

GENDER EDUCATION



Institute of Social Development
Kandy

GENDER EDUCATION

This module is arranged to educate females on Gender, GBV, and Human rights. It addresses issues in culture that creates space for GBV, and also the legal framework and human rights framework available for alleviating GBV while empowering women for it.

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INTRODUCTION

This is the composite Gender and Development Education module of ISD. The purpose of developing a module for ISD is to maintain standards in gender education for the targeted communities and hence all read the same page in Gender and Development. By considering this purpose, the module is prepared with the simplest form of knowledge transferring to the grassroots communities, the target group of ISD. The contents are designed with a blend of concepts, theories, and common knowledge on gender and development to provide a strong rational basis enabling participants to understand without taking it emotionally or partially while respecting their right to be informed about the subject equally to any other who would learn this subject.

The module consists of four sub-modules focusing on the following topics related to gender education:

1. Women leadership
2. Masculinity: myths and realities
3. Decision making and empowerment
4. Value of unvalued care and domestic work

The following three main target groups are to be educated on the above topics.

1. Youth (females and males)
2. Adults (men and women)
3. Female leaders (local political leadership and community leadership)

The methods of education in the module are on adult learning principles and theories to match with the target groups. The session will also be delivered in a participatory manner, starting with “what they know already” while combining with the common knowledge. It tries as much as possible to make a smooth transition of knowledge from “what is already known” to “what to be known”. Further, the session aims a KSA change among the participants through active participation in the sessions.

Each sub-module has its sessions sequence arranged for a certain time duration. But trainers can choose the sessions based on their objective, the standard of the participants, duration and combination of topics of the training. However, the first session on understanding the concept of gender is common to all 04 modules as it is the “must” session that everyone needs to understand when getting exposure to this subject regardless of their socio-economic status. The session contents are organized with simple and practical contents regardless of they are originated a form of Gender and development theories.

The module is tested with primary validation done with the relevant staff of ISD followed by a TOT conducted with the entire staff of ISD and the trainers/educators of the module. To prepare the module, the thank was given to the gender consultant Dr. Nisadhi Somarathne.

MODULE ONE

Education on gender and leadership for women leadership
(local political leaders and other potential community leaders)
(Duration of the training 01 day)

Session One

Understanding the concept of gender

The trainers should possess the capacity to rationally explain gender to educate and train others. They should not simply follow what is available in the present day literature without understanding it rationally and factually and also related to the day-to-day life of grassroots level people. This session aims to bring the participants into logical thinking about the concept of gender as a socially constructed power hierarchy on the biologically determined sex categories of human beings. It is also important to understand gender is an issue related to all the sexes, not only to the women.

Objectives : To develop a rational understanding of the concept of Gender

Learning outcomes :

At the end of the session, the participants will be able to explain:

1. The concept of gender as a power hierarchy is constructed by the production - oriented society.
2. The culture is the social mechanism that maintains the power hierarchy with men in the top social positions.

Method : Participatory session and group activity on peer learning

Materials : PowerPoint (PPT) presentations (slide 2-5), Hand out 01

Proposed time: 60 mins

Steps :

1. Ask participants: "How many human categories are born into this world with sex differences?"
Generally, most would respond by saying "two" and classify them as females and males. Only some participants would respond saying that there are three categories and the third is "intersex" in addition to the above two groups. Typically, there will be participants who would be reluctant to openly state that "intersex" is another human sex category, even though; they are keenly aware of its existence, and this itself shows the wide gender disparity.
2. Explain to them that human beings generally belong to three biological sex categories (female, male, and intersex), and it is recognized as a natural and normal fact of life. It is important to know this reality as it is common knowledge. Educate participants to recognize intersex as another natural human-sex category, similar to females and males.
3. Present to them the hierarchy of power on sex categories with aid of the slide 1-5. Discuss with them what elements are there in this power structure to make males as powerful, females as less power, and intersex as powerless.

For example:

- **What are the freedoms given to men in this power?** (Eg. Head of the household and community leaders, to earn and spend by doing a job, taking a dowry from the woman at the marriage, more salary than women even in the same job in the informal sector, to own land and other property, to be violent with justification by the society, and to be leaders and control others on his wish and will etc.)
- **What are the unfreedoms levied by the power hierarchy on men?** Some examples are: men need to be the breadwinners and if not they are not recognized as powerful, they are not allowed to cry, and they are asked to be aggressive and controllers of others. One might not actually want to be the breadwinner, family protector, or a leader, but if she does not behave as society has asked him to behave he would not be recognized as an important person or a “proper man”. These socially imposed gender roles to play a powerful personality always are not natural and big stress for them. The commit suicide rates among men in the world are four (4) times higher than women indicating how much of Unfreedoms, they suffer from.
- What are the unfreedoms given by the society to woman (E.g.: restricted childhood to the house and to be obedient, No much freedom for earning, working at home with no value paid for it, sexual and other forms of harassments, dowry practices, and virginity testing, etc)
- **What are the freedoms given by the society to women?**

Participants will find it difficult to explain freedoms given for women except for freedom for education, doing a job etc. Explain: even in that kind of freedoms women find it difficult to reach their full potential due to insecurity in travelling for schools and higher education centers, under-aged marriages that disturb her freedom for higher-level education.

What are the unfreedoms in the society against intersex? (They are not reflected even in population census and statistics, living a hidden and painful life during a whole lifetime, sexual exploitation, no freedom to do a job, no recognition as a human etc.)

Closure: Explain that the power hierarchy on the sexes (or Gender) is not humane and it does not let people live a happy and truly human life that let them live up to their highest potential in life. It is a disadvantage for everyone as it restricts people and makes some powerful and some powerless. This education program is to learn about it and make our lives better through new knowledge and thinking towards the concept of gender.

Session Two

Understanding patriarchy as the cause for gender inequality

Gender is a social construction by the patriarchy or male-dominant culture. Therefore, to learn and change attitudes towards gender and social equality the participants should understand the disadvantages the patriarchy has created in society by making relationships difficult and unfair between men and women.

Learning outcomes: At the end of the session the participants will be able to explain male dominance as a disadvantaged social construct that affects the wellbeing of both men and women.

Objective:

To guide participants to learn the undesirable prevalence of patriarchy in the family and the society and understand it in terms of their own relationships.

Time : 60 min

Materials : The video on “Impossible dream”

Steps:

1. Explain to the participants the objective of the session and its connection to the previous session (to understand better the gender and gender inequality caused by patriarchy). Also, explain to them patriarchy prevails in our houses and very close relationships and not only in the mass society. We are going to understand it realistically.
2. Show them the video twice.
3. Divide the group into three small groups (a) male-only, (b) female only, and (c) a mix one. Then facilitate a discussion with the following:
Ask females: which type of husband do you dream for? And why? Taking our society into account we generally find husbands in the first category. What factors hinder men to be husbands in the second part of the dream?
Ask males: Which type of husband do you want to be? And why? What is the factor that prevents men from becoming husbands in the second part of the dream?
Ask the mixed group: What factors make men and women suffer in the family as shown in the video while having all the possibility of being a husband in the latter part of the video.
4. Explain the “socially given power to the man has not made any good impact on the women, family, society, or at least on the man’s life. Also, explain that the context we watched here is male dominance or patriarchy. Ask them whether patriarchy or male dominance we saw is good/useful or the power share and mutually respecting relationships we saw is more desirable?

Closure: Show the video for the third time and wind up the session emphasizing the need for changing relationships into desirable ones through mutual respect than dominating and controlling others as seen in the dream.

Session Three

Understanding the need for establishing equality among every gender

Every human being in this world needs to fulfil five kinds of needs during their lifetime, namely (1) basic needs, (2) safety needs, (3) loving and belonging needs, (4) esteem needs and (5) self –actualization needs (Adopted from “Maslow’s hierarchy of needs theory”. Using this theory, we can understand that these five kinds of needs are common to every human being regardless of their biological and social identities. Therefore, equal opportunities must be available for everyone to live a full life.

Objectives:

1. To discuss the fact that despite the sex differences, human beings share the same instinct to fulfil their needs to lead a successful life.
2. To discuss how sex differences discriminate and derail people from achieving equal human needs.

Learning outcomes:

At the end of the session, the participants will be able to:

1. List five kinds of human needs with examples
2. Explain that all human beings are equal in needs
3. Explain as a fact that “Society is equal when it provides everyone the same opportunity to fulfil their life needs”.

Methods : Participatory session based on Maslow’s need theory.

Materials : Hand out 02, Whiteboard and pens, Multimedia.

Proposed time : 70 minutes

Steps :

1. Distribute Hand out-02 and allocate time to read it. Next, introduce Maslow and his work, in brief, using PP slides. Then, move on to the Needs theory.
2. Draw a large pyramid/triangle on the whiteboard and divide it into five tiers as shown in Handout 02. Use this five-tire model, taking one tier at a time (as listed below), to explain the fact that these five types of needs that are instinctual (or inborn) need common to every human being. When creating the hierarchy of needs, encourage the participants to give examples they know for each type of need:
 - a. Basic needs (e.g. food, water, air, sex, and shelter)
 - b. Security needs (e.g. To be safe physically and mentally)
 - c. Loving and belonging needs (i.e. to love and to be loved. To belong to groups such as family, friends, neighbourhood, similarly ethnic and religious groups, nationality, old boys ’/girls’ associations, etc.)
 - d. Esteem needs (i.e. the need to feel the dignity of oneself).
 - e. Self-actualization needs (i.e. to be what someone wants to be or to reach the fullest potential of life. For example, to be a politician, scientist, sportsperson, astronomer, author, singer, higher-mind status/spiritual status, etc.)

3. After developing the model of the hierarchy of needs with examples, discuss the points below by getting opinions, provoking arguments and asking about experiences from the participants:

- Everyone needs to eat, breathe oxygen, drink water, and fulfil sexual needs during their lifetime. As we know, in general, they are common to all human beings regardless of their gender or sex category; male, female and intersex. There are no special or different ways in which these genders satisfy their need to eat, drink, breath and have sex; everyone shares the same levels of those needs and no one sex category gets different hunger than the others (all eat three meals) or breathe more or less air or different kind of air because of their sex differences. All human beings need shelter and need to fulfil their sexual desires.

However, the socially created power hierarchies among sexes (i.e. gender) can make a broad difference in the way an individual fulfils his/her basic needs; men having more and better food while women and girls fall victim to nutrition deficiency. Moreover, men think sexual fulfilment is only for them while women get exploited in various manners (genital mutilation among girls, and other taboos) etc.

- The need for having safety in life (from birth to death) is also a basic need and it is common to all humans irrespective of their sex category. For example, while having this session, if a wild animal intrudes on the premises, everyone would run for their lives, and nobody would be in the least bothered about the kind of gender/sex category to which they belong.
- All human beings want to love, to be loved and be belonged to groups. This has no gender difference and it is well-known based on our life experiences.
- The dignity of life (Self-esteem) is felt by all human beings, and it does not vary depending on gender. When you are recognized (or given the feeling of dignity) you feel happy, otherwise, you are obvious to get bad feelings/emotions such as anger, sadness or even hatred. This experience is common to all genders. For example, why do intersex people try to hide their sexual identity to survive in this society? That is because they fear how society would respond to their sexual orientation, they fear that they would be ostracized by society. But, if society learns to recognize them for who they are and give them a strong sense of dignity, they will never hide themselves from society.

- The need for self-actualization is also innately existing in every human's life. Given the opportunity, each individual will work to achieve it regardless of their sex category. For example, in reality, shows and talent shows like Superstar, many people who presumably carried social stigma due to various social reasons (gender, age, caste, class, body appearance, and disability, etc.) have won titles on many occasions.
4. Use one of the following YouTube videos to prove that self-actualization has no gender difference and it is just a matter of opportunity given to individuals.
 - a. Mekala Gamage (www.youtube.com/watch?v=FRRSy2KF1hg.)
 - b. Jennifer Bricker (<https://www.youtube.com/watch?v=QXCn4lOyFK4>)
 - c. Emmanuel Kelly (www.youtube.com/watch?v=Epi7USli-po)
 5. Explain that people can be different in many ways physically. But their need for living a happy and successful through achieving their needs in life is the same for everyone. For example, 10 can be made up of:

$$8+2=10 \qquad 9+1=10 \quad 7+3=10 \qquad 6+4=10$$

There can be different combinations among human beings similar to the above, but all equally want to live a fulfilled life. This is gender equality: There is no difference based on sex in fulfilling the five types of human needs. But due to power differences constructed by the patriarchal society, the powerful ones (men) get a better chance to fulfil the needs and the others (less powerful) are not. This is gender discrimination.

Closure : Close the session by emphasizing the key facts learned; every human being has the same need regardless of their sex category. Hence gender (or created power hierarchy among sexes) is a wrong social construction as it discriminates among sex categories achieving their life needs.

Session Four

Women leaders: Redefining Leadership

Women's political and community leadership is critically important to eliminate gender discrimination in the prevailing patriarchal social context. The needs of women do not properly represent in the decision-making process (from grassroots levels to the national levels) when the social context is dominated by males. Therefore, to represent women's dimensions in the decision making their voice need to be heard. However, women face many extra challenges in dealing with men leaders as the leadership culture is also patriarchal. The session below will develop the capacity of women leaders to play their leadership roles in the male-dominated culture.

Objective : To guide women leaders to think deeply and meaningfully towards leadership beyond existing frameworks.

Learning outcomes : At the end of the session the participants will be able to explain their leadership roles with clarity

Time : 45 min

Materials : Whiteboard, Flashcards

Method : A participatory discussion with brainstorming

Steps :

1. Ask to reveal their understanding of a leader by listing out the five major qualities they find in good leadership and bad leadership.
2. "Female leadership has special qualities. Have you ever recognize them?" What have you noticed in you as female leaders which you generally do not see among men? With that, explain the benefits of having female leadership:
 - a. Analyze and discuss the following with the participants to realize the unique benefits of female leadership:

Rani, Rajini, and Premila were the presidents in the peacebuilding committee of the village during the last three years. One day a man questioned why not a male come to this position and why women always lead the peace committee. The fellow women answered:

Think when two men neighbours fight over a matter of the boundary of the land. Usually, the women in the house come out and pull the men in the fight towards the house and ask them to be calm instead of giving a knife or club or any other harmful thing. Women try to stop the fight in general instead of aggravating it.

Peace is known as an inherited quality in women with their body chemistry compared to men.

- b. Conflicts are 35 per cent more likely to be resolved and remain peaceful if women are involved," Carla Koppell, vice president of the Center for Applied Conflict Transformation at the United States Institute of Peace.

Female leadership is for more care and share as proven in research.

For example Jacinda Ardern: The New Zealand prime minister is known as the number one leader in the world today.

- c. At the business level, studies have demonstrated little gender difference in key leadership qualities, such as innovativeness, entrepreneurship, and intelligence. It is also evident that women are better than men when it comes to being compassionate and organized – companies that have female board members show significantly better financial performance than those with low female representation.
3. Brainstorm about leadership: "Who is a leader?" Ask them to write their opinion/understanding towards the leadership in a colour-card. Display them and discuss the ideas

Most of them will come up with the old definition that "Leader is the one who influences on others". This definition is very limited and it contains control and coercion, which is the male version of leadership in general. We are in the need of redefining the leadership regardless of males and females and it needs to be:

"A person who is responsible for others"

Discuss with the participants isn't what we do as women at home? We make decisions for everyone's betterment. Therefore, naturally, we have that quality in us.

Closure : Close the session by concluding that women are suitable for leadership as we care for others and are responsible for others, which are our feminine traits. Therefore, we should be self-confident to believe in ourselves as better leaders.

Session Five

Realizing the leader in women and not forgetting it

Women find it difficult to be leaders in their full potential in the patriarchal context due to factors that challenge them personally and culturally/socially. Though women are pushed to be leaders in various social and political contexts there was hardly any discussion to realize their true capacity for leadership and strategies for overcoming factors that hinder it. This missing part of women leaders need to be made visible in women leadership training programs and hence Session five aims to develop that self-realization towards hidden capacity in the leadership among women.

Objectives : To help participants to realize that they have forgotten their capacities of leadership in the larger patriarchal social context.

Expected outcomes : At the end of the session participants will express the need for self-valuing for them to be better leaders.

Materials : No material is needed

Time : 75 min

Method : Solving a riddle followed by a discussion on learned lessons through the riddle.

Steps :

1. Explain to participants that they are going to resolve a riddle. Ask them to listen to the riddle carefully when you are telling it as you are going to tell it only once and not allowed to ask questions or cannot discuss with others. Then tell them the riddle clearly and loudly for everyone to hear well:

“A father and a son were travelling in a car. Farther was driving and all of a sudden the car crashed and father died on the spot. Son got severely injured. Therefore, people rushed to the hospital with him. In the operation theater, the surgeon saw the patient and creamed”-“I cannot operate him, he is my son!”

2. Ask the audience, what is this situation? Give them three to five minutes to answer. Then give some participants to answer voluntarily.

Those who answer, the doctor is his Mother are correct.

3. Then discuss the below points:
It was said that only a minority answer this riddle correctly, as women and men both forget that doctors/surgeons can be women, though there are so many women surgeons are in the hospitals.
4. Ask the audience why a majority or a considerable number could not

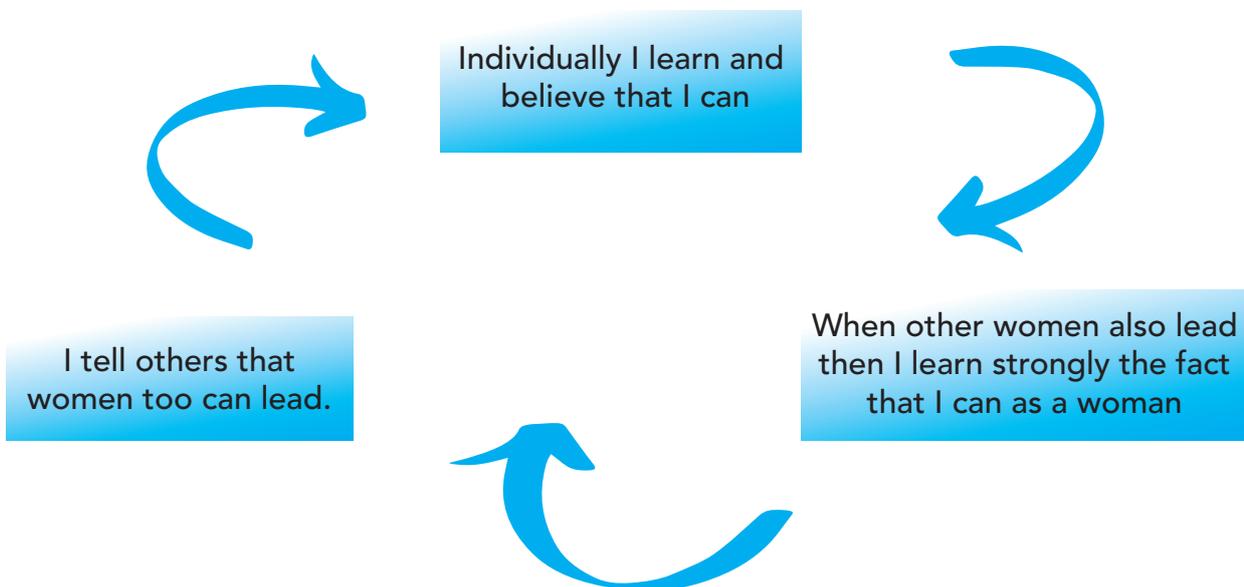
remember, the surgeon is a woman? Facilitate a discussion and coming out with the reasons for forgetting women can be in male dominant jobs?

The reasons they express explain the following cycle of letting down women leadership without recognizing them as powerful leaders:

- a. Women's capacity for leading is let down by the society and told her, she cannot be a good leader and men are the leaders inborn! (gender stereotypes)
- b. So following the society women themselves have let down their capacity for leading themselves and the others
- c. They transfer it to the next generation as well. And then it goes as a cycle of "women are no capable of leadership".

Therefore, we need to change this "Women cannot do-it cycle" to " Women can do-it cycle"

5. Explain the need of reversing "cannot cycle" into the "Can" cycle:
Personally believing and remembering the fact that "I can do leadership as a woman" and "I have forgotten it as I am taught by the society around me that as a woman I can't". Therefore, I (and women in general) have some backwardness. So as I learned that I cannot, I can also learn I can. As I said to others that women cannot, I can say women can.



6. Show them the video on "Always like a girl" which shows wrong perceptions and judgments by society and individuals towards girls as a weak segment of the society who needs to depend on others, and have no courage and strength in doing things. Explain how some girls are also humiliated and interpret a weak personality by following what they have learned from society. Also, explain that there is nothing called "Women are weak" as clearly seen in the second part of the video.

7. Discuss the fact: if we teach our girls and boys the girls strength as we saw in the latter part (true part) of the video, all will learn it and would give due recognition for the girls and then her future as a woman instead of letting her down.

Closing the session: Close the session by emphasizing that women need to stop forgetting their capacity to lead, which is the foremost requirement to be a strong leader.

Session Six

Gender-based barriers and challenges faced by women leaders

A deeper and self-understanding of the barriers to women leadership will help women leaders to overcome those barriers strategically instead of trying to develop them without or weak factual base. This session aims to discuss the gender-based barriers that women face in performing leadership.

Objective : To improve leadership by guiding women leaders to analyze deeply the barriers they face internally and externally in performing and developing their leadership as women.

Expected outcome: At the end of the session the participants will be able to explain where they have got blocked in performing and developing their leadership.

Methods : Group work with brainstorming for a SWOT analysis on women leadership

The time needed : 75 min

Materials : Demy papers, colour pens, Masking tape

Steps:

1. Explain the objectives of the session, and then explain the SWOT methods of analysis for understanding a situation.
2. Then divide the group into four small groups, and instruct and facilitate them to choose (randomly through slots) either component of SWOT.
3. Then facilitate a discussion among group members of each group to think, analyze, and interpret :
 - a. What are the strengths women have for leadership development and performances within themselves (as women) and within the society?
 - b. What are the weaknesses women have internally (as women) and in the society for women leadership development and performances?
 - c. What are the opportunities women have internally (as women) and in the society for women leadership development and performances?
 - d. What are the threats women have internally (as women) and in the society for women leadership development and performances?
 - e. Announce them that when they analyze social factors and conditions they can analyze family, neighborhood, the community they live in and the mass society
4. After the analysis asks each group to write them on one side of the given demy paper and present their findings. Discuss each important factor that affects women leadership development and performances. Paste the four parts of the demy papers (SWOT) on the wall to make a comprehensive analysis on strengths, weaknesses, opportunities, and threats towards women leadership development.

Closure : Summarize the findings and end the session.

Session Seven

Addressing internal or personal gender-based barriers in developing women leadership

Addressing internal or personal gender-based barriers in developing women leadership
Women face internal or personal (within themselves) barriers mainly as a result of gendered socialization they undergo from childhood. Girls are brought up to be confined to the domestic sphere, and subordinate to the men and not to perform to their fullest potential as leaders in the community and beyond. They find it guilty or uncomfortable if they perform well in the leadership by challenging the patriarchal status quo prevailing and hence stay backward, still or underperformed to be confirmed with the socialized gendered framework in the society to be in less power than males. This is called "Otherness", the largest internal/personal gender-based barrier against women leadership. This session is designed to self-realize her own level of otherness that pull her back from her best level of performance in leadership.

Objectives:

- To guide participants to identify "Otherness" in them.
- To guide participants to develop their own ways/strategies for overcoming "otherness" within themselves.

Expected outcomes : At the end of the session the participants will be able to explain one or several ways of overcoming "otherness" within themselves.

Method : Participatory discussion, brainstorming, small group activities

Time : 50 minutes

Materials : Slide 6 in the PP series

Steps :

1. Show them the slide then discuss:
 - a. What happened to the couple at the end with the donkey?
Were they happy after listening to all said by the society?
Did they get any benefits by following the social judgments about them?
 - b. Ask each of the participants (Or voluntarily a few of them depending on the size of the audience) to give one single word to explain the couple.
 - c. Ask them what are the lessons learnt from the discussion on "Donkey and the couple". And list them out on a demy paper and paste it to display.

Explain : People/we laugh at others when they follow society's expectations blindly. But we also have similar "fears" in us to do what we think as correct for us by ignoring the "social eye" that often looking at us. Therefore, we remain or conformed to what society tells us than strategically defeating that "eye", controls us. As a result, we do not live in us, and instead, there is "another" manipulative person who lives in us. This is called otherness.

“Otherness” makes fears in us to make decisions, be what we want to be, and challenge the existing disadvantaged status. It keeps us controlled through:

- either justifying those disadvantaged situations in terms of fate, sin or born to be to bear up.

Or

- even though we need to challenge them and change ourselves we do not have the self-confidence to do that as otherness makes us fear of changes.

2. Divide the group into small groups. Asked them to discuss the fears they have faced so far in developing and performing in the leadership in the context where:

- with other female leaders
- with male leaders

3. Explain: Leadership is all about solving problems and making things better. Now they have their own problem that hinders their progress in leadership.

- What solutions you are going to provide your own self to solve this problem of fears created by otherness?
- How do you help another female leader who had otherness?
Ask some volunteers to present their strategy for self and strategy for others for overcoming otherness.

Explain : If not work individually and collectively to overcome Otherness their journey as leaders will be not that successful. Therefore, understanding that there is “other” in you make you fear being different and unique to you in leadership. You need to be aware that the “other” in you is manipulative, and should not get controlled by it if you need to be successful in leadership.

Women need to develop new thinking and behaviour beyond the gender stereotypes that hamper their leadership capacities. However, when she changes for the better (or a new personality) realizing that the old way was disadvantaged, society negatively looks at her initially. The change inevitably makes turbulence in her and the society until both entities get adjusted to it. The leadership is not maintaining or confirming the disadvantaged situation, knowing it is bad, and instead leadership is making a positive change by overcoming undesirable situations. Therefore, change is a must in leadership development to transform undesirable situations into desirable ones. Explain to them the situations/options they have to choose:

Strong leader (No fear for change as needed)	Bad woman (When changed society will tell initially)
Weak leader (Not changing or challenging)	Good woman. (Maintaining the same bad social situation)

4. Ask the participants which one they want to be: Strong leader? And weak leader?

If want to be a strong leader then should not be fear getting social judgments as a bad woman. Once they become a stronger leader the society adopts your way. Therefore, keep on changing for the better is the way to the female leadership.

Closure : By emphasizing that the inner fears in us are created by society. They hinder our journey into great leadership. We need to realize that and also work on it. Working on it is not a bad act for a woman. It is the thing that should be done to be great women leaders.

Knowledge is the Power!!

National and international legal and policy frameworks for women empowerment and promoting leadership among women

One key element in successful women leadership is their knowledge of legal and policy frameworks for human rights that ensure equality and equity. But women and men both are not that knowledgeable in this aspect to protect their own rights while protecting the same for others. Sri Lanka specially is a country that has no de-jure gender-based discrimination (discrimination by the institution of Law), but de-facto gender discrimination (by social and cultural norms and practice) is everywhere and in the everyday life of the society. Those socio-cultural gender discrimination (de-facto) can be challenged if the legal and policy framework is well known by women leaders as well as if they know the institutions available for them to eliminate such discriminations. However, women at the grassroots level do not have sufficient knowledge on those aspects. We cannot forget the fact that Knowledge is power!! Session 8. 1 and 8.2 try to provide the women leaders basic knowledge on constitutional and legal provisions available in the country.

8.1 Understanding CEDAW: An International Bill of Rights for Women

As discrimination against women was severe all around the world hampering their wellbeing and progress in life special provisions to protect their equality and equity was a felt need. Though women leadership was motivated to develop without special instruments it was not effective. Therefore, every woman leader should be knowledgeable on these special provisions to face challenges in women development effectively.

A note about the CEDAW convention: The idea of a special instrument on women's equal human rights was first raised at the First World Conference on Women, which was held in Mexico City in 1975. As a result, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) was adopted and opened for signature, ratification and accession by the United Nations General Assembly under Resolution 34/180 in 1979. It is described as an International Bill of Rights for Women because it is the only international human rights treaty that specifically focuses on the rights of women. It came into force on 3rd September 1981, in accordance with Article 27 (1). As of October 23, 2014 CEDAW, has been signed in 99 countries and ratified by 188 countries. Sri Lanka signed CEDAW on 17th July 1980 and became a party to CEDAW on 5th October 1981 by ratifying the convention.

Objectives:

- To understand the importance of CEDAW in promoting women's equal rights and gender equality in Sri Lanka.
- To acquire knowledge on optional protocol and the reporting procedure to CEDAW.

Expected outputs : At the end of the session, participants will be able to:

1. List out at least one article of CEDAW which has been instrumental in advancing women's rights in Sri Lanka.
2. Identify the difference between Shadow Reports and State Reports to CEDAW.
3. Choose at least one particular article of interest to disseminate awareness and advocate for in their constituencies.

Method : Participatory discussion with brainstorming, Group Activities

Time : 60 minutes

Materials : PP slides, a printed document with the full text of CEDAW articles of significant importance, CEDAW translated and printed in local languages, flashcards with pre-written text

Steps :

1. Role Play among members of a Women's Group: 20 minutes
An interactive method is used to understand the importance of having international mechanisms and frameworks to promote women's rights.

1.1. Form participants into 4 groups and ask them to identify one person from the group to participate as a member of the women's group. Take them outside/away from other participants and give flashcards with pre-written text for the role-play dialogues mentioned below:

Card Number 1: Why is there so much talk about women's rights internationally? As far as I know, women's rights are violated in rape and sexual crimes, aren't they?

Card Number 2: Not only those. Women's rights are violated when women can't have opportunities to the same education as men, to participate in politics, to vote and to stand for election, to express their views and ideas, to work, to move freely, to make decisions about the marriage of their own free will, and to own property, to control economic affairs.

Card Number 3: But I think no matter how much women's rights are legally protected, women's rights are being violated in practice due to the traditions, religious beliefs and customs accepted by certain communities. For example the concept of dowry, child marriage in India, the social attitude towards widows, violent practices in African societies, deprivation of girls' right to education, and coercion into marriage.

Card Number 4: I agree with that. But to put it more broadly, the loss of special care that women deserve because of their femininity is also an injustice against them. For example, women should be entitled to special health care and maternity leave due to motherhood. Also, special remedies should be provided by law for crimes such as rape and trafficking of women.

1.2. Ask them to say the text in the flashcard given to them according to the order of the card. Once the role play is over they can join their group.

1.3. Ask each group to tell one important women's right they want to promote which they identified during the role play.

8.2 Presentation: 15 minutes

2.1. Use a PPP (see PPP: Understanding CEDAW) to give an overview of CEDAW including the historical background, the importance of CEDAW, optional protocol and General Recommendations, reporting procedures in point form.

2.2. Show the video clip of Sri Lanka state review in 2017 from 1.5 hours point at the end of the PPP. <http://webtv.un.org/watch/consideration-of-Sri-Lanka-1484th-meeting-66th-session-of-committee-on-elimination-of-discrimination-against-women/5333037515001/?term=>

MODULE TWO

Educating communities on the economic value of roles played by the women (in domestic, employment) and hence their real social position in the community
(Duration of the training 02 day)

Session One

Understanding the concept of Gender

To understand masculinity first the participants should understand the meaning of gender, mostly to unlearn wrong learnings about it. Session 01 aims at that.

Objectives : To develop a rational understanding of the concept of Gender

Learning outcomes : At the end of the session, the participants will be able to explain:

1. The concept of gender is a power hierarchy constructed by the production-oriented society.
2. The culture is the social mechanism that maintains the power hierarchy with men in the top social positions

Method : Participatory session and group activity on peer learning

Materials : PP presentations, Hand out 01

Proposed time : 60 minutes

Steps :

Step 01 : Ask participants: "How many human categories are born into this world with sex differences?"

Generally, most would respond by saying "two" and classify them as females and males. Only some participants would respond saying that there are three categories and the third is "intersex" in addition to the above two groups. Typically, there will be participants who would be reluctant to openly state that "intersex" is another human sex category, even though; they are keenly aware of its existence, and this itself shows the wide gender disparity.

Step 02: Explain to them that human beings generally belong to three biological sex categories (female, male, and intersex), and it is recognized as a natural and normal fact of life. It is important to know this reality as it is common knowledge. Educate participants to recognize intersex as another natural human-sex category, similar to females and males.

Step 03: Present them the hierarchy of power on sex categories with aid of the slide (2-3). Discuss with them what elements are there in this power structure to make males as powerful, females as less power, and inters ex as powerless. For example:

- **What are the freedoms given to men in this power?** (Eg. Head of the household and community leaders, to earn and spend by doing a job, taking a dowry from the woman at the marriage, more salary than women even in the

same job in the informal sector, to own land and other property, to be violent with justification by the society, and to be leaders and control others on his wish and will etc)

- **What are the unfreedoms levied by the power hierarchy on men?**

Some examples are: men need to be the breadwinners and if not they are not recognized as powerful, they are not allowed to cry, and they are asked to be aggressive and controllers of others. One might not want to be the breadwinner, family protector, or a leader, but if he does not behave as the society has asked him to he would not be recognized as an important person or a "proper man". These socially imposed gender roles to play a powerful personality always is not natural and are big stress for them. The suicide rates among men in the world are 4 times higher than women indicating how much of Unfreedoms, they suffer from.

- What are the unfreedoms given by the society to woman (E.g.: childhood restricted to the house and to be obedient, not much freedom for earning, working at home with no value paid for it, sexual and other forms of harassments, dowry practices, and virginity testing, etc)

- What are the freedoms given by society to women?

Participants will find it difficult to explain freedoms given for women except for liberation for education, doing a job etc. Explain: even in that kind of freedoms women find it difficult to reach their full potential due to insecurity in travelling for school and higher education centers, under-aged marriages that disturb her freedom for getting educated to higher levels.

What are the unfreedoms in society against intersex? (They are not reflected even in the national population census and statistics, living a hidden and painful life during their entire lifetime, sexual exploitation, no freedom to do a job, no recognition as a human etc)

Closure : Explain that the power hierarchy on the sexes (or Gender) is not humane and it does not let people live a happy and truly human life that allows them to live up to their highest potential in life. It is a disadvantage for everyone as it restricts people and makes some powerful and others powerless. This education program is to learn about it and make our lives better through new knowledge and thinking towards the concept of Gender.

Session Two

Understanding Patriarchy

When we understand the power structures in society and their impacts on people we can make educated decisions in our life matters than making decisions in ignorance. As the basis of the power structure of our society is patriarchy it is very useful to identify its prevalence and dynamics to minimize any undesirable impact it could make on us through patriarchy. This session aims to make the audience understand the patriarchal power structure.

Objective : To understand patriarchy as the basis of Gender.

Learning outcomes : At the end of the session, participants will be able to explain the ways of the prevalence of patriarchy in society with some clear examples.

Methods : Participatory discussion and brainstorming

Time : 60 minutes

Materials : PPT slides (4 and 5)

Steps :

1. Explain session objectives and the importance of understanding the power structure of the society as it makes an impact on our day-to-day life especially in making decisions for our wellbeing and progress.
2. Then ask the participants: "Do you know our society is owned and controlled by males?"
They will answer "Yes" or "No". Ask them to explain the reasons for their answers.
3. Then explain to them the fact that our society is patriarchal or dominated by males. It is clear with the fact that we all have male surnames.
4. Explain to the participants the reason for having male surnames: because the society is male-dominated and ruled by men, women and the children delivered by them are taken as properties or objects belonging to their men (husband and father). Therefore, women have to be under the control of men, which is the reason for oppression against women by men in the form of control, exploitation, harassment and coercion.
5. Also, the capital (money, land, and other productive resources are owned by men. For example, as UN statistics say (Slide04):
The women population in the world is 52%
And they do 80% of the work in the world
But they own only 10% of the income of the world

And own only 1% of the world's wealth

Ask the participants why this is

6. Also, show slides 3-6 to explain gender discrimination against women in the patriarchal society.
7. Explain to them that this discrimination starts from the family and ask them to come up with the example of discrimination at home (instead of asking about their own family ask them in general what they see in neighbourhood families, of friends and relatives, but if they are fine to take examples from their families give them the opportunity for that) against women and girls.
The trainer can bring out the imbalance in sharing domestic work as well and mention that we will be talking about it in detail later in this training.

Explain to them, the discrimination against women prevailing in every social entity. It's in education, religion, economy, and political institutions. Using slides 3-6 discuss it with the participants and encourage them to express their experience, ideas, and thoughts about those examples.

Closure : Summarize to them the disadvantaged situation that women face in the patriarchal social context in all the social institutions.

Session Three

Who can work on eliminating women-gender discrimination?

This session tries to guide participants to realize that there is a significant role they can play individually and collectively against women-gender discrimination. Also, it tries to make them understand knowledge and realization are the keys to have successful actions against this discrimination.

Objectives : To guide participants to realize all of them have an individual responsibility to work against women-gender discrimination starting from the domestic sphere.

Methods : Group discussion through brainstorming

Time : 90 minutes

Materials :

- a. Ballot sheets or small pieces of papers printed with (a) Working to solve it, (b) Tolerate it, (c) Any other way. A small box to collect marked ballot sheets.
- b. A whiteboard and markers.
- c. "Impossible Dream" video (<https://www.youtube.com/watch?v=t2JBPBIFR2Y>)

Steps :

1. Explain to the participants that this is related to what we discussed in the previous session. In that, we saw that discrimination is everywhere in our society. Then ask them to decide what should we do and give them three options given in the ballot sheet:
 - a. Working to solve it
 - b. Tolerate it
 - c. Any other wayCollect them and count them. Display results on the whiteboard.
2. Emphasize the importance of working to solve it as women-gender discrimination is very harmful physically and mentally for women and girls, and hence to all the society. For example, if a mother is not happy as she is subjected to domestic violence by her husband and also does not have the power to manage the resources in the house then the children will also not grow up in a happy environment.

If your community is not safer for women and girls, how can they live happily?
If the government does not care for the needs of women how can women participate in development activities and get benefits out of them?
But currently, that is what happens.
3. Then ask the participants who are most responsible for women-gender discrimination? Individuals? Family? Community? Government? Civil? Or who?? Get their views

4. Explain to them that Sri Lanka is a country where we have better status and law instruments for gender equality and show them Slide 10 and explain that we are a country that accepts gender equality as a fundamental right. Also, show them that we are internationally committed to ensuring these rights for women and we have a law against domestic violence. But we suffer commonly from domestic violence. We are a country that gender-pay discrimination is a violation of labour law, but still, it prevails.
5. Ask them who is responsible for this living powerlessness after having being granted equality by the constitution?
6. Explain to them that we have not been able to overcome a traditional culture that discriminates against females, and also we females contribute to carrying it forward. For example, we obey the tradition without questioning them, we do not try to change the situation even though we know it's wrong, also we think tolerating discrimination is a way to get recognized.
7. Then form the audience into small groups. Next show the "Impossible Dream?" video first part (up to the scene when they go to sleep after the day's chores). After that, facilitate them to brainstorm as groups what they observed in terms of gender discrimination in the video:
 - a. At home?
 - b. At the workplace?
 - c. What did you observe regarding the way the same bad discriminatory culture is being transferred to the next generation?
8. Ask them to discuss "If you were that female what would you do to change this situation?"
9. Then provide them flashcards (one for each participant) and ask them to honestly write what are the characteristics you see in you similar to the female (mother in the video)? Ask them to write it on the flashcard.
10. Then ask them to think and write on the same flashcard what can you do to change the situation? Give opportunities for some volunteers to express the solution they thought of to handle the situations. Ensure through facilitation that the following points are discussed as the ways to handle women-gender discrimination:
 - a. Talking with the partner
 - b. Challenging the status quo when it is disadvantaged
 - c. Dare to change decisions when it is severe
 - d. Getting together (share and care for other females) to tackle the situations instead of aggravating them
 - e. Stop carrying the wrong culture to the next generations
 - f. Getting very knowledgeable about the rights that a woman can

enjoy and also the mechanism that she can work within violations of the rights

- g. Knowing the organizations and persons that can support them in protecting equal rights of women.

11. Then show the entire video and tell them if everyone individually works to ensure their rights and responsibilities without just carrying the wrong culture just for the sake of carrying it, the relationships in the family and outside can be made well balanced and dignified.

Closure : Emphasize the fact that individually we have our own responsibility to safeguard our rights and freedoms. If we neglect it, society neglects us too.

Session Four

Reinforcing the Knowledge on Women-gender Discrimination

Knowledge is a form of power that women can use to eliminate discrimination against them. This session tries to reinforce the knowledge they gained so far on patriarchy and women-gender discrimination. Session content is on the formation of social perception of “women as weak personalities” and how it is maintained by us/society.

Objectives : To reinforce learning about patriarchy and discrimination against women.

Learning outcomes : At the end of the session participants will be able to explain the forms of the prevalence of patriarchy and women-gender discrimination.

Time : 75 minutes

Materials : Flashcards written with the actions to be done by the participants (see step 02 below), and Video on “Always like a girl”

Steps :

1. Explain the objective of the session to participants. Then trainer will randomly select 07 participants for the activity.
2. Take the Flashcards set prepared before the session with the following actions written on them in two different colours (one about girl’s actions and the other on boy’s actions as below:
Set 01
 - a. Run like a girl
 - b. Throw like a girl
 - c. Eat like a girl
 - d. Fight like a girl
 - e. Walk like a girl
 - f. Get angry like a girl
 - g. Cry like a girl
3. Now, shuffle the card set and ask them to randomly pick a card. Give them two minutes to get ready for the action chosen by each of them.
4. Now, ask them to act as they think how girls would do in normal life. Ask others to observe.
5. After all, performed, explain to them that this is a part of a project done by researchers on Gender studies and invite them to see the results of it. Then play the video on “Always like a girl”.

6. Discuss the similarities and dissimilarities in the actions seen in the video and the acts done by the participants, and emphasize the fact that girls and women are much more powerful in real life than the social perceptions that have been created around them. But, because they are labelled as "powerless" or "weak," society does not make an effort to look at them as powerful by disregarding the patriarchal label. If we too contribute to the wrong perception, our lives as women/girls will be unnecessarily secondary or difficult.

Closure : Emphasize the need for discarding or discontinuing our believes and behaviour as females to be confirmed with wrong gendered perceptions towards us.

Gender Equality and Equity: Understanding through Life Needs

Every human being in this world has to fulfil five kinds of needs during their lifetime, namely (1) basic needs, (2) safety needs, (3) loving and belonging needs, (4) esteem needs and (5) self –actualization needs (Adopted from “Maslow’s hierarchy of needs theory”). Using this theory, we can understand that these five kinds of needs are common to every human being regardless of their biological and social identities. Therefore, equal opportunities must be available for everyone to live a full life.

Objectives :

1. To discuss the fact that despite the sex differences, human beings share the same instinct to fulfil their needs to lead a successful life.
2. To discuss how sex differences discriminate and derail people from achieving equal human needs.

Learning outcomes :

At the end of the session, the participants will be able to:

1. List five kinds of human needs with examples
2. Explain that all human beings are equal in needs
3. Explain as a fact that “Society is equal when it provides everyone the same opportunity to fulfil their life needs”.

Methods : Participatory session based on Maslow’s needs theory

Materials : Hand out 02, Whiteboard and pens, Multimedia.

Proposed time : 90 minutes

Steps:

Step 01 : Distribute Hand out-02 and allocate time to read it. Next, introduce Maslow and his work, in brief, using PP slides. Then, move on to the Needs theory.

Step 02 : Draw a large pyramid/triangle on the whiteboard and divide it into five tiers as shown in Handout 02. Use this five-tier model, taking one tier at a time (as listed below), to explain the fact that these five types of needs are instinctual (or inborn) needs common to every human being. When creating the hierarchy of needs, encourage the participants to give examples they know for each type of need:

- a. Basic needs (e.g. food, water, air, sex, and shelter)
- b. Security needs (e.g. To be safe physically and mentally)
- c. Loving and belonging needs (i.e. to love and to be loved. To belong to groups such as family, friends, neighbourhood, similarly ethnic and religious groups, nationality, Old boys ‘/girls’ associations, etc.)
- d. Esteem needs (i.e. the need to feel the dignity of oneself).

- e. Self-actualization needs (i.e. to be what someone wants to be or to reach the fullest potential of life. For example, to be a politician, scientist, sportsperson, astronomer, author, singer, higher-mind status/spiritual status, etc.)

Step 03 : After developing the model of the hierarchy of needs with examples, discuss the points below by getting opinions, provoking arguments and asking about experiences from the participants:

- Everyone needs to eat, breathe oxygen, drink water, and fulfil sexual needs during their lifetime. As we know, in general, they are common to all human beings regardless of their gender or sex category; male, female and intersex. There are no special or different ways in which these genders satisfy their need to eat, drink, breathe and have sex; everyone shares the same levels of those needs and no one sex category gets a different hunger than the others (all eat three meals) or breathe more or less air or different kind of air because of their sex differences. All human beings need shelter and wish to fulfil their sexual desires.

However, the socially created power hierarchies among sexes (i.e. gender) can make a broad difference in the way an individual fulfils his/her basic needs; men having more and better food while women and girls fall victim to nutrition deficiency. Moreover, men think sexual fulfilment is only for them while women get exploited in various manners (genital mutilation among girls, and other taboos) etc.

- The need for having safety in life (from birth to death) is also a basic need and it is common to all humans irrespective of their sex category. For example, while having this session, if a wild animal intrudes on the premises, everyone would run for their lives, and nobody would be in the least bothered about the kind of gender/sex category to which they belong.
- All human beings want to love, to be loved and be belonged to groups. This has no gender difference and it is well-known based on our life experiences.
- The dignity of life (Self-esteem) is felt by all human beings, and it does not vary depending on gender. When you are recognized (or given the feeling of dignity) you feel happy, otherwise, you are obvious to get bad feelings/emotions such as anger, sadness or even hatred. This experience is common to all genders. For example, why do intersex people try to hide their sexual identity to survive in this society? That is because they fear how society would respond to their sexual orientation, they fear that they would be ostracized by society. But, if the society learns to recognize them for who they are and give them a strong sense of dignity, they will never hide themselves from the society.
- The need for self-actualization is also innately existing in every human's life. Given the opportunity, each individual will work to achieve it regardless of their sex category. For example, in reality, shows and talent shows like Superstar, many people who presumably carried social stigma due to various social reasons (gender, age, caste, class, body appearance, and disability, etc.) have won titles on many occasions.

Step 4 : Use one of the following YouTube videos to prove that self-actualization has no gender difference and it is just a matter of opportunity given to individuals.

- a. Mekala Gamage (www.youtube.com/watch?v=
- b. Jennifer Bricker (<https://www.youtube.com/watch?v=QXCn4lOyFK4>)
- c. Emmanuel Kelly (www.youtube.com/watch?v=Epi7USli-po)

Step 05 : Explain that people can be different in many ways physically. But their need for living a happy and successful life through achieving their needs is the same for everyone. For example, 10 can be made up of:

$$8+2=10$$

$$7+3=10$$

$$6+4=10$$

There can be different combinations among human beings similar to the above, but all equally want to live a fulfilled life. This is gender equality: There is no difference based on sex in fulfilling the five types of human needs. But due to power differences constructed by the patriarchal society, the powerful ones (men) get a better chance to fulfil the needs and the others (less powerful) do not. This is gender discrimination.

Closure : Close the session by emphasizing the key facts learned; every human being has the same need regardless of their sex category. Hence gender (or created power hierarchy among sexes) is a wrong social construction as it discriminates among sex categories achieving their life needs.

Value of Domestic Work

In the patriarchal social and cultural context, the domestic work mostly done by women is considered as “not work” or work without an economic value. This is completely a wrong notion in society. According to new economic thinking domestic work has a very high value. This session is to discuss the value of domestic work as a way to realize the self-worth of women.

Objective : To make women aware of the economic value of their domestic work.

Method : Participatory discussion and baring storming

Materials : Slide number 11-15

Time : 45 minutes.

Steps :

1. Ask the participants if someone asks you “what is your mother?” and if your mother is not in remunerating employment what would you say?
You say similar to everyone else say: “ah! She is not working”
2. Stimulate the participants to rethink the answer they habitually give by following the society. Ask them “Actually doesn’t she do any work”? \
3. The participants brainstorm to identify what work means or what are the features of work. Then list them in the board similar to below:
 - a. It takes time/takes energy
 - b. It needs training and practice
 - c. It has a place/places to perform the work
 - d. It has a value given by the economy (pay)
4. Then ask them to compare these characteristics with the domestic work and find out what is not a feature of it? Then they will find its “It has no value given by the economy or as the pay.
5. Ask the question and let them brainstorm as small groups on “Why it is not paid by the economy?” Let them express their answers. Then develop the explanation on their answers:
As society is male dominant (patriarchal) as we learned in previous sessions only what males do is valued in the economy. As patriarchy does not see the value of women and their work, the patriarchal economy does not see any economic value of women’s domestic work. That is why it is not given any value.
6. Explain to them further that not having a given value for domestic work does not mean it has no value. Therefore, now the world is trying to include that value into the economy and hence they have valued it in different research. Show them Slide 12 -14. Ask their opinion regarding it. Ask them hereafter

never say “She is not working” or “My mother is not working”. Women are the most expensive workers in this society. They should be remunerated if society is fair and just. However, the world is now talking a lot about it.

Closure : Conclude the lesson by emphasizing that domestic work done by women is the most expensive work in the world. Therefore, it should not be devalued.

Session Seven

Reinforcing Knowledge on Women's Unpaid Care Work

Women (and the whole society) should strongly realize the importance and value of care and maternal work instead of taking it for granted. This session aims to bring about more knowledge and understanding towards it.

Objective : To reinforce the knowledge on the value of care-work, and how society should change to recognize, respect and value it.

Learning outcomes : At the end of the session the participants will be able to explain that domestic and care work is expensive and hence not having a value for it is unfair.

Method : Video show and participatory discussion with brainstorming on the lessons learned from the video.

Materials : Flashcards, pends, and masking tapes,

The video on : "Who cares? Unpaid care work, poverty, and women's/girls 'human rights"
www.youtube.com/watch?v=VW858gQHoE, whiteboard, and markers.

Time : 45 minutes

Steps :

1. Explain to the participants the objectives. Ask them when they get to know the value of domestic work in the previous session how did they feel about it? Give them flashcards and ask them to mention their feelings and realizations on the card. Discuss the expressions/answers given by the participants after displaying them in an appropriate place.
2. Then tell them we are going to learn more about domestic work and the responsibility of the state and the society to recognize and value them. Then show the video.
3. Facilitate a participatory discussion on the following based on the lessons they learnt from watching the video:
 - a. What ill effects are caused when neglecting women's care work?
 - b. How care work has to be taken care of by society to be fair with women?

Closure : Close the session by emphasizing the need for everyone to know the value of care work and given due recognition for it.

Session Eight

Why Women and Girls should be in the Decision-Making Process?

Female's participation in decision making at all levels (home, community, and state) is very important to include their needs, wants, and interests in resource distribution. However, decision-making forums are often male dominant and neglect the needs of females taking into account the resource distribution. This session aims to discuss the need for female participation in decision-making forums at all levels.

Objective : To discuss the need for female participation in decision making forums to ensure fair distribution of resources.

Learning outcome : At the end of the session, the participants will be able to explain the importance of participating actively in decision-making forums and instances.

Methods : Short case study analysis, brainstorming, group work

Time : 75 minutes

Materials : Slide numbers 15-19 and the case studies printed on papers.

Steps :

1. Explain to them that decision making is a very important instance in resource allocation in all the social units-family, neighbourhood, temple, community, government etc, and hence we are going to discuss it in this session.
2. Then form the group into four small groups. Assign them randomly to the four case studies. Facilitate a brainstorming session to find answers to the questions asked there. After all, the groups come up with answers, help them to present their findings.
3. Then have a common discussion session on why females should actively participate in decision-making forums?
4. This discussion brings them to discuss the topic about the factors that hamper women participating in decision making. They are:
 - i. Habitually decision-making forums are male dominant and male represented while neglecting females. Males focus only on their matters and their way of doing things, as they have learned to represent the needs of females.
 - ii. Women also do not have a habit to take part in decision-making forums and instances, for many reasons. Ask the participants the reasons for less participation of women in decision making?

Closure : Emphasis the fact that if females do not participate in decision making

MODULE THREE

Educating Young Boys & Men on Masculinity & Gender Equality.
(Duration of the training 02 day)

Masculinity is the biology of a common male and hence it is natural to him. But the values given to masculinity (or its given superiority) is a social construct. In patriarchal social values and norms, masculinity is an inflated notion opposed to femininity. While masculinity is given a higher value or idea of strength femininity is given a lesser value and a sense of weakness. This module aims to guide the young male participants to unlearn some of the myths and false learning they have learned through gendered socialization and relearn the meaning and purpose of masculinity for healthy personality development.

Session One

Understanding the Concept of Gender

To understand masculinity first the participants should understand the meaning of gender, mostly to unlearn wrong learnings about it. Session 01 aims at that.

Objectives : To develop a rational understanding of the concept of Gender among participants

Learning outcomes :

At the end of the session, the participants will be able to explain:

1. The concept of Gender as a power hierarchy constructed by the production-oriented society.
2. The culture is the social mechanism that maintains the power hierarchy with men in the top social positions.

Method : Participatory session and group activity on peer learning

Materials : PPT presentations, Hand out 01

Proposed time : 60 minutes

Steps :

1. Ask participants: "How many human categories are born into this world with sex differences?"

Generally, most would respond by saying "two" and classify them as females and males. Only some participants would say that there are three categories and the third is "intersex" in addition to the above two groups. Typically, there will be participants who would be reluctant to openly state that "intersex" is another human sex category, even though; they are strongly aware of its existence, and this itself shows the wide gender disparity.

2. Explain to them that human beings generally belong to three biological sex categories (female, male, and intersex), and it is recognized as a natural and normal fact of life. It is important to know this reality as it is common knowledge. Educate participants to recognize intersex as another natural human-sex category, similar to females and males.
3. Present them the hierarchy of power on sex categories with aid of the slide (2 and 3). Discuss with them what elements are there in this power structure to make males as powerful, females as less power, and intersex as powerless. For example:

- **What are the freedoms given to men in this power?** (E.g. Head of the household and community leaders, to earn and spend by doing a job, taking a dowry from the woman at marriage, higher salary than women even in the same job in the informal sector, to own land and other property, to be violent with justification by the society, and to be leaders and control others on his wish and will etc)
- **What are the unfreedoms levied by the power hierarchy on men?**
Some examples are: men need to be the breadwinners and if not they are not recognized as powerful, they are not supposed to cry, and they are asked to be aggressive and controllers of others. One might not actually want to be the breadwinner, family protector, or a leader, but if he does not behave as society expects him to behave he would not be recognized as an important person or a "proper man". This socially imposed gender role to play a powerful masculine personality is always not natural and stressful for them. The suicide rate among men in the world is 4 times higher than women indicating how much of Unfreedoms, they suffer from.
- **What are the unfreedoms given by the society to woman ?** (Eg: childhood restricted to the house and to be obedient, not much freedom for earning, working at home with no value paid for it, sexual and other forms of harassments, dowry practices, and virginity testing, etc)
- **What are the freedoms given by society to women?**

Participants will find it difficult to explain liberation given to women except for freedom for education, doing a job etc. Explain: even in that kind of freedoms women find it difficult to reach their full potential due to insecurity in travelling to school and higher education centers, under-aged marriages that disturb her freedom for getting an education to higher levels.

What are the unfreedoms in society against intersex? (They are not reflected even in national population census and statistics, living a hidden and painful existence during a whole lifetime, sexual exploitation, no freedom to do a job, no recognition as a human etc)

Closure : Emphasis the fact that the power hierarchy on the sexes (or Gender) is not humane and it does not help people to enjoy a happy and truly human life that let them live up to their highest potential in life, including males. It is a disadvantage for everyone as it restricts people and makes some powerful and others powerless. This education program is to learn about it and make our lives better through new knowledge and thinking towards the concept of Gender.

Session Two

Understanding Masculinity: Nature and Nurture of Males

The basis of masculinity is the biology of the male body, that is anatomy (structure) and physiology (functioning) of it. Patriarchy has designed an outer cover of socially constructed power and male gender stereotypes around it, which is not natural and also not healthy and comfortable for males to carry and maintain throughout their lifetime. This is about it and for young people to understand the myths and realities about masculinity.

Objectives : To understand the meaning of masculinity

Expected outputs : At the end of the session the participants will be able to express at least one wrong learning vs corrected learning before and after the session.

Method : Participatory discussion with brainstorming

Time : 1.5 hours

Materials : PPT slides

Steps :

1. Using PP slides explain how humans have originated and the way the body of males and females were naturally formed to play two clear gender divisions of labour (male as hunters to provide food and females to deliver and bring up babies). Explain those biological differences in anatomy and physiology in brief, and it was just biological contrast and has no power difference. Masculinity and femininity are equally powerful and equally limited. For example, Femininity brings flexible bodies and can deliver babies, which masculinity doesn't. In masculinity, muscle mass is heavier and physically stronger and hence can carry heavy loads and run faster, which femininity doesn't have.
2. Explain: We are a society that learned to value the male body and masculinity as high power, and femininity as less power. What if we learn to understand both as equally powerful and also has their own limits?
3. Now divide the group into small groups (maximum 05 in each small group). Ask them who commits suicide in the world more? Males or females? Facilitate a discussion in the small group and ask them to list down major reasons for their answer and list them in the A4 sheet given to them.
4. Now show slide (number ...): The rate of suicide between males and females all over the world is 4:1, which means that men commit suicide four times more than females. Assign the small group the task to brainstorm and come up with their ideas/ reasoning on:

- a. Mark wrong with a red pen their wrong thinking listed in the paper given in the previous step about what they thought of men and women.
 - b. Then facilitate a brainstorm on “Why more males commit suicide than females?”
6. Then discuss the fact that many of our learnings are wrong about masculinity and femininity. It has a self-danger as it restricts our true freedom in life. What we need to learn is to live as who we are and not as what society wants us to be. When we learn what society has done to us we can keep a balance between our true individual life and social life.
7. Ask some of them (randomly selected or volunteers) to explain the corrected learning they have obtained now instead of wrong learning they had before about “manliness”.

Closure : It’s always good to accept the truth that develops through knowledge and thinking instead of carrying previous wrong learning without questioning just because it is prevailing in the society. Learning new and developed thinking creates smartness in youth and not just indulging in the same old wrong knowledge and practices.

Session Three

The Gendered Socialization and its Disadvantages

Gendered socialization is the process that constructs gender male stereotypes that manipulates the true human in the person. This session aims to develop self-realization towards it and the disadvantages created for males because of male gender stereotypes.

Objective : To develop self-realization towards how gendered socializations manipulate and restrict one's freedom to be who one really is.

Learning outcomes : At the end of the session the participants will be able to explain at least one disadvantage caused by gendered socialization on boys/males.

Method : Recalling personal experience on gendered socialization, analyzing them based on male-gender stereotypes, and participatory discussion.

Time : 40 minutes

Materials : Flashcards, colour pens

Steps :

1. Explain that this is a continuation of the previous session to learn more about disadvantages boys/men face because of Gender: power hierarchy constructed by the society over the sex of people.
2. Then ask them to recall the first day that they felt "I am a male or a man". Give them some examples, some men/boys remember the day their father (or an adult) said "stop crying like a girl, you are a boy", "do not get closer to girls, because you are a boy", not to get defeated or not to let others win (You must win if you are a boy)", "do not do domestic work as it is a low-status job or women's job" etc.
3. Then ask the audience to explain to them if they wish to tell it openly, or if they feel uncomfortable of telling openly can anonymously write them in flashcards and handover to the facilitator. Anyone can also feel "can't express at all" and if so excuse them.
4. Take some examples from what the audience has revealed. Most of those experiences are negative ones and instances of restricting their happy free life. For example, it is a very common experience among boys that they were told by adults to be:

- Aggressive
 - Dominant
 - Unwelcome/disrespect girls and women and learn to control girls for their use (learned women and girls as sex objects as well as a kind that should be controlled under men/boys command)
 - Must be the breadwinner
5. Ask them were they feeling good about such an experience or were they unpleasant? Develop an open discussion. Mostly they will say they were unpleasant experiences.
 6. Ask them what are the positive learnings they have got from adult society about being a man? For example:

“Treat girls respectfully as you are a boy”

“Girls and boys both are equal”

“Learn domestic work as they are skills for life and not any low-status work because women do those work”

“Learn to get defeated also and don’t try to win always”

“LEARN TO BE A HUMAN BEING AND NOT JUST A BOY/MAN”.

7. Ask them what kind of learnings they received more from adults: The positive ones or negative ones?
Generally, it is more negative than positives.
8. Explain, this genitive advice and constructions society does for boys destroy their true personality through harming inner happiness and peace from early childhood. Boys are expected to be powerful and winners all the time, which is not natural at all!
Therefore, as a young person, they have a right to choose what you really want to be happy and healthy for life. For example, as society asks boys not to cry (as it is a girl’s habit) in a difficult situation they faced they keep their stresses and unhappiness inside their minds. Finally, it spills over or explodes as violence on others or self, which is a reason for higher rates of suicide among males and also high crimes and violence prevailing among them.

Closure : Explain that more social learning for boys to be boys is negative than positive. Therefore, they have the right and freedom to choose what is most matching for them. Those who win life are those who choose the right things for life out of what they received from society.

Session Four

Socially Created Masculinity: Powerless Power

The socially constructed masculinity is unnatural or artificial to boys and men in life. As a result, they find themselves with many inferiorities built up in them as what society expected as a man is too much to fulfil. This session aims to discuss this matter in Masculinity.

Objective : To discuss powerlessness built up in men and boys in fulfilling socially constructed masculinity expectations (Male-gender stereotypes).

Learning outcome : At the end of the session, the participants will be able to explain at least one wrong social learnings they have had in their life so far.

Method :

Time : 90 minutes

Materials : PPT slide

Steps :

1. Show them slide 06 and explain to them that Hercules is known as the ideal or perfect man body in the Masculine world. He is strong, has six-packs, beard, moustache, muscles, hair etc. Ask them as you too are men as a society expect you to carry a perfect masculine body like Hercules, how many of you have a body like Hercules?
2. Explain to them, this is what society expects a masculine body to be. No one has a body like Hercules. Many boys and men suffer from the inferiority of not having such a body and wish for a body like that especially in their youth. The Market aggravated this fantasy by selling various products for boys: weight gain, muscle developing equipment, even hormones to grow muscles etc.
3. But Hercules is in Geek mythology, not a real man. Having him in Mythology all expect boys to grow into a body like Hercules. Ask them what is their opinion about this? Is that true or false? What experience do they have regarding this? Don't be ashamed of their own bodies for not having strong muscles etc?
4. Explain to them no one has a perfect body type. Your body type is the pride in you. But society humiliates you if you don't have muscles, or hair, or beard, or rough voice etc. Sometimes the participants have their own experience of bullying boys who have a soft body or a voice instead of a "muscle full" body, or "no hairy body", or else getting bullied. This is because of inferiority created in boys with too many social expectations towards their masculinity in body appearance, which is harmful to boys in developing their personalities.

5. But masculinity is in your qualities as a male: sharing, respecting, being kind, being a good listener, good decision-maker, a good leader who is responsible for others in the team/group/society etc. Masculinity is not in the body shape at all.
6. .Then show them slide 07. This slide shows the results of a study conducted with 50 young males in the estate sector in Sri Lanka in 2016. They were asked by the researcher, "What are the preferred features of your wife-to-be in the future?" The most common answers given by the respondents are in the slide.

Explain: Most of those features preferred by the boys indicated: "she should be lesser than me". Eg:

- a. Boys look for obedient wives who would not argue and be silent because he cannot take up her counter-arguments to make the decisions better (means, he cannot tolerate the girl/wife being smarter: boys do not take it as an advantage in his relationship to have an equal or better wife).
- b. There is no freedom for the girl/wife for her to be what she is really is. Boys cannot tolerate that freedom of the girl/wife, and instead, they need to control her as he is not sure about his own personality to keep the attraction and the bond of the wife/girl.
- c. Even they want girl/wife to be lesser in the job and earning.
- d. Not only could boys who participated in the study not accept a girl being taller than him!

It is very clear that those boys have no free choice for the wife, and instead, they were looking for all the features based on what society expects from their wives. This is not true love or not choosing a suitable partner with personality and strength to build up their future life together. Also, this shows the inferiority or powerlessness among the boys, as they have no capacity to be with a partner who is equal or better than him. Therefore, the so-called "power" constructed by the society in Masculinity has actually made powerless boys and men accept challenges and better people with them, who are stronger physically and mentally.

Closure : of the session Close the session emphasizing the fact that getting together with a strong partner (who can actively think, be outspoken, contributing to decision making, forward etc) is the best choice boys can make for a better future life.

Session Five

Gendered Socialization and Stereotype Formation

Participants already have realized the gendered socialization and its disadvantages. This session aims to reinforce their understanding of it by seeing how it affects girls as well.

Objective : To reinforce knowledge and understanding gained in previous sessions on harmful gender stereotypes.

Time : 60 minutes

Method : The video watch on “Always like a girl” followed by participatory discussion

Materials : The video on “Always like a girl”

Steps :

1. Explain the aim and objective of the session. Then ask some volunteers or randomly selected participants to demonstrate:
 - a. Talk like a girl
 - b. Throw like a girl
 - c. Fight like a girl
2. Then show the video twice. Ask them to explain the points they learned from the video compared to how they thought and demonstrate about girls.
3. Then tell them to watch the video once again and check whether they missed any points or whether they can explain more points they can learn from the video.
4. Ask them to divide into small groups and discuss the following:
 - a. What “Always like a boy” meant to them? Can they always be a boy?
 - b. Ask them to express their ideas and to choose what they prefer most “to be like a boy” or “to be a boy?” and why?
5. Then give each group opportunity to present their thoughts and decisions for the above questions

Closure : Life is free for anyone to choose what is most appropriate to him/her individually and hence no need to get stuck in gender stereotypes.

Session Six

Understanding the need for Establishing Equality among every Gender

Every human being in this world needs to fulfil five kinds of needs during their lifetime, namely (1) basic needs, (2) safety needs, (3) loving and belonging needs, (4) esteem needs and (5) self –actualization needs (Adopted from “Maslow’s hierarchy of needs theory”. Using this theory, we can understand that these five kinds of needs are common to every human being regardless of their biological and social identities. Therefore, equal opportunities must be available for everyone to live a full life.

Objectives:

1. To discuss the fact that despite the sex differences, human beings share the same instinct to fulfil their needs to lead a successful life.
2. To discuss how sex differences discriminate and derail people from achieving equal human needs.

Learning outcomes:

At the end of the session, the participants will be able to:

1. List five kinds of human needs with examples
2. Explain that all human beings are equal in needs
3. Explain as a fact that “Society is equal when it provides everyone the same opportunity to fulfil their life needs”.

Methods : Participatory session based on Maslow’s need theory

Materials : Hand out 02, Whiteboard and pens, Multimedia.

Proposed time : 70 mins

Steps :

1. Distribute Hand out-02 and allocate time to read it. Next, introduce Maslow and his work, in brief, using PP slides. Then, move on to the Needs theory.
2. Draw a large pyramid/triangle on the whiteboard and divide it into five tiers as shown in Handout 02. Use this five-tier model, taking one tier at a time (as listed below), to explain the fact that these five types of needs are instinctual (or inborn) needs common to every human being. When creating the hierarchy of needs, encourage the participants to give examples they know for each type of need:
 - a. Basic needs (e.g. food, water, air, sex, and shelter)
 - b. Security needs (e.g. to be safe physically and mentally)
 - c. Loving and belonging needs (i.e. to love and to be loved. To belong to groups such as family, friends, neighbourhood, similarly ethnic and religious groups, nationality, Old boys ’/girls’ associations, etc.)

d. Esteem needs (i.e. the need to feel the dignity of oneself).

e. Self-actualization needs (i.e. to be what someone wants to be or to reach the fullest potential of life. For example, to be a politician, scientist, sportsperson, astronomer, author, singer, higher-mind status/spiritual status, etc.)

3. After developing the model of the hierarchy of needs with examples, discuss the points below by getting opinions, provoking arguments and asking about experiences from the participants:

- Everyone needs to eat, breathe oxygen, drink water, and fulfil sexual needs during their lifetime. As we know, in general, they are common to all human beings regardless of their gender or sex category; male, female and intersex. There are no special or different ways in which these genders satisfy their need to eat, drink, breathe and have sex; everyone shares the same levels of those needs and no one sex category gets different hunger than the others (all eat three meals) or breathe more or less air or different kinds of air because of their sex differences. All human beings need shelter and need to fulfil their sexual desires.

However, the socially created power hierarchies among sexes (i.e. gender) can make a broad difference in the way an individual fulfils his/her basic needs; men having more and better food while women and girls fall victim to nutrition deficiency. Moreover, men think sexual fulfilment is only for them while women get exploited in various manners (genital mutilation among girls, and other taboos) etc.

- The need for having safety in life (from birth to death) is also a basic need and it is common to all humans irrespective of their sex category. For example, while having this session, if a wild animal intrudes on the premises, everyone would run for their lives, and nobody would be in the least bothered about the kind of gender/sex category to which they belong.
- All human beings want to love, to be loved and be belonged to groups. This has no gender difference and it is well-known based on our life experiences.
- Dignity of life (Self-esteem) is felt by all human beings, and it does not vary depending on gender. When you are recognized (or given the feeling of dignity) you feel happy, otherwise, you are obvious to get bad feelings/emotions such as anger, sadness or even hatred. This experience is common to all genders. For example, why do intersex people try to hide their sexual identity to survive in this society? That is because they fear how society would respond to their sexual orientation, they fear that they would be ostracized by society. But, if society learns to recognize them for who they are and give them a strong sense of dignity, they will never hide themselves from society.
- The need for self-actualization is also innately existing in every human's life.

Given the opportunity, each individual will work to achieve it regardless of their sex category. For example, in reality, shows and talent shows like Superstar, many people who presumably carried social stigma due to various social reasons (gender, age, caste, class, body appearance, and disability, etc.) have won titles on many occasions.

4. Use one of the following YouTube videos to prove that self-actualization has no gender difference and it is just a matter of opportunity given to individuals.
 - a. Mekala Gamage (www.youtube.com/watch?v=
 - b. Jennifer Bricker (<https://www.youtube.com/watch?v=QXCn4lOyFK4>)
 - c. Emmanuel Kelly (www.youtube.com/watch?v=Epi7USli-po)

5. Explain that people can be different in many ways physically. But their need for living a happy and successful life through achieving their needs is the same for everyone. For example, 10 can be made up of :

$$8+2=10$$

$$7+3=10$$

$$6+4=10$$

There can be different combinations among human beings similar to the above, but all equally want to live a fulfilled life. This is gender equality: There is no difference based on sex in fulfilling the five types of human needs. But due to power differences constructed by the patriarchal society, the powerful ones (men) get a better chance to fulfil the needs and the others (less powerful) are not. This is gender discrimination.

Closure : Close the session by emphasizing the key facts learned; every human being has the same need regardless of their sex category. Hence gender (or created power hierarchy among sexes) is a wrong social construction as it discriminates among sex categories achieving their life needs.

Session Seven

Understanding Patriarchy as the Cause for Gender Inequality

Gender is a social construction by the patriarchy or male-dominant culture. Therefore, to learn and change attitudes towards gender and social equality the participants should understand the disadvantages patriarchy has created in society by making relationships difficult and unfair between men and women.

Learning outcomes :

At the end of the session, the participants will be able to explain male dominance as a disadvantaged social construct that affects the wellbeing of both men and women.

Objective :

To guide participants to learn the undesirable prevalence of patriarchy in the family and the society and understand it in terms of their own relationships.

Time : 60 min

Materials : The video on "Impossible dream"

Steps :

1. Explain to the participants the objective of the session and its connection to the previous session (to understand better the gender and gender inequality caused by patriarchy). Also, explain to them that patriarchy prevails in our own houses and very close relationships and not only in the mass society. We are going to understand it realistically.
Show them the video twice.
2. Ask participants: Which type of husband do you want to be? And why? What are the factors that prevent men from becoming husbands in the second part of the dream?
3. Explain the "socially given power to the man has not made any good impact on the women, family, society, or at least on the man's life."
Tell them: "Look at the man in the first part of the video: is he happy in his inner?" ask the participants:
 - a. To list out all negative appearances in him first.
 - b. his bad attitudes and behaviours caused his unhappy life
 - c. Who made him a negative and unhappy person? And how?
4. Explain that the context we watched here is male dominance or patriarchy. Ask them whether patriarchy or male dominance we saw is good/useful?

Ask participants : Isn't that the power share and mutually respecting relationships we saw that is more desirable?

Closure: Show the video for the third time and wind up the session emphasizing the need for changing relationships into desirable ones through mutual respect than dominating and controlling others as seen in the dream.

Session Eight

Who am I?: Being Yourself beyond Stereotypes

Knowledge and understanding towards socialization and male gender stereotypes were learned in the previous sessions and also reinforced. Therefore, thinking about how to develop your male personality without getting confined to gender male stereotypes is important. This session aims to guide them to think of this aspect.

Objective : To guide them to analytically understand the freedom they have in life to be what they really are individual.

Learning outcome : All the participants have done their SWOT analysis for being their own personality.

Method : SWOT analysis was done by each participant individually.

Time : 70 Min

Materials : A4 sheets and pens to write, whiteboard, and markers

Steps :

1. Explain that we can change when we learn something new and better and we have the freedom to do that. As we understand the gendered masculinity is harmful, and hence we can try to develop a better personality by reducing or removing that harmful stereotypical masculinity.
2. Then explain to them the method of the session: SWOT analysis on healthy masculinity beyond male-gender stereotypes. Draw SWOT framework on the whiteboard and explain how they would do the analysis in relation to changing the harmful gender stereotypes they have.
3. Then ask each of them to think deep first and then list out in the given A 4 sheet, "What are the harmful male gender stereotypes they have?"
4. When all are ready with their list, then ask them to think well and list out what are the:
 - Strengths
 - Weaknesses
 - OpportunitiesThreats they have to change those identified gender stereotypes to develop a better and useful male personality.
5. Facilitate them very well to build up their analysis. At the end, ask them how would they overcome weaknesses and threats they have in changing their male

gender stereotypes. Guide them to think strategically and also by allocating sufficient time in life for changes that can be done immediately, short term and long term in life.

Closure : Emphasize the fact that we always can change for the better when we learn something useful. But some changes need time, while others do not.

MODULE FOUR

Gender, Violence against women, and Human rights
(Duration of the training 02 day)

Understanding Gender

Gender is a much-confused concept and sometimes it is not known by some people at all. As a result, the knowledge on Gender is very poor, which is, in turn, a reason for facing gender oppression by females. Therefore, this session aims to educate the participants on the concept of gender.

Objectives : To develop a rational understanding of the concept of Gender among participants

Learning outcomes:

At the end of the session, the participants will be able to explain:

1. The concept of Gender is a power hierarchy constructed by the production-oriented society.
2. The culture is the social mechanism that maintains the power hierarchy with men in the top social positions.

Method : Participatory session and group activity on peer learning

Materials : PPT presentations, Hand out 01

Proposed time : 60 minutes

Steps :

1. Ask participants: "How many human categories are born into this world with sex differences?"
Generally, most would respond by saying "two" and classify them as females and males. Only some participants would say that there are three categories and the third is "intersex" in addition to the above two groups. Typically, there will be participants who would be reluctant to openly state that "intersex" is another human sex category, even though; they are strongly aware of its existence, and this itself shows the wide gender disparity.
2. Explain to them that human beings generally belong to three biological sex categories (female, male, and intersex), and it is recognized as a natural and normal fact of life. It is important to know this reality as it is common knowledge. Educate participants to recognize intersex as another natural human-sex category, similar to females and males.
3. Present them the hierarchy of power on sex categories with aid of the slide (2 and 3). Discuss with them what elements are there in this power structure to make males as powerful, females as less power, and intersex as powerless. For example:

- **What are the freedoms given to men in this power?** (Eg. Head of the household and community leaders, to earn and spend by doing a job, taking a dowry from the woman at marriage, higher salary than women even in the same job in the informal sector, to own land and other property, to be violent with justification by the society, and to be leaders and control others on his wish and will etc)
- **What are the unfreedoms levied by the power hierarchy on men?**
Some examples are: men need to be the breadwinners and if not they are not recognized as powerful, they are not supposed to cry, and they are asked to be aggressive and controllers of others. One might not actually want to be the breadwinner, family protector, or a leader, but if he does not behave as society expects him to behave he would not be recognized as an important person or a "proper man". This socially imposed gender role to play a powerful masculine personality is always not natural and stressful for them. The suicide rate among men in the world is 4 times higher than women indicating how much of Unfreedoms, they suffer from.
- **What are the unfreedoms given by the society to woman** (Eg: childhood restricted to the house and to be obedient, not much freedom for earning, working at home with no value paid for it, sexual and other forms of harassments, dowry practices, and virginity testing, etc)
- **What are the freedoms given by society to women?**
Participants will find it difficult to explain liberation given to women except for freedom for education, doing a job etc. Explain: even in that kind of freedoms women find it difficult to reach their full potential due to insecurity in travelling to school and higher education centers, under-aged marriages that disturb her freedom for getting an education to higher levels.
What are the unfreedoms in society against intersex? (They are not reflected even in national population census and statistics, living a hidden and painful existence during a whole lifetime, sexual exploitation, no freedom to do a job, no recognition as a human etc)

Closure : Emphasis the fact that the power hierarchy on the sexes (or Gender) is not humane and it does not help people to enjoy a happy and truly human life that let them live up to their highest potential in life, including males. It is a disadvantage for everyone as it restricts people and makes some powerful and others powerless. This education program is to learn about it and make our lives better through new knowledge and thinking towards the concept of Gender.

Session Two

The Gendered Socialization and its Disadvantages

Gendered socialization is the process that constructs female gender stereotypes that manipulates the true human personality in her. This session aims to develop self-realization towards this manipulation process and the disadvantages created for females because of the gender stereotypes.

Objective : To develop self-realization towards how gendered socialization manipulate and restrict one's freedom to be who she really is.

Learning outcomes : At the end of the session the participants will be able to explain at least one disadvantage caused by gendered socialization on females.

Method : Recalling personal experience on gendered socialization, analyzing them based on female-gender stereotypes, and participatory discussion.

Time : 75 minutes

Materials : Flashcards, colour pens

Steps :

1. Explain to them that we are going to learn how much we are manipulated negatively by the society based on our sex and its power position (gender). Then ask them to recall the first day that they felt "I am a female or a girl or a woman". Give them some examples, some females/girls remember the day their father (or an adult) said "stop playing with boys, you are a girl-so should not laugh loud" or "Puberty and its rituals that made her feeling scared", "not to challenge males" etc.
2. Then ask the audience to explain to them if they wish to tell it openly, or if they feel uncomfortable of telling openly can anonymously write them in flashcards and handover .
3. Take some examples from what the audience has revealed. Most of those experiences are negative ones and instances of restricting the happy free life that they wanted to be. For example, it is a very common experience among girls that they were told by adults to be:
 - a.submissive
 - b.Obedient
 - c.Be controlled in males' order on their wish and will.
 - d.Subordinate
 - e.Physically "still"

4. Ask them were they feeling good about such an experience or were unpleasant? Develop an open discussion. Mostly they will say they were unpleasant experiences.
5. Ask them what are the positive learnings they have got from adult society about being a woman? For example:
 - “You are respectful as you are a girl”
 - “Girls and boys both are equal”
 - “Learn to reach your fullest potential and be independent”
 - “Learn to challenge when things are not just, no matter you are a girl, you specially can do it”
6. Ask them what kind of learnings they received more from adults: The positive ones or negative ones?
 - a. Generally, it is more negative than positives.
7. Explain, these genitive advice and constructions society does for girls destroy their true personality through harming inner happiness and peace from early childhood. Girls are expected to be powerless (even though they are powerful similar to boys) and be silent, which is not natural at all!
 - b. Therefore, as a young woman, she has the right to choose what you really want to be happy and healthy for life.

Closure of the session : Explain to them most of the social learning for girls to be girls is negative than positive. But they don't have to be what society is asking them to be entirely, and instead, they have a right and freedom to choose what is most matching for them. Those who win life are those who choose the right things for life out of what they received from society.

Session Three

Reinforcing the Knowledge on Gendered Socialization and its Disadvantages

Knowledge is a form of power that women can use to eliminate discrimination against them. This session tries to reinforce the knowledge they gained so far on patriarchy and women-gender discrimination. Session content is on the formation of social perception of “women as weak personalities” and how it is maintained by us/society.

Objectives : To reinforce learning about patriarchy and discrimination against women.

Learning outcomes : At the end of the session participants will be able to explain the forms of the prevalence of patriarchy and women-gender discrimination.

Methods :

Time : 75 minutes

Materials : Flashcards written with the actions to be done by the participants (see step 02 below), and Video on “Always like a girl”

Steps :

1. Explain the objective of the session to participants. Then trainer will randomly select 07 participants for the activity.
2. Take the Flashcards set prepared before the session with the following actions written on them in two different colours (one about girl’s actions and the other on boy’s actions as below:
 - a.Set 01
 - b.Run like a girl
 - c.Throw like a girl
 - d.Eat like a girl
 - e.Fight like a girl
 - f.Walk like a girl
 - g.Get angry like a girl
 - h.Cry like a girl
3. Now, shuffle the card set and ask them to randomly pick a card. Give them two minutes to get ready for the action chosen by each of them.
4. Now, ask them to act as they think how girls would do in normal life. Ask others to observe.
5. After all, performed, explain to them that this is a part of a project done by

researchers on Gender studies and invite them to see the results of it. Then play the video on "Always like a girl".

6. Discuss the similarities and dissimilarities in the actions seen in the video and the acts done by the participants, and emphasize the fact that girls and women are much more powerful in real life than the social perceptions that have been created around them. But, because they are labelled as "powerless" or "weak," society does not make an effort to look at them as powerful by disregarding the patriarchal label. If we too contribute to the wrong perception, our lives as women/girls will be unnecessarily secondary or difficult.

Closure : Emphasize the need for discarding or discontinuing our believes and behaviour as females to be confirmed with wrong gendered perceptions towards us.

Session Four

Violence Against Women

Violence against women is a severe form of discrimination that women face because of the subordinating or powerless position she is given by the patriarchal society. This session aims to educate the females on this matter.

Objective : To educate women participants on GBV

Learning outcome : At the end of the session the participants will be able to explain different forms of violence against women

Time : 60 min

Materials : PPT slide, and Video on Inspiration: What is Gender-Based Violence?
<https://www.youtube.com/watch?v=3AF9Rjki0DE>

Steps:

1. Explain to them that it's very important for us to know to be knowledgeable about violence and GBV if we want to prevent it from happening to us or anyone else. The reason is, many subjects to violence due to ignorance, and they even do not know that it was a violent act that they subjected to or did on another person.
2. Use slide 4 and explain what violence is:
3. Show them the video on many types of violence that can happen to us as well as from us to others: Inspiration: What is Gender-Based Violence?
4. Ask them to list down the types of GBV they learned from the video. Form them into small groups and ask them to come up with examples of those types of violence that are prevailing in their communities.
5. Discuss what are the major reasons that cause GBV in their communities as they think?

Closure : Emphasize the fact that knowledge about GBV is the first step to curb it.

Session Five

Intimate Partner Violence (IPV): Most Prevailing Violence Type Against Women

Intimate Partner Violence (IPV) is one of the most common forms of violence against women. It ranges from stalking to rape and physical assault. In addition to physical, sexual, and emotional abuse it also covers controlling behaviours by an intimate partner. IPV includes violence occurring between two individuals who have current or former dating, marital or cohabitant relationship between same-sex or opposite-sex relationships. This session is about IPV for the participants to understand its forms and prevalence. The session also tries to examine causes and myths around the topic.

Objectives : To discuss the existence of intimate partner violence as a form of Gender-Based Violence (GBV)

Expected outputs : At the end of the session the participants will be able to name at least three forms of IPV

Method : Participatory discussion with brainstorming and a group activity

Time: 1 hour

Materials : PPT Presentation

Steps :

1. Explain the need for knowing IPV by girls/women. Using slide 2, show them global statistics on IPV referring to WHO multi-country study on women's health and domestic violence against women, which collected data on IPV from more than 24 000 women in 10 countries, representing diverse cultural, geographical and urban/ rural settings. And tell them that IPV is not unique to Sri Lanka but it is widespread.
2. Using slide 3, explain to them the high prevalence of IPV in Sri Lanka and elsewhere. show them the scenario island-wide to give them an overall picture of IPV in Sri Lanka.
3. Using slide 4, discuss the impacts of IPV. Tell them that IPV is It is one of the life-threatening situations women and girls face due to the socially constructed power hierarchy with high power for males and women/girls as their subordinates.
4. Moving to slide 5, explain to the participants that physical IPV is often accompanied by sexual IPV, and is usually accompanied by emotional abuse. Further, explain that emotional abuse is the most hidden form but may cause continuous and serious long term impacts to the overall wellbeing of a person. Use the same slide to discuss that IPV even affects adolescent girls in their dating relationships. Generate answers/ incidents from the audience.

Using PP slide number 6, explain the WHO definition of Intimate Partner Violence (IPV). Also mention that the definition varies in some literature, but this definition helps participants understand the general concept of IPV. Tell the participants that IPV mostly happens between men and women in which women become the victim and men become the perpetrator due to power disparity between men and women as discussed in the previous session.

Recall the discussion on power hierarchy between sexes and how males have become the powerful social category.

5. Use slide 7 to explain that there are different forms of IPV. Tell the participants that it can even be controlling behaviours that are neglected or gone unseen. Generate answers from the audience if they wish to share such examples known to them.

6. Go through slides 8- 11 and show them some local statistics from different parts of Sri Lanka. Using slide 9, explain to the participants that IPV prevalence in Sri Lanka in 2010 was as high as 40% and note that sexual violence is not recognized adequately within the topic of IPV. Also using the other point in the same slide, show them the situation of central province helping them understand their local scenario. Use slide 11 to discuss the prevalence of different types of IPV in Sri Lanka. Highlight to the participants how common negligence is although we do not realize it as a form of IPV.

The findings are from a UNFPA report 'Sexual and Gender-based Violence in Sri Lanka: An analysis of the available literature & annotated bibliography' coming from 2020.

Some notes related to the slide are given just below the slide

7. Slide 12- Vote with your feet activity - MYTHS THAT SUPPORT VIOLENCE AGAINST WOMEN
 - a. Instruct the participants to stand up in the plenary. Tell them that they are going to vote now!. This is how they could vote.
 - b. Tell them that you are going to read a statement and the participants must decide whether it is true or false. Show them two corners of the hall and name one corner as "True corner" and the other as "False".
 - c. Once you read a statement, those who think it's correct, they should go to the true area while others who think it's wrong can go to the false corner.
 - d. Once the group is divided themselves, ask few volunteers their rationale behind taking that particular stand on the said statement.
 - e. Generate one to two answers from both sides and listen to one to two counter-arguments from the other side.
 - f. Conclude the session by appreciating their thinking behind the discussion and also clarify any grey areas arising from the discussion. Also show slide 13, to prove that such myths still exist in society.
 - g. Then ask them to go back to their seats again.

8. Tell the participants that IPV is a complex issue that occurs in a complex context. Show them the Ecological model in slide 14 and explain that IPV occurs at different levels as individual or societal reasons.
9. Elaborate on the Ecological model using slide 15-19. Show examples of data – relationships between IPV and education, IPV and economic status as given in UNFPA report - Sexual and Gender-based Violence in Sri Lanka: An analysis of the available literature & annotated bibliography

Session Six

Reinforcing Knowledge on Intimate Partner Violence

Knowing IPV by the females is of high importance to prevent it. This session is connected to the above to reinforce the knowledge they gained before.

Objectives : To discuss real-world experience to reinforce the knowledge and to generate answers to mitigate IPV in communities

Expected outputs : At the end of the session the participants will be able to relate their real-world experiences and think through possible solutions

Method : Fishbowl activity

Time : 45 minutes

Materials : Group activity, notebook to take notes, small table and three or four chairs around the table

1. Fishbowl exercise –
 - 7.2. Use slide 20 for this. Arrange a separate desk with three chairs at the front / or in the middle as per the convenience of the setting.
 - 7.3. Ask the participants to gather around it. Then invite three/four volunteers to come front and take seats. Others are invited to be observed at first.
 - 7.4. Then pose the question to those who are seated. Ask them “Why do women stay in violent relationships”? Ask them to generate a discussion based on what they have seen or heard.
 - 7.5. As they speak one or two points, tell them that they can leave the seat allowing someone in the audience. So that a few more in the audience will get the seat to talk about the reasons or share their known stories/ experiences to answer the question posted above.
 - 7.6. As people take turns and generate enough answers, note down all the responses generated through the discussion. Then thank them, summarizing all answers and stop that conversation.

Use slide 20, as you summarize the answers from the participants and say that their experiences reinforce what is already been identified through research.

Then invite another set of participants to take the seats and post the below question
How can we mitigate IPV?

- a. Give chance to two sets of participants.
- b. Take note of all the generated answers.
- c. Conclude the discussion summarizing the answers and showing them slide 21, Also show the participants slide 21 research findings on 'empowerment of women in education and economic status. However, also tell them that the relationship between the parameters is not linear but education and income can contribute to a greater extent to combat the issue of IPV.

Closure : Emphasis the major point of the session the violence, GB, violence, and intimate partner violence are the most common type of GBV, due to women's subordination or powerless position in the society.

Session Seven

Understanding power disparity that creates space for violence

The basis of GBV is the power disparity between men and women. It appears through an action-reaction form. To prevent GBV the power disparity between and among differently powered individuals and groups need to be identified.

Learning outcomes:

At the end of the session, participants enhanced their knowledge and understanding of gender-based socially constructed power relations

Methods: "Power work" to make participants understanding how socially constructed / gender-based power act in the actual context.

Materials : Small paper chits written with different characters in the community such as Policewomen, women lawyers, married women, young males, young women, male tea plucker, female tea pluckers, Male school teacher, female school teacher, Thalavar, Thalavi

Time : 30 min

Steps :

Ask all participants to collect small chits in the given box randomly and stand in one line making space for both front and rear sides. The given chit to the participants is designated to one character each. Participants should assume to play the role based on the perceived or experienced power in those characters.

Then instruct participants to see the chit and accordingly participants should be ready to walk to the front side or rear side as per the given character. Ask them to move based on "whether the person/given character you are in now can do this". If can you can move forwards, and if cannot stay in the line without moving.

- 1.Walkthrough the village after 10.30 pm
- 2.Drive a car on a rural road at the midnight
- 3.Visit nearest police station alone to meet IP
- 4.Visiting the doctor alone
- 5.Meeting the GA in the office
- 6.Meeting the estate manager alone
- 7.Meeting the politician in the area
- 8.Meeting the labour department officer
- 9.Meeting poosari of the Kovil alone
- 10.Meeting the bank officer to ask for a loan to start a business.

Based on the results of the above activities participants will deviate differently from the line they were started into both front and rear sides. This will give practical exposure and the understanding to the participants on how the existing social definitions and power relate.

Session Eight

Living Beyond Gender Stereotypes

Though gender stereotypes prevail in our society, we can change them for our own wellbeing as they are not laws for us to compile, and they are just cultural norms and conventions. Those who succeed in life have often changed those harmful stereotypes. Even those who participate in this educational program and the female educators doing the program have changed the previous tradition of women should not go away home and take part in educational programs, or women should not work. Therefore, change is inevitable and all have a right to change for life betterments.

Objective : To understand gender stereotypes need to be changed to make individuals and social life better for everyone.

Learning outcome : At the end of the session participants will be able to appreciate the need for changing existing gender stereotypes.

Method : Small group activity

Materials : A case study on women role models in estate communities, who overcome abuse and violence (e.g. <https://www.youtube.com/watch?v=7WfT7FjJnwk>)

Time : 70 min

Steps :

1. Form the group into four small groups. Then assign each group to list down the characteristics you see in the following four characters:
A married man An unmarried woman
An Unmarried man A married woman
2. Of them what are the useful characteristics and harmful characteristics?
3. Then ask each group to form a role play to elaborate those characteristics.
4. When it comes to undesirable characteristics of each character, stop the play and ask the audience to propose a better way to be than the stereotypical way.
5. Discuss, which type of character is better? Conformity to gender stereotypes or changing them for the better beyond the stereotype?
6. Discuss: Change can make individual and social life better. It's just a matter of making a move towards the change. Change is, in the beginning, can be scary and difficult, then a bit confused, but when get used to it is beautiful and reforming life.

7. Show them a role model who change their life or can show video on <https://www.youtube.com/watch?v=7WfT7FjJnwk>

Closure : Emphasis the fact that it's very important to change gender stereotypes to reach the fullest potential in life that gives success and happiness.

Session Nine

Prevention of Sexual and Gender-Based Violence (SGBV) / Violence Against Women – Institutional provisions

Introduction: Acts of gender-based violence are among the most common forms of violence in many countries and are estimated to affect the lives, health and wellbeing of millions of women, girls, boys and men worldwide. Gender-based violence takes place in all societies and all cultures.

Objectives:

1. To discuss the existence of Sexual and Gender-Based Violence(SGBV) as a form of violence.
2. Discuss legal/ institutional provisions in the country.

Expected outputs : At the end of the session, the participants will be able to name major legal instruments that protect citizens from SGBV

Method : Participatory discussion with brainstorming

Time : 45 minutes to 1 hour

Materials : PowerPoint Presentation/ video

Steps :

1. Use the YouTube link and play the 'Nidahase' song from Ashanthi, which is an effort by UNFPA.<https://www.youtube.com/watch?v=dcSCTWPQLyI>.
 - a. At the end of the song, brainstorm within the group using the following guiding questions/ points.
 - b. What was that song about? What did you understand?
 - i. Try to generate answers until the audience realize that the song is about Violence Against Women (VAW).
 - c. If the answer is VAW, explain that VAW is a form of SGBV. Mention that SGBV can happen to men, women and all sexes at homes, offices, schools, streets, public places and in any setting. However, tell the participants VAW is the most common form.
2. Then, explain that social norms, practices and structures have shaped us from our birth and justify such hostility and disrespectful actions.
3. Use the UNFPA video here https://www.youtube.com/watch?v=CFNF_6u7cqk and help participants reinforce their knowledge on SGBV with special reference to VAW and also help them demystify their preconceived gendered notions if there is any.

4. From there, move on to the discussion on the necessity of policies and institutional arrangements in a country to combat such issues.
5. Then mentioned that Sri Lanka introduced its prevention OF DOMESTIC VIOLENCE ACT, No. 34 in 2005. Then, explain the provision of the Act as below,
 - a. Under this Act, a person in respect of whom an act of domestic violence has been, or is likely to be committed may make an application to the Magistrate's Court for a Protection Order, for the prevention of such act.
 - b. Before its enactment, the only "legal" remedy available for a survivor was to make a police complaint, which was (and is) rarely taken seriously.
 - c. Domestic violence is defined in the Act as acts of physical violence, which constitute offences against the body already recognized under the Penal Code, as well as emotional abuse - defined as a pattern of cruel, inhuman, degrading or humiliating conduct of a serious nature directed towards an aggrieved person.
 - d. A Protection Order (PO) can also bar the aggressor from committing further acts of violence and entering the victim's residence, among other prohibitions.
 - e. In imposing prohibitions, the court is required to balance the accommodation needs of the applicant and the children and any hardship that may be caused to the aggressor.
 - f. he Act focuses on ensuring the safety of the aggrieved person by providing a civil remedy but also preserves his/her right to initiate separate additional civil or criminal action as permissible.
6. It is also important to discuss some drawbacks of this Act such as
 - a. It has no provisions relating to the monitoring of protection orders and no provisions relating to support services.
 - b. It addresses only the problem of Violence Against Women within the family and particularly Intimate Partner Violence Against Women (IPVW), thus the protection of other genders and in different settings is overlooked.
7. Some other important facts of this Act
 - a. Sixteen years after the Act becoming law, research has revealed that less than 1% of women who experience domestic violence in Sri Lanka will seek protection under the Act.
 - b. It is because dominant social and cultural norms in Sri Lanka tend to privilege the family unit over a woman's right to bodily integrity and discourages women from seeking legal recourse for violence.

8. Therefore, conclude the session with the following insights.
 - a. Breaking the silence surrounding violence is still taboo. Specially, violence at home is considered to be a private matter in our society. This is evident through numerous sayings. Ex. Gedara randu batha idenakan vitharai, which translates as 'violence in the home is only until the rice is cooked, and which constructs domestic violence as a momentary disruption in an otherwise calm and peaceful household.
 - b. Explain to the participants what is important is not the existence of law and order but the importance of respect for one right and wellbeing.



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