expectations of their sons and daughters? Why?
- Do you think the parents, grandmother and friends were justified in their reactions? How would you react in a similar situation?
- Do you think the situations were true to life? Why/ why not?

Step 5   Use the responses you have noted on the board to help the participants recall, one at a time, the situations that were enacted and what they learnt from the role plays.

Summary

Gender socialisation and inequality do not occur by chance. They begin at birth, with most cultures celebrating the birth of a boy and lamenting that of a girl.

Gender stereotypes may be reinforced overtly or covertly, verbally or non-verbally right through childhood into adulthood. As we grow up, we learn to discern between what is considered good and bad, right and wrong. Yet, as we have demonstrated, girls and boys are held to different standards of good, bad, right and wrong. They are raised with different sets of rules, and rewarded and punished in different ways.

Girls are encouraged to look pretty and be docile; boys are expected to be tough, aggressive and never shed a tear. Boys who do not fit the mould, by refusing to fight, for example, run the risk of being taunted and dismissed as *namard* or unmanly. Qualities viewed as fitting for girls, such as an interest in cooking, may be considered inappropriate for boys. Girls are discouraged from playing outdoors; boys, from engaging in household chores. Girls are expected to aspire to a good marriage and become 'household experts'; boys tend to receive better opportunities for education and are encouraged to be ambitious and successful.

The stereotypes we hold about how to 'be a man' and how to 'be more womanly' create rampant inequality and discrimination in society.

3. Day Two

- Deconstructing gender myths;
- Understanding patriarchy;
- Analysing social institutions through a gender lens;
- Analysing gender discrimination in schools.

3.1   Session 1

Deconstructing Gender Myths

This session questions beliefs that the participants may try to defend with heated arguments, laughter or ridicule because they are so deeply ingrained. Do not be intimidated. Intervene where necessary with facts, data and analyses (refer in advance to Annexure 7: Deconstructing Common Gender Myths). This session can go by fast or slowly depending on your skill and the participation of the group. It may not be possible to discuss more than four or five statements if the group is prepared for deeper discussion.
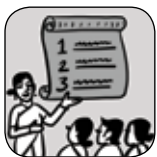
- To deconstruct gender myths and stereotypes and understand how they affect our lives;
- To assess the participants' ability to analyse gender issues.

- 1 hour and 30 minutes

Activity 1

Agree/ Disagree

- Three signs marked 'Agree', 'Disagree' and 'Not Sure/ Maybe'
- List of questions to ask

Step 1   Place the signs in three different corners of the room.

Step 2   Tell the participants that you will ask a series of questions. They should move to a corner marked with the best approximation of how they feel about the statement.

Step 3   Read out a question from the list below. When everyone has moved to a corner, ask those in the smallest cluster to explain why they chose that corner.

Do You Agree That…

- Women are biologically weaker than men?
- Children who are not cared for by their mothers are not close to them as adults?
- Nature designed the female to be subservient to the male even in the animal kingdom?
- Women who dress or behave in culturally inappropriate ways invite assault?
- A woman who leaves the house because her husband slaps her occasionally is overreacting?
- Women make better nurses than men?
- 'Backward' cultures are patriarchal; 'advanced' societies are not?
- Women are their own worst enemies?
- The husband's educational qualifications, income, age and status should exceed his wife's in the interests of a happy marriage?
- The sex of a child is determined by the father's sperm?

Step 4 Ask those in the largest cluster if they can convince the smallest group to share their position. Intervene if necessary with facts, data and analyses.

Step 5 To conclude, summarise by focusing on the stereotypes. Invite the participants to think about the ways in which they constrain the development and progress of society as a whole.

3.2   Session 2

Understanding Patriarchy

This session involves a gender analysis of social systems and institutions that perpetuate patriarchal values. Activity 1 explores the meaning of patriarchy. Activity 2 focuses on patriarchal values (refer in advance to Annexure 8: Patriarchy in Social Systems).
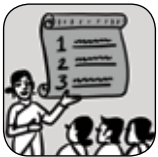
◆ To convey an understanding of patriarchy and how it operates in social institutions.

2 hours

Activity 1

Defining Patriarchy

◆ 30 minutes

◆ White/ blackboard

◆ Marker pens/ chalk

Step 1 Brainstorm the concept of patriarchy by inviting the participants to share the words that occur to them as soon as they hear the word 'patriarchy' (see example in the box below). Write these on the board.

Patriarchy
◆ **Man's world**
◆ **Social order**
◆ **Belief**
◆ **Subordination of women**
◆ **Women must serve men**
◆ **Father**
◆ **Father's rule**
◆ **Head of the family**

Step 2   Divide the participants into groups of three or four. Tell them to write a definition of patriarchy as a system.

Step 3   Collect the definitions. Highlight the similarities between them. Create a new definition incorporating the similarities between the group *definitions.*
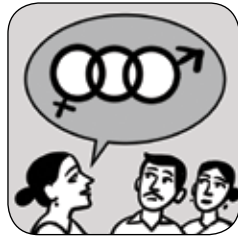
Patriarchy is a social system based on the ideology that:

- Men are superior to women and must therefore be accorded more rights and freedom.

- Women form part of a man's property and must be controlled by men in the private and the public spheres.

- The dominant male (patriarch or father) controls the entire family, all property and economic resources and takes all major decisions. The women, younger men, children and domestic servants must all submit to him.

Step 4 Discuss how patriarchal attitudes are maintained and promoted in the family, school, religion, law, markets, media and the state. Emphasise the ways in which they are overwhelmingly evident throughout the nation, across sects, castes and creeds.

Energiser

Oranges and Mangoes

This activity is optional. You may go straight to the main activity if the group does not appear to need an energiser.

◆ 15 minutes

◆ Chairs

Step 1: Have the participants arrange their chairs in a circle. Stand in the middle.

Step 2: Walk around the circle saying to the first participant, 'You are a mango'; to the second, 'You are an orange'; to the third, 'mango'; the fourth, 'orange', until everyone, including you, is either a 'mango' or an 'orange'.

Step 3: Explain that when you call 'mango', all the 'mangoes' should run to new seats. Similarly, when you call 'orange', all the 'oranges' should run to new seats and when you call 'mixed fruit', everyone should run to new seats. Whoever is left in the middle calls out next.

Step 4: Conclude the energiser by asking the participants how they feel. Allow them to relax for a while before going back to their original seats.

Activity 2

Patriarchal Institutions

Throughout the activity, point out inter-linkages that show how the institutions are dependent on each other (refer in advance to Annexure 9: Problems of Child/ Early Marriage).
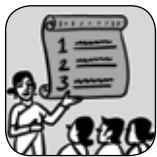
◆ To analyse the ways in which patriarchy operates in various social institutions.

◆ 1 hour and 30 minutes

Step 1: Divide the participants into groups. There should be a group for every institution they will analyse. Explain that the exercise has two parts.

Step 2: Assign each group an institution to analyse. Emphasise that they must examine what patriarchal values or gender stereotypes the institution perpetuates and how it does so.

Gender discrimination in social institutions

◆ **Family: Man inherits family name, family property, etc.**

◆ **Religion: Positions of power are accorded to men (for example, the priests, Pope, Dharmaguru, Imam, etc., are invariably men), rules about purity always pertain to women (for example, menstruating women cannot enter temples and in some communities must stay in outhouses during that time), etc.**

◆ **Media: The good woman is portrayed as docile, obedient to father or husband and self-sacrificing. Women who do not fit the stereotype are portrayed as evil or immoral. Masculinity is associated with aggression.z**

Step 3: Instruct the participants to write their analyses using examples.

Step 4: Introduce the second part of the exercise by telling them to analyse the implications of the institution's practices for women and men.

Implications of gender discrimination in social institutions

◆ **Family:** The man is superior; he is the head and ultimate decision maker. Women, who cannot inherit property, remain economically dependent on their fathers/ husbands. This impacts their decision-making capacity. If a man decides to sell the property, the women's opinion may not even be asked.

◆ **Religion:** Women are controlled and their freedom curtailed by the restrictions on her body and mobility.

◆ **Media:** Propagates stereotypes of both men and women, and perpetuates the pressure to conform to them.

3.3　Session 3

Gender Discrimination in Schools

Now that the participants are familiar with the concepts of gender and patriarchy, help them apply their learning to real life (refer in advance to Annexure 10: Gender Analysis of Education). Help them analyse textbooks, display materials, the typical classroom environment and school management bodies from a gender perspective (refer in advance to Annexure 11: Gender Stereotyping and its Impact on Students). If the training is conducted at a school, let the teachers walk around and observe the wall displays.

◆ To increase awareness about gender disparity and stereotypes in schools.

Two hours

Textbooks for language, science and social studies

◆ Display materials such as posters displayed in schools

◆ Wall write-ups, such as inspirational proverbs and thought for the day

◆ Chart paper

◆ Marker pens

Step 1: Explain how gender disparities and discrimination in enrolment, teaching, classroom environment, management and the drop-out rate have an adverse impact on education for girls. Emphasise that these aspects must be identified and gender sensitivity increased if more girls are to remain in school.

Step 2: Assign each group a topic for discussion.

Topics for discussion

◆ **Group 1**
Identify gender stereotypes in the textbooks and learning aids. Analyse their impact on girls and boys.

◆ **Group 2**
Identify gender stereotyping in the class environment and activities. Consider displays focusing on just male figures, teacher favouritism towards boys, etc. Analyse their impact on girls and boys.

◆ **Group 3**
Identify features of the school infrastructure that create difficulties for girl students and women staff.

◆ **Group 4**
Identify gender stereotypes and disparities in the school management. Analyse their impact on girls and boys.

Step 3: To Group 1: Distribute the textbooks and learning aids. Instruct the participants to compare the number of images of men and women, identify the leaders, discuss what they are famous for and the values they uphold. They should also observe the roles and professions that men and women are depicted undertaking and whether any particular gender is always shown engaging in a particular task.

To Group 2: Say they should draw from their own experience as teachers to identify gender stereotypes in teaching methodologies, teacher behaviour, seating arrangements, and participation in sports and competitions. They should recall, for example, who the class leaders are, who asks the most questions, and how much attention is paid to the girls in relation to the boys in class, during games and extra-curricular activities.

To Group 3: Say they should draw from their own experience as teachers to analyse sports facilities and equipment, midday meals, library and laboratories, and recall what boys and girls play, the sports activities that are encouraged and for whom they are encouraged.

To Group 4: Say they should analyse the gender constitution of the SDMC and other commitees and decision-making bodies. They should look at who organises events for school days, Independence Day and school picnics, as well as the functioning of government sponsored girl child promotion activities, such as Meena clubs, adolescent camps and clubs.

Step 4 Tell the participants to use their chart papers to present the stereotypes and impacts they have identified. They may incorporate audio-visuals and role plays in their presentations if they choose.

4. Day Three

- ◆ **Gender responsive schools**
- ◆ **Role of teachers in promoting gender equality**
- ◆ **Post-test questionnaire**
- ◆ **Action plans and oath taking**
- ◆ **Feedback about the training**

4.1   Session 1

Gender Responsive Schools

This session will take the participants on an imaginary tour of a gender sensitive school. Since it is about visualising an ideal, they need not get bogged down with practicalities. A break after the session is essential.

1 hour and 30 minutes

Activity 1

The Perfectly Responsive School
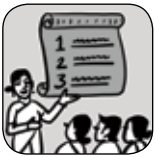
◆ To understand the attributes of a gender responsive school.

Step 1 Brainstorm the idea of gender responsive schools (without writing down the ideas that emerge).

Step 2: (Explanation: Five minutes)
Tell the group that you will now introduce visualisation, a new and creative way to use one of the most powerful resources we possess – our minds – to collectively envision a point of reference towards which we should aspire. Explain the basic steps for creative visualisation as follows:

Steps for Creative Visualisation

◆ **Relax**

◆ **Set a goal**

◆ **Create a clear picture**

◆ **Focus on it**

◆ **Give it positive energy**

Step 3: (Relaxation: Ten minutes)

Explain that being relaxed is essential to the process, as it makes us more receptive. Tell the participants to close their eyes, relax, and imagine themselves as popular, gender sensitive educators. In a slow, soothing voice, read out the steps to help them relax.

Relaxing for Creative Visualisation

◆ Sit in a chair with your feet flat on the ground, your eyes closed and your spine straight. Breathe in. Allow the breath to move to the base of your stomach. As you breathe out, feel the tension leave your body.

◆ Continue breathing deeply, relaxing every part of your body as you breathe. Begin with your feet and work upwards towards your calves, knees, thighs….

◆ Let your chair bear all the weight of your body as you relax your buttocks and pelvis. Let your legs relax at the hips. Release the tightness in your lowerback and abdomen.

◆ Breathing slow and smoothly, relax the middle of your body, inside and out.

◆ Release thetension in your fingers... hands... wrists... forearms... elbows….

◆ Let your arms dangle loosely from their sockets. Release the tightness in your shoulders. Feel your chest soften. Relax your neck and throat.

◆ Soften your jaws. Relax all the tiny muscles around your mouth. Relax your cheeks and the muscles around your eyes. Feel your eyes relax in their sockets. Release the tightness in your forehead, ears and scalp.

◆ Continue to breathe gently and smoothly. Feel the floor support your feet. Focus on your breath.

Step 4:   (*Visualisation:* Ten minutes)

Guide the participants into the visualisation exercise with a low, slow voice. Modify the instructions if necessary.

Visualisation Instructions

- Close your eyes and imagine you are walking along a beach. Smell the salty air. Feel the sand between your toes.

- *Is it warm or cool?*

- Watch the waves rolling in and out. Listen to the cries of the seagulls.

- You walk through a narrow park close by and reach a *kaccha* road.

- A bus comes along. The passengers are talking excitedly. You jump in.

- The driver announces that you are travelling into the future. Feel the excitement.

- The bus picks up speed. You move faster and faster. You pass through 2015… 2018….

- You are in 2020.

- You get off the bus and find yourself in a gender sensitive school. You feel excited and confident.

- Look around you.

- *What do you see?*

- *What kind of setting are you in, a city or a rural area?*

- Observe the people you are working with.

- *What do they look like? Are they women or men? Are they young or old? How are they dressed?*

- Walk around the school.

- *How do the classrooms look? Observe the seating arrangements. What are the students doing? Are they drawing, acting, singing? Do you hear music? What else do you see?*

- Inspect the infrastructure. Look at the walls, doors, windows, the compound and garden.

- *Do you see any students? School authorities? How do they interact with each other and with you?*

- Conduct an activity in the classroom.

- *How are the girls and boys interacting with each other in the classroom?*

- Open a textbook.

- *What do you see?*

- *Are you glad to be doing the kind of work you do? Do you consider it an important contribution to your community?*

Step 5   (*Conclusion:* Two minutes)
Conclude the visualisation.

Concluding a Visualisation Exercise

Take a last look around, knowing you can return any time you like. Notice how you feel. Slowly become aware of your breathing once again. Feel your feet on the floor. Take three more deep breaths.

When I count to five, open your eyes, feeling relaxed and refreshed.

One... two... three... four... five.

Step 6:   (*Discussion*: 20 minutes)
Ask the participants to describe or draw what they visualised. They may work in pairs. Display the drawings, if any. Summarise the responses.

Summary

In a gender responsive school:

The teachers, students, parents and community understand and practice gender equality;

Gender responsive schools cultivate an academic, social and physical environment that acknowledges the distinct needs of girls and boys.

School management systems, policies and practices are democratic and inclusive. They recognise and address gender- and sex-based needs, and practice equality in governance and operations;

Academic delivery (teaching methodologies, learning aids, classroom interaction and management of academic processes) is gender responsive;

The physical environment (buildings, furniture and equipment) is gender friendly.

4.2: Session 2

How Teachers can Promote Gender Equality

This session comprises two activities: Activity 1 uses a questionnaire (Annexure 12: Gender Sensitivity Questionnaire) to help the participants review the extent of gender responsiveness in their schools. Activity 2 helps them identify the ways in which the workshop has changed their thinking.
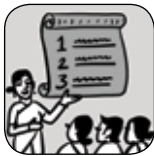
◆ To communicate the role of teachers in promoting gender equality in schools;

◆ To motivate the teachers to catalyse change by displaying greater sensitivity in schools and classrooms.

◆ 1 hour and 45 minutes

Activity 1

Review of Gender Sensitivity in Schools

◆ 30 minutes

◆ Copies of the Gender Sensitivity Questionnaire

Step 1: Present the questionnaire to the participants to fill in. Tell them to keep a copy of their responses as a reference for Activity 2.

Activity 2

Making Changes

◆ 1 hour

◆ Chart paper

◆ Marker pens

Step 1: Ask the questions that the participants should answer individually.

Questions for Individuals

◆ **Has this workshop changed your perceptions of gender in any way? Do you regard women as equal to men? Has your attitude towards sharing housework and decision-making with your spouse changed?**

◆ **What initiatives are you going to introduce to fight gender discrimination in your classroom and school?**

Step 2 Divide the participants into groups of four or five each. Let the groups discuss the questions above between themselves. Consolidate their answers and write them on the chart paper.

Step 3: Ask the groups to present a role play on a change they propose to initiate to increase gender sensitivity in their classrooms.

Ways to Increase Gender Sensitivity in the Classroom

◆ Pay equal attention to girls and boys in the classroom.

◆ Change the seating arrangements so that girls and boys can all sit together.

◆ Provide equal opportunities to girls and boys to lead, fulfil classroom responsibilities, and participate in sports and competitions.

◆ Offer health and sex education.

◆ Demonstrate respect for individuality by avoiding stereotypical remarks.

◆ Identify the distinct needs of girls and boys and support their potential using the following measures:

  ▪ More wall displays and decorations that represent girls because they require more support to overcome discrimination;

  ▪ Class discussions on gender disparity in society;

  ▪ Further training in gender sensitivity for teachers;

  ▪ Home visits to inquire after girl students who are absent from school;

  ▪ Conversations with parents about the ills of child/early marriage;

  ▪ Sharing insights gained at this workshop with your school authorities and other teachers.

Summary

Gender sensitivity involves challenging and replacing patriarchal mindsets with greater sensitivity to individual needs.

School is the second biggest influencer of gender stereotyping after the family. Here, stereotypes are reinforced through teacher behaviour, the curriculum, sports and extra-curricular activities.

Teachers can promote gender equality in education by appreciating and supporting the different needs, aspirations and potential of girls and boys in the classroom.

Teachers should avoid gender stereotypical remarks such as, 'You shouldn't be playing outdoor games, you're a girl', and 'Pay more attention to your studies. You're a boy, you're going to have to get a job and support a family someday'.

Education plays a vital role in empowering girls and women. Empowerment of women leads to social and national progress.

Energiser

Activities We Enjoy

◆ 15 minutes

◆ Paper
◆ Markers/ crayons

Step 1: Instruct the participants to draw a picture of themselves doing something they enjoy.

Step 2: Tell them to form teams of two, share their drawings with their teammates and talk about why they enjoy that activity.

Discussion Points

◆ **Variety of activities the participant enjoys;**

◆ **Gender differences in the enjoyment of these activities;**

◆ **What the participants have learnt about themselves and the others.**

Step 3 Tell each team to join another team, share their drawings and talk about why they enjoy the activity. Repeat as many times as necessary.

4.3 Session 3

Action Plans and Feedback

This concluding session involves three activities: Activity 1 teaches the participants to make specific, realistic, short- and long-term plans to increase gender sensitivity in schools, as well as use a tool to track girls' continuation in school (Annexure 14: Individual Tracking Tool). Bear in mind the capacity and role of each teacher as they devise their plans. Activity 2 helps evaluate the extent of the group's learning (Annexure 2: Pre- and Post-training Questionnaire). Activity 3 uses the Feedback Form (Annexure 15) to elicit opinions about the training.

◆   45 minutes

Activity 1

Formulating Action Plans
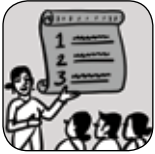
◆ To illustrate how short- and long-term action plans are formulated.

◆ Copy of the directives to protect students (Annexure 13: Directives to Prevent Physical and Sexual Abuse of Students)

◆ Copy of the tracking tool (Annexure 14: Individual Tracking Tool)

Step 1: Use an example (such as requiring boys and girls to share duties equally) to explain the changes that are possible to bring about in the classroom or school in a year. Tell the participants to visualise these changes.

Step 2: Let the participants write down the changes they plan to initiate in the coming year. Tell them to include how they propose to bring about the changes and the opportunities they will use to do so.

Action Plan: What and How			
Proposed Change	**How**	**Opportunities**	**Proposed Start**
Encourage the girl students to take more interest in their studies and want to study further	Talk about women leaders and the importance of education for girls.	Teaching in the classroom	Next class onwards
Lower the dropout rate among girl students	Talk to the parents of the absentees	Home visits, parent-teacher meetings	As soon as absenteeism is noticed
Display girl child friendly materials	Encourage students to make gender sensitive charts and displays	Staff meetings	Immediately
Appoint a committee to review cases of sexual harassment, constitute a Child Legal Club	Discussions with other teachers, SDMC/ management committee members	Staff meetings, SDMC network meetings, governing body meetings, meetings regarding the Department of Education's directives for student safety	Immediately

Step 3: Instruct each participant to choose one change they will begin to implement before returning for follow up. Discuss time frames and ways in which they can support each other, such as by sharing materials, discussing challenges and the lessons they learn along the way.

Step 4: Encourage the participants to maintain contact with each other by exchanging addresses, phone numbers and training aids.

Step 5: Propose that everyone vow to demonstrate more gender sensitivity and bring in change to the best of their abilities.

Step 6: Explain the necessity and usage of the Individual Tracking Tool.

Activity 2
Evaluating Learning
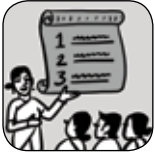
◆ To evaluate the extent of the participants' learning.

◆ Copies of the Post-training Questionnaire (Annexure 2)

Step 1 Distribute the questionnaire to each participant. Ask them to answer it and return it to you.

Activity 3

Gathering Feedback
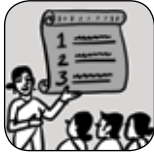
◆ To ascertain the usefulness of the training and whether it must be modified for greater effectiveness.

◆ Copies of the Feedback Form (Annexure 14)

Step 1: Distribute the feedback forms. Urge the participants to be frank and objective in their responses.

Step 2: Collect the forms after everyone has filled them in.

Step 3: Ask if anyone has anything to say to the rest of the group.

Examples of Participants' Concluding Remarks

◆ The workshop has transformed my world-view by….

◆ Changes I am going to initiate in my school include….

Step 4: Thank them for their cooperation and wish them luck for the future.

Annexure 1

Registration Form

Place:

Date:

Town/ City:

District:

Pin Code:

S. No.	Name	School	Telephone	Day 1	Day 2	Day 3
1						
2						
3						
4						
5						

Annexure 2

Pre- And Post-Training Questionnaire

This questionnaire evaluates the participants' understanding prior to and after training. It should be presented with the registration form to give the man overview of the curriculum.

S.No.	Question	Agree	Disagree	Don't Know
1	Education is more important for boys than girls.			
2	School textbooks do not discriminate between men and women.			
3	Teachers usually pay more attention to boys than girls in the classroom.			
4	Teachers play an important role in reducing the dropout rate.			
5	Girls and boys have different nutritional needs.			
6	Child/ early marriage usually puts an end to a girl's education.			
7	Girls suffer sexual harassment in schools.			
8	Both girls and boys should receive sex education.			
9	The biological differences between women and men do not cause them to behave differently.			
10	Women can perform any task.			
11	Everyone is entitled to live free from discrimination.			
12	I look forward to a time when men and women are treated equally.			
13	Women make better teachers than men.			
14	Talking about gender issues does not create conflicts between men and women.			
15	I understand the concept of gender.			
16	Men can be caregivers.			
17	Men and women are not treated equally in rural areas.			
18	Patriarchy is a major cause of women's oppression.			

Annexure 3

Sample Timetable for Workshop

The following schedule is meant to provide a broad indication of the timetable for the workshop. Please adjust the timings according to your own needs.

DAY 1				
Session	Time	Content	Activity	Outcome
1	9.30 AM to 11.00 AM	Introductions and Expectations	• Chatterbugs/ Name Game • Expectations and Guidelines *Icebreakers, sharing*	• Participants get to know each other better • They receive an overview of the workshop • Timetable drawn up and groups entrusted with responsibilities
	11.00 AM to 11.15 AM		**TEA BREAK**	
2	11.15 AM to 1.00 PM	Understanding Sex and Gender	• Introducing Gender • Gender Compulsions *Brainstorming, discussions*	• Participants are familiarised with the concepts of sex and gender • They learn how culture influences gender
	1.00 PM to 2.00 PM		**LUNCH BREAK**	

DAY 1				
Session	Time	Content	Activity	Outcome
2	2.00 PM to 2.15 PM	Energiser (optional)	• Eye to Eye	• Participants are prepared for more intensive engagement
2	2.15 PM to 3.00 PM	Understanding Sex and Gender (contd.)	• Quick Thought • Biology vs. Social Constructs *Writing opinions, handouts*	• Participants learn to distinguish between biological differences and social constructs
3	3.00 PM to 3.45 PM	Social Construction of Gender	• In the Toy Store • On the *Maidan* *Role play, discussion*	• Participants understand how socialisation impacts gender roles, notions of self, and relationships with the opposite sex
	3.45 PM to 4.00 PM			**TEA BREAK**
3	4.00 PM to 5.00 PM	Social Construction of Gender (contd.)	• In the Kitchen – Part 1 • In the Kitchen – Part 2 *Role play, discussion and summary*	• Participants learn how social structures lead to inequality and discrimination

DAY 2				
Session	Time	Content	Activity	Outcome
1	9.30 AM to 9.45 AM	Recap/ report		
1 (contd.)	9.45 AM to 11.00 AM	Deconstructing Gender Myths	• Agree/ Disagree *Analysis, discussion*	• Participants begin to recognise gender stereotypes • Gender myths are deconstructed and analysed
11.00 AM to 11.15 AM			**TEA BREAK**	
2	11.15 AM to 1.00 PM	Understanding Patriarchy	• Defining Patriarchy *Brainstorming*	• Participants are familiarised with the definition and implications of patriarchy
1.00 PM to 2.00 PM			**LUNCH BREAK**	
2 (contd.)	2.00 PM to 2.15 PM	Energiser (optional)	• Oranges and Mangoes	• Participants are prepared for more intensive engagement
2 (contd.)	2.15 PM to 3.45 PM	Understanding Patriarchy (contd.)	• Patriarchal Institutions *Focus group discussion*	• Participants learn to analyse the patriarchal values of social institutions
3.45 PM to 4.00 PM			**TEA BREAK**	
3	4.00 PM to 5.00 PM	Gender Discrimination in Schools	• Gender Stereotyping and its Impact on Students *Observation, analysis, group discussion*	• Participants identify gender stereotypes and are sensitised to their impact on students

DAY 3				
Session	Time	Content	Activity	Outcome
1	9.30 AM to 9.45 AM	Recap/ report		
1 (contd.)	9.45 AM to 11.00 AM	Gender Responsive Schools	• The Perfectly Responsive School *Analysis, discussion* *Brainstorming, creative visualisation*	• Participants brainstorm and visualise a gender responsive school as an ideal benchmark
	11.00 AM to 11.15 AM			**TEA BREAK**
2	11.15 AM to 1.00 PM	How Teachers Can Promote Gender Equality in Schools	• Review of Gender Sensitivity in Schools • Making Changes Questionnaire, discussion, role play	• Participants review the gender responsiveness of their schools and become aware of their own role in promoting gender equality in schools
	1.00 PM to 2.00 PM			**LUNCH BREAK**
2 (contd.)	2.00 PM to 2.15 PM	Energiser (optional)	• Activities We Enjoy	• Participants are relaxed and energised for more intensive engagement
2 (contd.)	2.15 PM to 3.45 PM	Action Plan	• Formulating Action Plans *Questionnaire, presentation*	• Participants identify changes they can implement, and commit to increasing gender responsiveness in their schools
	3.45 PM to 4.00 PM			**TEA BREAK**
3	4.00 PM to 5.00 PM	Gender Discrimination in Schools	• Gender Stereotyping and its Impact on Students *Observation, analysis, group discussion*	• Participants identify gender stereotypes and are sensitised to their impact on students

Annexure 4

Sex and Gender Concepts

A boy grows into a man.

A man has a penis and testicles.

A girl grows into a woman.

A woman has a vagina, uterus and breasts.

When a child forms in the body of a woman, she gives birth and breastfeeds the child.
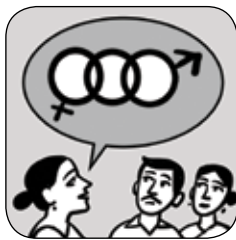
Sex refers to an individual's biological or physical construction on the basis of which boys belong to the male sex, and girls to the female sex.

Apart from these few biological (physical) differences created by nature, the bodies of girls and boys are more similar than different.

Since biological differences are uniform across families, communities and countries, boys everywhere are biologically similar. The same is true for girls.

The other differences between boys and girls are constructed by society and cultures, which are not the same everywhere. These include differences in clothing, behaviour, education, and social attitudes. Consequently, some girls may have long hair and others, short; in some families, boys help with household chores but in others, they do not. Some women are homemakers; others work outside the home.

It is society that imposes rules that dictate, for instance, that girls must stay home while boys may go out, that girls be given less food and time for play than boys or that boys be sent to better schools so that they can find good jobs or take over the family business when they grow up.

Differences between Sex and Gender	
Sex	**Gender**
Biological	Socially constructed
Only women can give birth.	Women can do the same jobs as men.
Uniform across cultures and geographies; inborn	Variable across cultures and geographies; acquired
Only men can produce sperm.	Men can look after children.

Gender differences, therefore, are created not by nature but by society. Nature does not create inequalities. It only provides different reproductive organs to men and women. Inequalities, hierarchies and customs are social constructs, as are the perceived differences between rich and poor, Brahmins and Sudras, blacks and whites.

Social definitions of gender render girls and boys, women and men unequal. Society – and it is people like us who collectively make up a society – deems that men must wield power over women and be paid higher wages because they are somehow superior to women.

Gender differences the world over are rooted in a patriarchal mindset. In other words, they are male dominated or they favour men. Instead of focusing on the similarities between girls and boys, societies and cultures continually emphasise the differences. As a result, girls and boys may grow up so differently as to belong to different worlds. Because gender differences tend to be anti-women, girls face many more obstacles than boys. They are far more frequently subjected to discrimination and violence. It is much harder for them to nurture their talents and get ahead in life. This is often evident in the same family, where the sons are helped to thrive while the girls are neglected to gradually wither away. At the same time, rigid roles, responsibilities and expectations are also imposed on boys. They are prisoners and victims of the gender wars too. The resulting inequality between the sexes sparks tensionsthat are detrimental to the family, community and country.
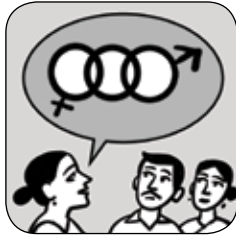
Nature produces male and female; society turns them into man and woman, masculine and feminine.

We must always bear in mind that gender is socially created and that we are free to adopt new definitions and associations. We can create a future where girls are not perceived as inferior or weak, and boys are not raised to equate masculinity with violence and domination. It is said there is both man and woman in each of us. Society may frown upon the man in a girl or the woman in a boy being expressed but girls and boys have the same rights to dress, play, learn and grow up healthy and safe. It is not her body that equips a girl for housework or caregiving any more than a boy's body bestows innate courage, intelligence and strength. Tasks are learnt, traits acquired. We can build a world where roles, responsibilities, qualities and behaviour patterns are not predetermined by gender, caste, class and race. We can extend the freedom of choice of roles, the opportunities to cultivate talents and live a fulfilling life to not just half the population but to all of it.

◆ Adapted from *What is a Girl and What is a Boy* by Kamla Bhasin

Annexure 5

Sex and Gender Handout

Print copies of this handout (without the answers indicated in brackets) for the participants or read out each statement to the group.

1. Women give birth; men do not. (S)

2. Men's voices 'break' at puberty; women's do not. (S)

3. Men are better drivers than women. (G)

4. Men are better than women at managing money and investments. (G)

5. Men require more nutrition than women because they lead more active lives. (G)

6. Women can breastfeed babies; men can bottle-feed babies. (S)

7. Women are less corrupt than men. (G)

8. Women cry more readily than men. (G)

9. Women cook better than men. (G)

10. A man's sperm is responsible for the sex of the foetus. (S)

11. Men experience greater sexual desire than women. (G)

12. Men may move about alone at any time; women may not. (G)

13. Women are naturally better at taking care of babies than men. (G)

14. Men and women are equal in spite of being biologically different. (G)

Annexure 6

Socialisation

Socialisation refers to the process by which individuals learn to fit into society. Encouraging the development of 'masculine' traits to transform boys into men and 'feminine' traits to transform girls into women is a common form of socialisation.

Socialisation usually begins in childhood. The family, which forms the basic unit of society, plays a pivotal role in the process. The family environment determines the extent to which a child's latent abilities develop and blossom. Very regimentalised family environments with preconceptions of what is and is not acceptable behaviour for boys and girls hinder the development of a child. Preferred gifts for boys, for example, are cars, buses and planes; for girls, they are dolls, kitchen sets and toy utensils. When a boy dismantles and tries to reassemble a toy his parents view him with pride. His pranks and mischief are indulged as only natural. However, if he is frightened of the dark or of being alone, he is disparaged for being effeminate. He is not encouraged to help in the kitchen. A girl, on the other hand, is judged according to her physical attractiveness, diffidence, modesty and dutifulness. She is rebuked for being loud, noisy or careless with her toys. Similar forms of socialisation continue throughout childhood.

Influences in the neighbourhood, education, through religious and social leaders, political forces, literature, newspapers, cinema and other media also reinforce stereotypes. Women who do not not fit the idealised stereotype are deemed immoral and disreputable. Socialisation – and survival – in such a context demands that women spend their lives trying to conform to social standards at the cost of their own freedom, individuality and personal growth.

Similarly, we are socialised to believe that the 'ideal man' must revolt against injustice, protect the weak, and be authoritative, ambitious, brave and outspoken. Men who do not possess or choose not to flaunt these traits may be said to be effeminate. Consequently, boys grow up believing they cannot be men without these qualities.

Socialisation has both advantages and disadvantages. Its disadvantages lie in the fact that it supports the prevailing dynamics between men and women. By stifling the qualities typically associated with men – courage, perseverance, independence – in women and suppressing those associated with women – tenderness, compassion, tolerance, temperance – in men, it denies integration not only to individuals but society as a whole. A truly healthy society fosters the complete development of its members by recognising that no one sex has monopoly over a particular trait. Feminism seeks to build just such a society.

◆ Adapted from *Gender Equity,* Mangalore University

Annexure 7

Deconstructing Common Gender Myths

◆ Women are biologically weaker than men.

It is a common misconception that pregnancy, childbirth and breastfeeding make women weaker than men. Yet, evidence of women's physical strength is all around us as the majority of them take these changes in their stride. In the sporting arena as well, women with the same opportunities and training as men can match and even surpass them.

In most developing countries, women demonstrate strength and endurance in ways that are taken for granted – routinely walking miles with heavy loads of water, fuel or fodder, or working a full day at tasks that men also perform. Millions engage in hard physical labour even when they are pregnant and return to work immediately after giving birth because the survival of their families depends on it. In any case, pregnancy, childbirth and nursing occur for only a fraction of a woman's life. What exhausts and debilitates the majority of women is the massive burden of caregiving that they usually carry alone – cooking, cleaning, taking care of aged and ailing family members, tending to livestock while also struggling to obtain the necessities of survival. These are the tasks that take up almost three quarters of many women's lives, depleting their health and leaving them very little time for anything else.

◆ Children who are not cared for by their mothers do not feel close to them as adults.

The degree of closeness between mothers and their adult children depends on many factors. Making working women feel guilty about 'neglecting' their children is a tried and tested way to deny them the autonomy that is gained from earning an independent income.

◆ Women are designed by nature to be subservient to men. This occurs even in the animal kingdom.

Not exactly. We are now discovering that much of what we believed to be true in the past was also shaped by gender stereotypes. For instance, the image of the male lion as a proud and protective hunter and provider for his mate and cubs is false. It is the lioness who hunts – the lion, according to animal experts, is a lazy lay about. The females of many species are larger and stronger than the males, and are dominant in their hierarchies.

But even if the statement were true, does it justify human beings using the animal kingdom as a model for their own behaviour? Maybe gender equality as we know it does not exist in the animal kingdom but then animals do not subscribe to the uniquely human ideals of justice, development and peace either!

◆ Women who dress or behave in culturally inappropriate ways invite assault.

Assault is a violation of a woman's right to her own body. It is completely unrelated to her appearance, dress or behaviour and is never justified. Would an assault on a man ever be condoned because someone considered his clothing offensive? This statement is a classic method of blaming and shaming the victim.

◆ A woman who leaves the house because her husband slaps her occasionally is overreacting.

Any violence, including a single slap, is an infringement of a woman's rights. Patriarchy condones, justifies and trivialises violence against women. It socialises women to endure even extreme forms of violence in the interest of domestic peace. A woman has the right to set her own boundaries and decide how much is too much for her to endure.

◆ Women make better nurses than men.

Glorifying care-related qualities such as compassion, gentleness and patience as typically feminine virtues has resulted in women being confined to jobs that mirror their roles in the family. It is no coincidence that these jobs are at the bottom of the career hierarchy, are poorly paid and involve repetitive and exhausting work.

◆ 'Backward' cultures are patriarchal whereas 'advanced' societies are not.

Classifying patriarchy and gender inequality as attributes of primitive or backward societies is a patronising and convenient excuse to ignore gender hierarchies in the North. The UNDP Human Development Report and scholars and social scientists in both the North and the South have exposed the reality of gender inequality as a worldwide phenomenon.

◆ Women are their own worst enemies.

Oddly, the daily conflicts between men – property and inheritance disputes, professional rivalries and much more – are never cited as evidence that men might be their own worst enemies. Expecting all women to unite against oppression is unrealistic and unwarranted. Women are products of the same cultures and socialisation as men; the prejudices are shared. Moreover, they do not constitute a homogenous category – like men, they are divided by class, ethnic, race and geographical differences that may supersede their common gender interests.

- Girls require more and better nutrition than boys.

  When girls begin to menstruate, their nutritional requirements exceed those of boys as they must compensate for the monthly loss of blood. However, as men bring home the income upon which the survival of the family depends, their care and feeding is given paramount importance. Girls are expected to eat last and least. Such discrimination, which begins at the breast and continues throughout a woman's life, is responsible for the exceptionally high rates of female malnutrition and pregnancy-related anaemia in India.

- A man's educational qualifications, income, age and status should exceed a woman's for a happy married life.

  Happiness in married life is derived not from qualifications, income and status but from mutual love, respect and compatibility between the spouses. Contrary to the statement above, many studies report that domestic violence is higher in marriages where the husband enjoys significantly higher financial or social status than the wife.

- The sex of a child is determined by the father's sperm.

  A human cell has 46 pairs of chromosomes, of which 23 are inherited from each parent. One pair of these determines the sex of the child. In women, the sex chromosomes, called X chromosomes, are identical. Men possess one X and one distinctly smaller Y chromosome. A child is born male when the X chromosome from the female ovum and the Y chromosome from the male sperm meet and fertilisation takes place. The child is born female if a sperm containing the X chromosome fertilises the ovum. Hence, it is the father's sperm that determines the sex of a child. Blaming the mother for the sex of a child has no basis in scientific fact.

Annexure 8

Patriarchy in Social Systems

Patriarchy is a system of social structures and practices in which men dominate, oppress and exploit women. Its core principle is that men are naturally superior to women, and therefore entitled to control women's labour, reproduction, knowledge and resources. The threat of rape is used as weapon to control women's mobility and sexuality, and women's bodies become a battleground for men when rape is used as a form of domination in family, caste or national conflicts.

Patriarchal values result in unequal distribution of resources between men and women within and outside the home. For example, men inherit property and women do not.

◆ Patriarchal Values in the Family
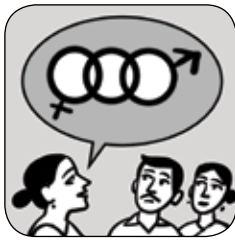
Male domination results in many women spending their entire lives in subjugation because they are denied the opportunities and rights.

Many girls and women compromise their educational opportunities and careers for marriage because it is viewed as the right path for a woman. Caring for the home, family and children is considered their primary responsibility. Domestic violence and gender discrimination are accepted as common occurrences. Speaking up against this is considered disrespectful to family and culture.

Relocating after marriage to another family and clan, or another religion or culture, compounds a woman's vulnerability by increasing her dependence on her spouse and his family. This is especially true of women who are not economically independent.

Customs such as adopting the husband's surname and wearing adornments traditionally associated with marriage also demonstrate male domination – men are under no obligation to adopt equivalent symbols of commitment. Such customs are reinforced by social, religious and legal systems.

◆ Patriarchal Values in Religion

Patriarchal values are double standards of morality that accord greater rights and freedoms to men than women. These values underlie many religious laws and practices that control women and confine them to the home.

Most religious traditions demand that the wife revere and submit to her husband rather than consider herself his equal. The husband is the pati, maalik, swami, patiparmeshwar and patidev – in other words, the lord and master.

Customs and traditions such as Karwa Chawth, Raksha Bandhan, kanyadaan, sindoor and mangalsutra are very obviously symbolic of female submission and dependence on the man. Not coincidentally, the priests of every religion have traditionally been men.

Furthermore, rules pertaining to purity and pollution are strictly enforced on women. Forbidding them from entering the kitchen, coming into contact with religious texts and eating certain foods during menstruation and immediately after childbirth reinforce their subordination, restrict their mobility and curtail their access to spaces.

◆ Patriarchal Values in Education

School textbooks continue to propagate gender stereotypes. Boys are encouraged to pursue higher studies because they are expected to provide, and a good education is a stepping stone to a superior career and a higher income. Girls are not similarly encouraged because they are expected to be wives and mothers. Consequently, they also receive less attention than their male peers in school.

Women have consistently proved themselves to be as competent as men in many traditionally male dominated arenas such as photography, aviation and science. Yet, many women with the aptitude for these subjects are pushed into opting for home science and similar areas considered appropriate for girl students.

◆   Patriarchal Values in the Law

Family, as defined by law, refers to the union of a husband, wife and children. Families that challenge the norm do not even exist within the purview of the law. In 2005, the Prevention of Domestic Violence Against Women Act accorded legal status to heterosexual live-in relationships, which is a progressive step taken by the legal system in India. However, Section 377, which pertains to the rights of same sex couples views homosexuality as unnatural and abnormal. Consequently, same sex couples often face harassment and violence by mainstream society.

The law only recently entitled women to be guardians of their children. Guardianship was previously accorded exclusively to the father. The police force too, is notorious for its patriarchal attitude, insensitivity and apathy towards women. Instances of rape and sexual abuse of individuals in police custody are not uncommon.

Educational and government institutions, as well as NGOs, now require the mother's name on their forms. This step also constitutes a dramatic change from the past.

◆   Patriarchal Values in the Media

The media – print, electronic and digital – is a powerful agent of socialisation. Its perpetuation of gender stereotypes to the exclusion of serious issues related to women directly and indirectly promotes male exploitation and control of women's bodies and sexuality.

The pornography industry, now a thriving part of the entertainment business, continues to boom through books, magazines, commercials, films and websites, despite the fact that it trivialises and degrades women by portraying them as objects of male pleasure.

Annexure 9

Problems of Child/ Early Marriage

In the more backward pockets of India, children, some as young as infants, are given in marriage, despite the fact that child marriage is illegal[1]. The roots of the practice lie in deeply entrenched patriarchal values: A woman's place is with her husband; she is most fertile immediately after puberty; and older, better qualified grooms are entitled to bigger dowries, which are crippling at the best of times for many families.

Child/ early marriage is detrimental not only to the children involved but to society in general. As neither partner has been exposed to the realities of life, such marriages begin with a lack of physical, mental and emotional maturity. Secondly, while the problem affects both boys and girls, the latter are worse affected as they are raised to be subservient to father and husband. Should their husband and in-laws be dominating or violent, their vulnerability is compounded by their loneliness and isolation. Further more, child/ early marriage usually signals the end of their education – girls are expected to fulfil their domestic duties as cooks and caregivers to the detriment of their educational and economic advancement. Early marriage also leads to early conception and young brides are forced into motherhood even as they enter their teens. Multiple pregnancies in quick succession frequently result in severe malnutrition

Child/ early marriage thus constitutes a form of discrimination against girl children, and perpetuates a vicious cycle from which escape is very difficult. While problems related to dowry and property rights are more adult in nature, child/ early marriage, child labour and trafficking rob young girls of their childhood and force them into lives of submission and oppression.

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[1] The minimum legal age for marriage in India is 21 for the groom and 18 for the bride.

Annexure 10

Gender Analysis of Education

Education is a key strategy for gender equality and women's empowerment. It expands opportunities for women, equips them to make informed choices, and empowers them to fight oppression and claim their rights. The right to education is inextricably linked with other human rights, such as the rights to freedom from discrimination, to work, and to participate in decisions affecting one's self and community.

Primary education is the first step towards acquiring the basic tools of learning. It can open the doors to a world of knowledge and information that would otherwise be inaccessible to women. Yet, millions of women around the world live with the consequences of not having completed five years of schooling, or not having been to school at all.

Factors that operate to deny girls their right to education include the following:

◆ **Patriarchal attitudes** that define girls' destiny in terms of marriage and family, so that their parents see little value in educating them. Even if they are sent to school for a few years, **early marriage** and **pregnancy** force them to drop out before completion.

◆ Their contribution to the family economy in terms of **unpaid work,** both inside and outside the home is another reason for parents to keep them at home or pull them out of school, especially in times of economic stress. If they go to school, they have to make up their quota of work before and afterwards, as a result of which they may be too exhausted to learn.

◆ **Distance** and **physical infrastructure** raise concerns about safety and 'honour'. Parents are reluctant to send their daughters to schools outside the village or far from home, especially in situations of conflict. Unsafe school buildings and the absence of amenities such as separate toilets also pose barriers to their education.

◆ The **school environment** may expose them to sexual harassment and abuse by boy students and male teachers. In such cases, the presence of **women teachers** can help convince parents that schools are safe places for their daughters.

In a UNICEF study in Cameroon (2002), as many as 27 per cent of girl students reported having had sex with a teacher.

Source: Task Force on Education and Gender Equality, UN Millennium Project, Toward Universal Primary Education: Investments, Incentives and Institutions, 2005.

- The content and process of education are often **dull and irrelevant** to real life. Textbooks reinforce gender stereotypes by casting women in subordinate roles. Methods of teaching are often gender biased, with boys getting more attention and affirmation from teachers than girls.

- **Poverty** and the **rising cost of schooling** are major reason why many girls are not in school. Cuts in the education budget in many countries have resulted in higher school fees and additional charges for school maintenance which poorer families find difficult to bear.

- **Discontinuance of incentives** such as free textbooks and school meals adds to the cost of schooling. In such situations, poor families tend to keep their daughters home to contribute to the family economy and use their scarce resources to educate their sons.

- **HIV/AIDS** has become a major barrier to girls' participation in education. In countries affected by the pandemic, girls are forced to drop out of school, earn a living and take care of families where most of the adults are either ill or dead.

- Some countries show a **reverse gender gap** with fewer boys than girls in school. This occurs when mistaken notions about masculinity drive boys to the streets at an early age, or because they are sent to work by their families as they can earn more than girls, or because they think education is irrelevant, or because they turn to criminal activity. Although uncommon, this is a serious gender issue that must be addressed through focused strategies.

Annexure 11

Gender Stereotyping and its Impact on Students

The following are examples of gender stereotypes and gender related problems and their impacts that the participants may identify:

◆ **Role models**

Stereotype: Textbooks and learning aids typically depict male heroes.

Impact: This reinforces the notion that boys are superior and that girls must confine themselves to subordinacy.

◆ **Activities and careers**

Stereotype: Textbooks depict boys/ men as engaging in physical activities (carrying heavy objects, chopping wood, ploughing fields). They are portrayed as policemen, doctors and engineers. Girls/ women are invariably shown engaging in housework (cleaning, cooking, washing) and becoming nurses and teachers.

Impact: Boys are encouraged to aspire to the higher status and better paying jobs that are acquired by prioritising education. The nurturing, caregiving and homemaking role of girls is constantly reinforced, as a result of which they do not see their role in public life and nation-building.

◆ **School and classroom tasks**

Stereotype: Boys and girls may unknowingly be treated differently. The school monitors are usually boys; school bands tend to have more boys than girls. Housekeeping tasks (cleaning classrooms, washing midday meal utensils) are relegated to girls while tasks that involve the use of tools (ringing the bell, operating the television and LCD) are assigned to boys.

Impact: Boys are encouraged to be assertive, take control of tools and technology, and demonstrate leadership. Relegating housekeeping tasks to girls reinforces their domestic role.

◆ **Teacher expectations**

Stereotype: Teachers reinforce stereotypical gender roles in their differing expectations of boys and girls. For example, boys who do not do their homework are asked if they will 'stay at home like a girl' to humiliate them.

Impact: The superiority of boys over girls and the importance of education for boys are constantly emphasised.

◆ **Learning environment**

Stereotype: Teachers may foster learning environments in which boys are encouraged to succeed while girls are allowed to fail. Boys may be praised and rewarded more often than girls. Similarly, harsher punishment may be meted out to boys than girls to 'toughen' them up. Girls may be criticised more often for giving a wrong answer. Boys may be called to answer questions more often than girls.

Impact: Boys are continually reminded that they must do well in their studies to be able to fulfil their role as income earners. Absenteeism among girls is not taken seriously. As a result, both boys and girls come to believe that education is relevant only for boys.

◆ **Physical segregation in the classroom**

Stereotype: Girls and boys should not mingle after a certain age.

Impact: Girls and boys are seated separately in the classroom. Disruptive boys are made to sit with the girls. Physical segregation and the absence of sex education in the curriculum lead to unhealthy attitudes towards sexuality among young children. Consequently, they grow up believing that normal interaction, such as sitting together and talking with each other, is taboo. Making unruly boys sit with the girls reinforces the idea that girls are somehow inferior and to sit with them is shameful.

◆ **Essential facilities**

Problem: Even when schools do have toilets, they usually lack soap, water, sanitary napkins, dustbins and an area where girls having their period can rest.

Impact: The lack of these basic facilities is commonly cited as a reason for the high drop-out rate among adolescent girls.

◆ **Games and sports**

Problem: Girls tend to be denied or restricted in their access to play and sports because they are expected to be ladylike and demure.

Impact: This is detrimental to the healthy development of girls as it discourages them from indulging in enjoyable physical activities that promote health, fitness, team spirit and healthy competition.

◆ **School management and operations**

Stereotype: When the headmistress is a woman, male teachers may attend meetings and speak at the SDMC on her behalf. The cleaners are always women.

Impact: This reinforces the message that women should be docile, are better suited to housekeeping activities and should play a subordinate role while men take the lead role.

◆ **Response to harassment**

Problem: In more extreme cases, teachers may indulge in or ignore sexual harassment of girl students by other students or teachers.

Impact: Since the system encourages boys to believe that they are superior to girls, many find it difficult to accept that a girl can thrive academically. This may result in their harassing girls they view as threats to their masculinity.

Annexure 12

Gender Sensitivity Questionnaire

◆ How many teachers at your school have been trained in gender responsive methodologies?

◆ Have any cases of sexual harassment been reported at your school? Who was responsible for the harassment? Who was harassed? Is there a committee to deal with such issues? How are such matters addressed?

◆ How does your school ensure that boys and girls have equal access to textbooks, the library and the laboratory?

◆ Does your school have an adequate number of (separate) toilets for boys and girls?

◆ What initiatives has your school taken to interest more girls in science and math?

◆ What measures have been taken by the parents, panchayat, SDMC and the community to support girls' education? (These may include steps to curb child/ early marriage, discourage early pregnancy, reduce household responsibilities for girls, monitor their school attendance, encourage gender sensitivity among teachers, etc.)

Annexure 13

Directives to Prevent Physical and Sexual Abuse of Students

In view of the increasing instances of violence – physical, mental and sexual – and assaults on children, the Department of Public Instruction, Government of Karnataka, has stepped up measures to protect school and college students in the state. In July 2014, it issued a circular to educational institutions in this regard. The key directives pertaining to sex and gender are summarised below.

1. Every school must have a Child Protection Committee to prevent sexual harassment and other crimes against students.

2. Boys and girls should have separate toilets, located as far apart as possible.

3. Male and female security personnel should monitor the entrances, exits and school premises at all times. The entire premises must be adequately lit.

4. Punitive measures such as locking children in dark rooms or sending them out of the classroom must not be practiced.

5. The SMCs must constitute internal vigilance committees comprising school staff, parents and Department of Education officials who meet periodically to discuss student security issues.

6. District administration must raise awareness about the necessity of complaining to the SMC about inappropriate or suspicious behaviour by any individual.

7. Security officers at schools in remote or sparsely populated areas must have government permits.

8. Girl students and women staff should be dropped home after school before boys and male staff.

9. School management officials, teachers and other staff must compulsorily undergo awareness training on the POSCO Rules, 2012.

10. Complaint and suggestion boxes must be placed within easy reach of the students and the feedback from them discussed by the Child Protection Committee every week.

11. Students must be taught to distinguish between safe and unsafe touch, in an age-appropriate manner.

12. Every primary and secondary education institution must prepare a Child Safety/ Protection Action Plan detailing procedures to be followed in crises and emergencies. The plan should lay down the rules and responsibilities of parents and students and discuss these regularly at parent-teacher meetings. A team of experts named by the appointing authority should inspect the constitution and implementation of the plan. The team should interact with and guide the students, teachers and management on child safety and protection issues.

13. If a student is sexually harassed, the school's Child Protection Officer or counselor must promptly submit a report to the District Child Protection Officer, Deputy Director of Public Instruction and the Child Benefit Officer at the nearest police station.

14. Immediate action must be taken if a child complains about ragging in or outside school, or physical/ sexual abuse by anyone in or outside school, or if his/ her behaviour changes or body shows signs of injury.

15. The police should accept and address the complaints of students, parents and women staff promptly. Should the harassment occur at a school, workplace or public area, action should be taken on the spot. Complaints by children should be addressed immediately and the complainant's personal details kept confidential.

16. The Right to Free and Compulsory Education Act, 2009, stipulates that children are not responsible for abuse against them. According to the POSCO Act 2012, severe punishment must be meted to those who inflict mental, physical or sexual abuse on a child.

17. The second chapter of the POSCO Act stipulates the punishment for rape of a child to range between 10 years to life imprisonment with penalty; five to seven years of severe punishment with penalty for sexual attack; three years of imprisonment for sexual harassment; and five to seven years of extendable imprisonment for using children for pornographic purposes.

KARNATAKA HEALTH PROMOTION TRUST

Individual Tracking Tool at School Level

School _____   District _____   Taluka _____   Village _____

DISE Code _____   Academic Year _____   Class _____

S. No.	Admission No.	Name	Father/ guardian	Address with landmark and contact details	Age	Caste	Does the girl belong to a vulnerable family?	Does her family migrate outside the district for more than one month a year?	Does she migrate with the family?	Is she engaged to be married?	Is she married?	Is she vunerable to dropping out of school?	Marks obtained in past years	How do you rate her overall academic performance?	Does she take special tuitions?	Quarterly Updates (To be filled at the end of each quarter)							Marks in mid-term exam	Quarter 3 (Updated: 28-02-2015)			Marks in final exam	Continuation to next class		Remarks
																Quarter 1 (Updated: 31-08-2014)			Quarter 2 (Updated: 30-11-2014)				Is she still in school?	Interruption in schooling	Reason for interruption		Status	If discontinued/ dropout, then reason	
																Is she still in school?	Interruption in schooling	Reason for interruption	Is she still in school?	Interruption in schooling	Reason for interruption								
						1 = SC 2 = ST 3 = Other	(✓) or (X)	(✓) or (X)	(✓) or (X)	(✓) or (X)	(✓) or (X)	(✓) or (X)	%	1 = Excellent (81-100%) 2 = Good (61-80%) 3 = Average (51-60%), 4 = Poor (41-50%) 5 = Very poor (35-40%)*	1 = Project tuition 2 = Project linked tuition 3 = Other	(✓) or (X)	No. of days	Reason	(✓) or (X)	No. of days	Reason	%	Use (✓) or (X)	No. of days	Reason	%	1 = Continued 2 = Discontinued/ dropped out 3 = Continued in the same class	Reason	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
							(Example: Devadasi/ FSW/ very poor family)					Tick (✓) here if any column from 8 to 12 has been ticked (✓)														To be filled at the end	To be filled at the end	

Annexure 15

Feedback Form

S.No	Contents	Very Good	Good	Average
1.	Training contents			
2.	Training methodology & activites			
3.	Facilitation			
4.	Training material			
5.	Logistics			

Name: _____

Organisation/ school: _____

Address: _____

Phone: _____

Two new things learnt at this workshop: _____

Most useful session: _____

Least useful session: _____

Three changes you will initiate at your school after the workshop: _____

More information required on: _____-

Suggestions for future training modules: _____

General Comments

(Signature)