

**Report on**  
**Workshop on gender sensitivity for**  
**Adolescents and Caregivers**  
(As a continuation of the earlier phase)

**Duration**

November 2017- October 2018

**Supported by**  
Asha for Education



**Organized by: Hijli INSPIRATION**  
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## **INTRODUCTION**

We all know that both nature and nurture play respective roles in our developmental process. Individual born with own unique characteristics as internal qualities and the rest are the external environmental factors, which leave immediate/permanent impact on the person. Since behaviour is the habit learnt consciously/unconsciously, it requires a conscious effort by an individual to unlearn the socially unacceptable behaviour to relearn the acceptable one. Thus suggestion/advice backed by fear/apprehension of punishment/guilt/ shame/ humiliation generally may not modify a person's behaviour for inside but just bring change from surface level keeping the enough scope of going back to the earlier practiced behaviour. The process of Learning/ unlearning/ relearning is a continuous process over a period of time with several transition periods of keeping an opportunity to acquire appropriate knowledge and skills as EXPERIENCES, the pace may vary from person to person. The period of transition from childhood to adulthood is very significant in forming attitude towards self and others, i.e. identity formation. Any conflict/crisis in this regard may leave lifelong impression; the damage may seem very hard to repair at time. Thus remembering the old saying, the sooner the better, it's the continuation of the earlier plan of action to address a very specific notion on the gender stereotype. It is an attempt to deconstruct the embedded concepts of gender roles and responsibilities prevalent amongst the preteens/teenagers/ adolescents in a holistic manner to get a visible outcome in the targeted community over a period.

## **MISSION**

- To identify the existing notions on gender stereotypes and attempt to bring about noticeable/visible change in attitude and behaviour in the related issues and to ensure the sustainability of those desirable CHANGES among participants (for beneficiaries both boys and girls as well as for caregivers)
- To develop an understanding of the concept of gender and stereotypes related to it and to empower adolescents to understand and challenge existing inequalities related to gender and Sexuality
- To facilitate a realisation of own roles and responsibilities as individual human being and to ensure productive contribution in the family and society
- In most of the adolescent training programmes on gender issues, girls are enrolled and attendance of adolescent boys is very rarely found. It is an initiative to sensitize with a holistic approach on gender inequality and its consequences in the society.

## **BACKGROUND AND NEED FOR CONTINUATION OF THE EARLIER PHASE 2016-2017**

The Gender Sensitivity workshop was planned in 2016-2017 with the following mission:

- To Develop an understanding of the concept of gender and stereotypes related to it and to empower adolescents to understand and challenge existing inequalities related to gender and Sexuality
- To facilitate a realisation of own roles and responsibilities as individual human being and to ensure productive contribution in the family and society

- In most of the adolescent training programmes on gender issues, girls are enrolled and attendance of adolescent boys is very rarely found. It's an initiative to sensitize boys too on gender inequality and its consequences in the society.

It sought

- to understand prevailing societal norms related to gender, sex and sexuality
- to recognize the influence of socialization related to these norms
- to facilitate the ability to examine their own beliefs related to these norms
- to develop a constructive alternative approach towards gender related issues
- to become a better balanced productive individual in the society and to ensure own optimum contribution

The review of the 2016-2017 phase, which was conducted with the adolescent boys, caregivers and parents led to a comparative study on the changes observed across all the verticals

VERTICAL	BEFORE PHASE 1	CHANGES OBSERVED AFTER PHASE 1
Teenage/adolescent boys	Highly frustrated	They have become more tolerant level has, more curious and creative, less inhibited.
Care givers	Lacked problem solving skills, had inhibitions regarding sexual and gender related issues	More empowered with problem solving approach, empathetic, less inhibition regarding sexual/ gender related issue.

However specific needs were expressed by the participants which led to the design of the current project. The needs mentioned by different groups are as follows:

#### A. Caregivers

- Review of the earlier phase: changes observed in participants (teen age/adolescent boys) attended in the earlier phase -> frustration tolerance level has increased, more curious and creative, less inhibited age appropriate queries
- Review of the earlier phase: changes observed in care givers (self-assessment) attended in the earlier phase -> more empowered and problem solving approach, better empathetic, less inhibition regarding sexual/ gender related issues
- Suggestions regarding future sessions for teen agers/ adolescents: more emphasis to be placed on individual/ child centric approach, efforts to be given in a more sustainable manner, need for addressing interest/curiosity in addiction/ risk taking behaviour, infatuation and desirable parental response, etc.
- Suggestions regarding parents/community people: Need for placing emphasis on motivation, Goal setting /future planning, positive discipline, etc.

#### B. Participants:

Queries regarding developmental changes, to clarify the curiosities and queries, which cannot be shared with others, to be aware of self-identity

#### C. Resource Persons:

To work on discipline issues, to address and work on stereotypes regarding gender, sex and sexuality, myths and misconceptions regarding gender issues, to develop sense of boundary for self and others, to work on heterogeneity in group, etc.

## Workshop on Gender Sensitivity – 2017-18

The project had garnered pertinent curiosity in the adolescent male students and caregivers. It was realised that an effort, as sensitive as deconstructing the gender stereotype notions cannot be done in parts and has to have an all-inclusive approach. Hence including the preteens and adolescent female students was necessary. Another important vertical in this gamut of sensitization drive is the parents, the school and the community at large; therefore, to ensure the right amount of impact the associated tangents were included too. Hence the current project was designed including an extended target base and an extended set of objectives beyond the previous.

The project intended to understand some prevailing concepts and conceive desirable shifts in the belief and understanding existing amongst the different verticals.

The objectives of the current assignment have been

- to understand prevailing societal norms related to gender, sex and sexuality
- to recognize the influence of socialization related to these norms
- to facilitate the ability to examine their own beliefs related to these norms
- to develop a constructive alternative approach towards gender related issues
- to facilitate an internally generated sense of role boundary and responsibilities towards self-others.
- to be aware of dynamics of unaccepted behaviour, abuse, violence, etc. and it's (immediate and long term) impact - for own healing as well as prevention for self and others
- to learn to be a change agent within family and in neighbour to reduce the evils of gender related imbalances prevailing in the society
- to become a less inhibited, better balanced, productive individual in the society and to ensure own optimum contribution

**Project plan was for** 1 year from November 2017 to October 2018. The project period was extended for 2 more months due to some unavoidable reasons, such as examination of participants, religious festivals, unfavourable weather condition, etc. hence closure sessions were executed in the month of December 2018. Few project visits were also done in January and February 2019 to observe the impact and effectiveness of the sessions.

### **Target Group: 9**

- **3 groups** will comprise of boys in the age category of 9-11 yrs., 12- 13 yrs, 14-18 yrs.
- **3 groups** will comprise of girls in the age category of 9-11 yrs., 12- 13 yrs, 14-18 yrs.
- **1 group** will comprise of care givers
- **1 group** will comprise of parents
- **1 group** will comprise of community people

## METHODOLOGIES USED

The project adopted a workshop based approach where each session was dedicated to a particular target group (mixed or uniform) with a specific transitional agenda.

Hence each session was carefully conducted with

- Structured interaction
- Thematically linked ice breakers
- Topic based activities
- Facilitated debates
- Discussions, questions and answers
- Power point presentations
- Self-exploratory exercises
- Skills practice exercises
- Quizzes

**Various energizers done in these workshops were** - Self Introduction with various movements, follow the clap, follow the signal, ball dropping and throwing, game of 7, bubble game, Flamingo-penguin game, say one action – do other action, Mirror game.

**The aim of those energizers were to**

- Make them feel free/comfortable
- Encourage for active participation/involvement
- Identify participants' understanding and responses following instruction
- Create interest and attention throughout the sessions
- Minimise monotony towards an otherwise unfamiliar topic

## ACTIVITIES / SESSIONS CONDUCTED WITH ADOLESCENTS, CAREGIVERS, PARENTS, COMMUNITY

The varied activities conducted with different targets have been presented in the following sections.

### 1. Rapport building

For the caregivers and the boys, it was the continuation of the earlier, hence rapport was already established with them. The review of the earlier work helped to re-establish the rapport. Though the sessions with the girls were introduced this time, but it was significantly noticed that they were curious and waiting for these sessions and cooperated spontaneously. Their inhibited self, developed through social learning, started changing slowly as the sessions progressed.

## 2. Children Group Sessions

### GROUP A - BOYS

Date	No of Participants	Session objectives	Session activity	Session observation	Session outcome	Participant's feedback	Resource Person's comment (if any)
05/01/2018	21	Rapport building and review  Positive discipline	Follow the clap, Meditation, Follow the signal	Attention deficit, Difficulty in following instruction	Initially the participants were inhibited and felt the difficulties to participate in the activities, gradually few of them showed interest	Enjoyed, had fun, need for rules were understood	Needs more practice to enhance their attention and instruction following skills
16/02/2018	18	Gender stereotype, myths & misconception	Ball dropping and throwing, Story making by play material.	From their activities and the stories (built by them) it was revealed that, they perceived women as helpless, powerless, needed support from the male authority figure. Few of them perceived women in a neutral role.  Male figure was seen as dominating and hostile. Lack of clarity in the male role was seen among some of the participants	Participants portrayed different social situation through story building with interest.	Idea of social stereotypes prevailing in the society	Stereotypical role concept was observed among most of the participants.

Date	No of Participants	Session objectives	Session activity	Session observation	Session outcome	Participant's feedback	Resource Person's comment (if any)
06/03/2018	16	My space my boundary	Bubble game, Creating own circle of life  DMT used to establish rapport and as group energizer. Self-exploratory exercise done	Initially they faced difficulty to place the persons related with them in the different circles.  Gradually the boundary sense was developed to some extent among very few participants.  Participants were responsive and showed interest in the topic that was being addressed	Some of the participants felt comfortable with their parents and siblings and they placed them in the 1 <sup>st</sup> circle.  They were very confused to place the persons related with them within 2 <sup>nd</sup> and 3 <sup>rd</sup> circle  Improved understanding of self and others, transition from aggressiveness to assertiveness, respecting other's personal space	Learnt about the meaning and need for personal boundaries	Lack of clarity regarding proximity.  Energetic and responsive group.
24/04/2018	13	Safety, security, good touch-bad touch  To know about the knowledge and attitude regarding human body	Drawing, Ppt presentation	Externalized aggression Anxiety Insecurity Need for love and affection Nurturance need Inhibition Heterogeneity in intellectual capacity in the group	Most of them only drew the outline of the human figure.  Some of them drew the human figure with dress according to gender stereotype role.	Learnt new thing  Never thought in this manner	From the session it seemed that the Participants were unaware and had very little information about their safety, security.  It might increase their vulnerability

Date	No of Participants	Session objectives	Session activity	Session observation	Session outcome	Participant's feedback	Resource Person's comment (if any)
				Lack of role clarity			<p>within the family and in the society.</p> <p>During their developmental phase the concept of own space and boundary was very much lacking</p> <p>(Observation was continued within Sessions and out of session, behaviour with other participants, seniors including caregivers and Resource Persons)</p>
29/06/2018	15	Gender aspect from physiological viewpoint	Hand print with 1 good quality, 1 quality that need to improve Posters, ppt on different physiological system	Some of the participants could identify their good qualities  Due to lack of self-clarity most of the participants were confused to identify their area of improvement.	Self-clarity is lacking	Interesting and information  Wanted to know more	They got new information regarding human physiology from the session.
07/09/2018		Exhibition					



Date	No of Participants	Session objectives	Session activity	Session observation	Session outcome	Participant's feedback	Resource Person's comment (if any)
16/11/2018	21	Open session	Theme based activity oriented session		Active participation and Clarified the queries		Curiosity and need to know more
24/12/2018	14	Closure session	Review and closure				Mixed feeling

**Group specific feedback:**

- cooperation among group members was observed
- they were focused and energetic which at times seemed to be an element of distraction
- a promising bunch of young boys, if properly guided they can turn out to be very effective

**GROUP A - GIRLS**

Date	No of Participants	Session objectives	Session activity	Session observation	Session outcome	Participant's feedback	RP's comment (if any)
5/1/18	17	Rapport building Need assessment Positive discipline	Follow the clap, Flamingo-penguin game, Follow the signal Deep breathing and relaxation activities	Concentration difficulty, Rigid, Introvert, Inhibition, Difficulty in following instruction, Restlessness,	Initially the girls were very inhibited, gradually they opened up.  Deep breathing and relaxation activities helped them to calm down.	Enjoyed	More practice was required to improve their attentive skill.
16/2/18	19	Gender	Ball dropping and	From their story it	Participants were	It's a new	They need more training

Date	No of Participants	Session objectives	Session activity	Session observation	Session outcome	Participant's feedback	RP's comment (if any)
		stereotype, myths & misconception	throwing, Story making by play material	<p>could be said that they used to see the females in the stereotypical role.</p> <p>According to them the females are helpless, powerless and victim of fate.</p> <p>Whereas male figure was perceived as powerful, decision maker and as protector.</p> <p>Some of the male figure was portrayed as aggressive and dominating.</p>	<p>made different home &amp; social situation</p> <p>After debriefing by the resource persons their concept about the male and female role was changed to some extent.</p>	concept	on empowerment.
6/3/18	14	My space my boundary	Bubble game, Creating own circle of life	<p>Initially unable to recognise own boundary.</p> <p>They resisted to come out from their comfort zone.</p> <p>Most of the participants were seen restricted to</p>	<p>Sense of boundary was very poor among some of them</p> <p>During interactive session with the participants it was observed that lack of awareness and exposure might be</p>	<p>Enjoyed the DMT exercises. Understood the issues when our own boundaries get violated by others</p>	<p>Holistic training / awareness programme with the family members as well as the community members along with the representatives of educational institutions might be helpful to change their outlook.</p>

Date	No of Participants	Session objectives	Session activity	Session observation	Session outcome	Participant's feedback	RP's comment (if any)
				their own inner space while very few moved out of their comfort zones to explore the general space	responsible for their misconception.  They were sensitised by sharing their day to day activities both at home and school which enabled them to understand the concepts better		Participants were more responsive when they were asked to share their own daily experiences thereby understanding the actual meaning of personal space and its boundaries.
24/4/18	16	Safety, security, good touch-bad touch	2 tier circle and movement with instruction, Ppt presentation (small clippings)	Primarily restrictive/resistant	Few participants were initiated communication by asking questions, Slowly opened up	Enjoyed, but not very comfortable to give feedback	Majority of participants were resistant/inhibited while interacting
29/6/18	15	Gender aspect from physiological viewpoint	Say one action – do other action, Posters, ppt on different physiological system	Tried to participate actively	Information about human body	Learnt new things	Resistance was lessened to some extent
7/9/2018		Exhibition					
16/11/2018	22	Open session	Doubt clarification				
24/12/2018	14	Closure session	Formal closure				

**Group specific feedback:**

- cooperation was satisfactory among the participants
- needs frequent motivation and encouragement to lessen their inhibitions
- more group activity will enable them to overcome their inhibitions in the future

## **GROUP B - BOYS**

<b>Date</b>	<b>No of Participants</b>	<b>Session objectives</b>	<b>Session activity</b>	<b>Session observation</b>	<b>Session outcome</b>	<b>Participant's feedback</b>	<b>RP's comment (if any)</b>
09/01/2018	15	Rapport building and review Need assessment Positive discipline	Identification of a hero, Drawing a person with good qualities	Own inner strength – lack of knowledge			
23/02/2018	14	Gender stereotype, myths & misconception	Name intro with movement, Story making by play material				
09/03/18	15	My space my boundary	DMT used to explore and understand inner & outer space around oneself. In the session PPT was used to facilitate learning	Highly participative and responsive ,followed instructions as given in the session	Improved understanding of personal and general space which was explained through movement activity and sharing daily experiences	They could relate the topic well with their own life experiences and be more conscious from next time, be more assertive than aggressive	Responsive and cooperative participants.
08/05/2018	16	Clarity and acceptance of our body-addressing the inhibitions about specific body parts	DAP as group work	Two extreme observations were noted where one group presented a human body fully dressed while	Less inhibitions and more acceptance	Two significant responses were noted where one group showed	

Date	No of Participants	Session objectives	Session activity	Session observation	Session outcome	Participant's feedback	RP's comment (if any)
				the other group presented a human body without dress displaying the internal organs		greater inhibitions while the other were seen to be more comfortable displaying the internal body parts despite being of the same age group. Also the female figure drawn by one of the group was seen dressed which indicates the social stigmas still present in the society.	
03/07/18	17 + 8 (combined with Gr. C boys)	Gender aspect from physiological viewpoint	Video – gender roles begins early, Draw human physiological systems	The gender roles were not very clearly understood, presence of role confusion was noted	Lack of clarity about the human physiological system	Learnt new things about self and our physiological system	It seemed from them Body language that they enjoyed the session however they were unable to articulate their experience.
7/9/2018		Exhibition					

Date	No of Participants	Session objectives	Session activity	Session observation	Session outcome	Participant's feedback	RP's comment (if any)
16/11/2018	18	Open session					
26/12/2018	12	Closure session					

**Group specific feedback:**

- good communication and cooperation among participants
- some group members very often seen to be interrupting others and was distracted which caused hindrance in the session
- overall this group needed constant supervision

**GROUP B - GIRLS**

Date	No of Participants	Session objectives	Session activity	Session observation	Session outcome	Participant's feedback	RP's comment (if any)
09/01/2018	32	Rapport building Need assessment Positive discipline	Own intro with 1 good quality, Meditation, Balloon game	restless			
23/02/2018	24	Gender stereotype, myths & misconception	Name intro with movement, Mirror game, Story making by play material				
09/03/2018	27	My space my boundary	DMT used where few group energizers were implemented to break the ice and facilitate free movements	Initially the group seemed to be less active and unresponsive but gradually they showed greater	There was a moderate change in their body language and nature of participation	Enjoyed the session, learnt the importance of respecting each other's space and boundaries	Overall energy level is not very high, needs to be pushed every time, also the group strength prevents individual attention.

Date	No of Participants	Session objectives	Session activity	Session observation	Session outcome	Participant's feedback	RP's comment (if any)
				participation			
08/05/2018	32		DAP as group work				
06/07/2018	31 +15 (combined with Gr. C girls)	Gender aspect from physiological viewpoint	Video – gender roles begins early, Draw human physiological systems				
07/09/2018		Exhibition					
16/11/2018	25	Open session					
26/12/2018	20	Closure session					

Group specific feedback:  
 -more of a passive group  
 -group strength seems to be a limitation  
 -inhibitions both verbal and non-verbal were high for this group

### **GROUP C - BOYS**

Date	No of Participants	Session objectives	Session activity	Session observation	Session outcome	Participant's feedback	RP's comment (if any)
19/01/2018	9	Rapport building and review Need assessment Positive discipline	Partner's intro, Qualities if a hero, Journey of a hero	Unable to identify a hero by action			
27/02/2018	9	Gender stereotype, myths & misconception	Name intro with movement, Story making by play material				
13/03/2018	12	My space my boundary	Poster on gender equality, Explore the space of	Open to think, come out from gender biasness	More aware about self and others in terms of physical	Interesting topic ,new and much needed topic that	They were cooperative and showed willingness

Date	No of Participants	Session objectives	Session activity	Session observation	Session outcome	Participant's feedback	RP's comment (if any)
			room  DMT was used along with a paper pencil exercise to understand won's safety circle, addressed the myths related to this topic	The participants were responsive specially while doing the DMT exercise	boundaries, respecting each other's space and maintaining a desirable proximity	should be discussed with both boys and girls.	to know and understand the concepts.
11/05/2018	9		DAP as group work				
03/07/2018	8 +17 (combined with Gr. B boys)	Gender aspect from physiological viewpoint	Video – gender roles begins early, Draw human physiological systems				
07/09/2018		Exhibition					
16/11/2018	10	Open session					
24/12/2018	10	Closure session					

**Group specific feedback:**

- high on energy and cooperation
- cohesive in nature
- some of them have immense potential to bring a positive change in the community

***GROUP C - GIRLS***

Date	No of Participants	Session objectives	Session activity	Session observation	Session outcome	Participant's feedback	RP's comment (if any)
19/01/2018	11	Rapport building	Partner's	Mostly shared	Introduction with	Most of them	Shy, fearful, hesitant group



Date	No of Participants	Session objectives	Session activity	Session observation	Session outcome	Participant's feedback	RP's comment (if any)
		Need assessment Positive discipline	introduction, Inhibited responses lead to address the fear /anxiety through interaction in large group	household information  Limited exposure and inhibited mind set	each other	were silent and waiting for others to initiate	Lots of work to be done on motivation and empowerment
27/02/2018	9	Gender stereotype, myths & misconception	Name intro with movement, Different body parts touch with rhythm, Enact and role play – a child is born		2 different situations were enacted by participants where a newly born male child was accepted and female one was rejected from the family- spontaneous gender stereo typical behaviours were observed.		Taking initiative partially
13/03/2018	12	My space my boundary	Movement with sound  DMT used along with role plays and skit	Some of the participants were free to express their thoughts in the movement exercises and skit. However some felt inhibited and showed lesser participation	During session discussion, few participants gave a very relevant explanation to the topic addressed and seemed to be less inhibited	Learnt something new which otherwise was never discussed and shared	Very responsive group, showed willingness to express and respond both verbal and non-verbally.
11/05/2018	9	Clarity about human physiology	DAP as group work	Draw male figure 1 <sup>st</sup> and then the female	Have less clarity about human body	Never thought about it in this way	More work to be done address inhibition

Date	No of Participants	Session objectives	Session activity	Session observation	Session outcome	Participant's feedback	RP's comment (if any)
				one	Inhibition about private parts	Felt uncomfortable while giving feedback	
06/07/2018	15 +31 (combined with Gr. B girls)	Gender aspect from physiological viewpoint	Video – gender roles begins early, Draw human physiological systems				Majority of the participants seemed comfortable to ask questions and shared experiences .
07/09/2018		Exhibition					
16/11/2018	15	Open session	Doubt clearance				Comfortable, confident and curious about adolescent changes and social issues
24/12/2018	11	Closure session	Formal closure				

**Group specific feedback:**

- cooperation was average
- shows interest in activities
- further encouragement and opportunity in various group activities will help them to overcome their inhibitions

### 3. Caregivers

Date	No. of participants	Topic	activity	outcome	observation	Participants' feedback	RP's comments
21/11/2017	8	Review and need assessment	List out of changed behaviour of previous workshop (both participants	They addressed different changes they had seen in	They tried to recognise every change in detail.	Emphasis to be given of participants as well as	Though there were 4 new caregivers (50%), the overall group bonding was satisfactory. Separate

Date	No. of participants	Topic	activity	outcome	observation	Participants' feedback	RP's comments
			and caregivers)	them and also in participants		parents and community members	rapport building session was not required for them.
13/02/2018	8	Gender related myths and misconception	Different game, Introspection of own identity as male /female Regressive recall : when I was first aware that I am a girl or boy	They had tried to complete the activity in given time. They tried to recall their own experience.	Participants divided themselves according to gender role. They had tried to identify their own gender identity	Formation of gender identity and its social impact was understood.	Teachers/ caregivers play the role of a constructive agent for social change. They need to deal own inhibitions, false beliefs and associated suppressed pain to perform their role meaningfully.
27/02/2018	8	Gender related myths and misconception	Debate with given statements to explore attitudes and values	clarity about gender role/ power dynamics/ need for empowerment	Active participation, few of them having strong/ rigid opinion at times	Opportunity to develop self-awareness	Few of them have biased belief system and to ensure importance of their opinion they became argumentative at times.  Focus was placed on empowerment, rather than showing own power or feeling powerless.
20/03/2018	8	Positive discipline	Identification of various behavioural issues by caregivers and their probable solutions	They had listed different type of disciplinary issues of adolescent students what they have time to time	They had faced difficulty to handle teenage boys and girls. Physical movement was used to break the social inhibition and it worked effectively.	Movement helps to learn better at times.  Discussion on discipline issues will be helpful.  It requires more work	Active and engrossed participation by the caregivers were observed.

Date	No. of participants	Topic	activity	outcome	observation	Participants' feedback	RP's comments
						to do with children on boundary.	
26/06/2018	8	Gender identity v/s social identity	Mid-session review- clarity about the objective of the training/ how effective its application was?	Could identify the strength of self, for children.	Became thoughtful	Self-awareness may be helpful to generate awareness among others  Gained some idea about power struggle and its impact in the society	Eager to know about power imbalance in family and society.
14/08/2018	8	self-identity - to bring clarity about independent, confident self-aware individual	Naming the character with given scenes  Application of therapeutic movement to address inhibition related to gender person.	Identification of gender stereotypes and own value system .	Few information helped them to become aware of independence	Feeling very light after the session  Awareness about deep rooted value system	Caregivers were actively involved in discussion  Few were initially resisted for movement session.
28/08/2018	8	Planning for exhibition					Effectively participated to make the exhibition successful
04/09/2018	6	Preparation for					

Date	No. of participants	Topic	activity	outcome	observation	Participants' feedback	RP's comments
		exhibition					
30/10/2018	9	Review of exhibitions and sessions					
12/11/2018	8	Open session with parents					Very actively participated to organise the sessions
16/11/2018	9	Open session with participants					
24/12/2019	7	Closure session with participants	Formal closure			Seemed little morose unlike other day as the session approached towards closure.	Responsibilities were given to them to apply the learning.
26/12/2019	7	Closure session with participants					

#### 4. Parental session 17/04/2019

No. Of Participants		Activity (for all participants)	Objective	observation	outcome	Feedback
Mothers	20	Interactive session	<p>Explaining the need of gender sensitivity workshop</p> <p>Exchange of views- to know about parental expectation about children as well as to convey the message about positive parenting</p>	Initially hesitant, but slowly participated, identified strength in their children and shared expectations (mostly to find the children in any financially stable profession/to see as a 'good' human being, etc.)	<p>Awareness about gender sensitivity training for parents and children</p> <p>Need and effectiveness of Positive parenting</p>	They were confident, motivated and acknowledged the need of such training session.
Father	nil					

- **Fathers were uncomfortable to attend the initial sessions. They considered it to be the responsibility of the mother to understand and talk to the children regarding certain issues. They are usually found to be busy. Their active engagement in child rearing is fragmented/ dissociated; hence they conform to the role of the “provider” and the mothers or their wives are perceived to be the “nurturer”. Their perceptions are primarily guided by the rooted concepts of patriarchy.**

## 5. Exhibition: "Towards Light"- 07/09/2018

### **The need and appropriateness of the event**

The exhibition was organised to reach out to the community people along with the participants and to ensure overall involvement of people associated with and probable beneficiaries of the project. Audio-visual aid was used to demonstrate the different aspects related to gender roles, violence and its impact, awareness about social evils (early marriage, child labour, etc.), human physiology, different emotions, personal health and hygiene, etc.

The purpose was to spread awareness among the target group through fun based learning through activities, such as games, power point present, questionnaires, quiz, charts and laminated posters, demonstration, etc. followed by token prizes (utility items, like pen, pencil, ruler, eraser, writing pad, pencil pouch, sharpener, key ring, etc.)

As the name suggests, the event lighted up a few minds. The event was well conceptualized. The games were engaging and each had a lesson. The enthusiasm of the children and their wholehearted participation made the event a success. With the participation of the parents and the community, the event reached a new height.

"Towards Light" was the concept behind the program organized at Agradut Club, P.B.Ghat Road, Agarpara, on 7<sup>th</sup> September, 2018. As scheduled, it started at 2 p.m. and continued till 7 p.m. in the evening. Till the closing, registration of the participants and visitors numbered around two hundred and the response was overwhelming.

The pre programme arrangements were well planned. All the games were aptly chosen and the coordination between the teams was commendable. The volunteers did a great job in keeping up to the spirit of the crowd. However, there were enough volunteers to coordinate between the activities but at one time a few more were required for effective crowd management. It was a wonderfully designed programme for the community.

Children from the community centers were very spontaneous in their participation and it was a great joy to see how much the little ones enjoyed in playing the fun based games which at the same time aimed at delivering knowledge and awareness about human body, gender sensitivity, acceptable and unacceptable social behaviour, power imbalance among people expressed by violence, torture and humiliation and need to say 'NO' and journey from victim self to empowered self. Social curses such as fall out of early marriage, domestic violence, etc. were shown through power point presentations.

No. Of Participants		Activities (open for all)	Objective	outcome	observation	RP's Feedback
Group A Boys	22	Power point presentation (Contribution by Real life hero in our society)	To extend the range of information and to be aware of the people who are known by their actions, rather than by gender role only.	Widening the range of information ( a scope to opening up the window to look the outer world in a different perspective)	Initially resistant because they perceived it as 'study again'.	Concept was new to them, few of them were very thoughtful about it.  Initially they were not very interested in this counter, but interested mounted when majority of quiz questions (with prize) were selected from this presentation.
Group A Girls	20	Card game (socially acceptable/ unacceptable activities were written on cards, acceptable ones were to be identified put it in a jacket within stipulated period of time)	Awareness about socially desirable behaviour	Identification of socially acceptable and unacceptable behaviour	Few participants were eager to accept the difficulty as a challenge	Participants faced the difficulties to complete the task in given time.  Frustration was expressed when they were unable to finish the task according to instruction, hence missed the prize. For the majority of participants, the tendency was to blame the external factors.
Group B Boys	21	Name game (Few real life situations were mentioned, fictitious NAME of those characters were to be given)	To identify the internalised gender stereotypes	Mostly stereotypical names were given.	Participants had tendencies to avoid the table and volunteers took the initiative to remind it.	It seemed like Participants were mostly conditioned by material reward, they showed minimum interest in this activity
Group B Girls	34	Ppt on <ul style="list-style-type: none"> <li>• early marriage</li> <li>• child labour</li> <li>• domestic violence</li> <li>• social media</li> </ul>	Awareness about the evils of our society	They watched and listened to presentation with active enthusiasm.	They had lots of queries and few of them tried to relate those issues with their personal	Triggered some thoughts and left with strong impacts in them.



No. Of Participants	Activities (open for all)	Objective	outcome	observation	RP's Feedback	
				experiences.		
Group C Boys	12	Puzzle Game (pieces of male /female Human body were given, to finish the whole body [male or female] structure within stipulated period of time)	Clear idea about human body through fun activities	More time required while done it individually, but more constructive and less time taking while done in group.	For majority of participants, reward/prize was motivating more than learning purpose.  Enjoyed with active participation and enthusiasm.	Outcome of group learning was more than sum total of individual learning.  Delayed gratification and insightful thinking work when basic requirement of survival are ensured.
Group C Girls	17	Physiology corner (models and charts)	Information about human physiology, in general, and related to gender and sexual issues in specific.	More objective idea about human body.  Few misconceptions were addressed and modified.	The participants had some questions regarding human physiology. From their body language it was perceived that they might have lot of queries which they could not express within crowd and interested to know in small group or personally.	<b>More emphasis to be given to address the misconceptions.</b>
Community people (including parents)	46	Saying 'NO' game (stop violence- hitting the violent behaviour charts as blind fold game)	To generate awareness about disrespectful and violent behaviour which produces negative emotions and	Understanding negative behaviour  Enjoying difficulties as challenges	They showed significantly high interest in this activity  challenge to prevent different negative emotions	It seemed to be an opportunity for them to release their suppressed vulnerability/aggression in an acceptable manner (game)
Others NGO (children+ teacher)	16+3	Display station though relevant models and materials	Breaking the gender stereotypes	Enjoyed and early participated to modify the formation	Actively involved and participated with extreme enthusiasm,	The desire to make the unfulfilled wishes attainable

No. Of Participants		Activities (open for all)	Objective	outcome	observation	RP's Feedback
			through miniature models real life scenario	with open mind	by holding the materials.	
caregivers	8	Quiz	To understand the involvement and of the gender concept and	The scope for new knowledge and generating curiosity for future	Excited to receive the wrapped prize	Involvement is possible if backed by appropriate stimulation

## 6. Open session

### ❖ Parents and community people- in the presence of caregivers

**Objective of the session-** This session was exclusively organised for the parents and community people to make them aware of the different social issues prevalent around them. They were also sensitized on their respective roles and responsibilities of handling day to day situations in an effective way.

No. Of Participants		Activity (for all participants)	Objective	outcome	observation	Feedback
Parents / Guardians	30 (including 3 male members)	Ppt on child marriage	Awareness generation regarding social issues	Doubt, queries and misconceptions were clarified	All the participants were actively participated	Limited exposure about outside world  Experienced hardship in life  Most of them have gained confidence through experience, but still carrying some misconceptions within.
Father		Skit on domestic issues				
Community people		Display station with models and			Enthusiastic	

No. Of Participants		Activity (for all participants)	Objective	outcome	observation	Feedback
		materials			participation	
		Physiology corner	Awareness generation regarding health issues in general, and its implication and impact on adolescent physical and mental health		Watched and listened to the issues with lots of queries , tried to understand and relate with real life situations	
		Open discussion	To clarify doubts and queries		Few of them remained dissatisfied as time limit didn't permit to address all individual queries raised by them.	

## 7. Group A, B, C Boys & Girls – in the presence of caregivers

**Objective of the session-** This was an open session where participants were allowed to come forward with their queries, FAQ's were taken, different concepts covered during the entire project were presented before them through power point presentations, role plays, videos, charts and model demonstration.

No. Of Participants		Activity (for all participants)	Objective	outcome	observation	Feedback
Group A Boys	21	Ppt on Empowerment without gender discrimination	To address gender discrimination issue	They realised that career choice is independent of gender differences	Enthusiastic , asked questions	Participants were seemed to be more confident and hopeful
Group A Girls	22	Role playing by RP volunteers: Skit on <ul style="list-style-type: none"> <li>• Child trafficking</li> <li>• Right to education</li> </ul>	To make them aware about real life social issues which hampers growth and empowerment	Participants were responded in different situation very actively and participated to enact	They related themselves and expressed their own viewpoints	Queries and comments about their own personal and social life showed their

No. Of Participants		Activity (for all participants)	Objective	outcome	observation	Feedback
		<ul style="list-style-type: none"> <li>Child marriage</li> </ul>		roles spontaneously		thoughtful about those issues
Group B Boys	18	Open discussion				
Group B Girls	25					
Group C Boys	10	Display station with models and materials (story completion)	To observe the change of thought and belief pattern, happened if any	Few of them asked different question regarding different situations	Actively participated to complete the stories and to build the new ones.	Few of them have dreams inside, but unable to express at times, to make it a goal.
Group C Girls	15	Physiology Corner relevant with charts and models	More clarity about health and hygiene, in general, as well as especially regarding sexual health		Participants asked the questions with less inhibitions as they got the opportunity to interact in small group or personally this time.	Few of them still have less information or faulty idea about health issues.

## 8. Closure Sessions (for all groups)

It was the time to come to the formal closure of the given project period and to take a review of it. The objective of the review session is to assess the outcome of the project in 3 folds, i.e, in terms of knowledge learnt, skills acquired/ applied and any change in thought/ attitude as well as to be aware of the project period break/ project holiday. Generally, it's a common tendency of people to stay in the existing system with gender stereo type and seek external support when they remain in an otherwise disadvantageous situation and feel helpless/ in confident. This kind of training programme provides new knowledge/clarity of thought, generates self-confidence and facilitates attitudinal changes take a pause, to attain more balanced self-identity rather than to blindly follow the socially given gender role in terms of physiology. It was observed that in this phase of training period participants are, to some extent confused inside. The learning from the training period has challenged their learning till date, which they have experienced and learnt from their surroundings. It will take time to unlearn the earlier learning and to assimilate the new ideas through application in day to day life. Thus it is the time to experience and remind their roles and responsibilities as a complete human being as a nurturer and protector (through an activity with moist seeds) of self and sensitive towards others irrespective of gender identity that person is comfortable with.

Objectives	Outcome	Observation	Participants' feedback
Recapitulation of learning done in the project period	Review of the learning was done in large group with all participants	Tendency to blame others for own suffering/difficulties.	Have learnt many new things
Formal wind up of the stipulated training sessions (with moist seeds)	Understanding of lifecycle of seeds – to be a plant, it requires both care and protection	Mixed feelings among participants were observed. Happy to enjoy the activities and sad to think that sessions were going to end for this phase.	We are less inhibited than before.
Both boys and girls of same age group (combined) are allowed to interact together			Better boundary sense has been developed.  'Why the sessions are getting finished so fast?'

## 9. Impact

Although two years (and one year for specific target groups) is too short a time to bring in a change in belief and societal guidelines yet, the resource team came across some change in individual and collective behaviour which could be considered

### On the students

At the beginning of the project, we saw both the boys and girls had very stereotypical idea on division of labour and gender roles like, specific set of work is meant for girls such as cooking, cleaning, maintaining household whereas outdoor responsibilities should be catered by boys. Positive changes were found during

sessions at the later stage of the project; where in a session during a discussion boys started to acknowledge none of the work is gender specific. Boys and girls can perform any duty that is given to them. For example, there was a demonstration of toys depicting scenes of various professions. Children went on playfully changing the models of the installations.

Portrayal of some situations establishes this phenomenon further.

- 1> Situation – They replaced a female 'boss' in place of a male candidate.
- 2> Situation – At a kitchen, a nursing mother was struggling to prepare meal for the family, where they said that instead of the mother the father can cook a meal for the family as well.
- 3> In an army set up, even a girl can join armed forces not only males.

Interaction with caregivers led to some conspicuous add on changes noticed by them amongst the students.

- Children were willing to attend the sessions.
- Better attention span was observed within majority of participants through reflection in academic performance in the centre.
- They were following instruction and had become less argumentative
- They were more cooperative with others

### **Case of Nadia: A success story**

At a glance Nadia (name changed), an elder girl in the group was perceived as a shy girl who was reluctant to share her views. She seemed to be cocooned in her comfort zone. Well most girls her age were restricted and confined within the boundaries set upon by them and their surroundings and Nadia was no different. Her inhibition made her a captive of her willingness to share her views; she possibly had opinions but she was more worried about how others would react to her thoughts if she shared them.

Gradually she was turning out to be a little less worried about her surroundings and confidence took over her. The otherwise low on confidence Nadia agreed to participate in the skit which was to be put up at the annual programme. She now did not require to be prodded to participate because she was doing well for herself. Though a wee bit nervous about her act in the skit, but she was very curious about the narrator's role she was given. A few kids were distracting her during rehearsal. She did the most appropriate thing. Nadia responded very assertively on the situation and made the other boys feel her confidence; she immediately created a space for herself. During Theatre Invention she found a new dimension to her suppressed personality and now began taking active interest in issues like gender equity, empowerment and change.

### **On the caregivers**

Changes observed in caregivers:

- More open and flexible towards discussing gender related issues
- More comfortable and confident with own gender identity (change in body language is observed)
- Unbiased attitude towards participants, i.e. to consider them as a student rather than a girl/ boy
- Ability and initiative to understand behavioural issues of students in terms of age appropriate aspects, not from gender perspectives.
- Handling teen ager/ adolescent issues with more care and sensitivity

- Understood the need of the programme and working as a better motivator, for parents, the community people and local schools.

### **On the parents and community**

Parents enthusiastically shared that they have observed some behavioural changes in their children but could not share more about the same. However, improvement in communication among parent and child was noticed during the interaction. They shared that they were as much willing to attend these workshops as their children and now the family also took initiatives to share responsibilities at home. Parents suggested discussion on safety, security and age specific behaviour could be taken up by the resource team in the due course of time.

After an open session mothers pointed out that these sessions are ***not only important for the parents of a girl but equally important and relevant for the parents of a boy***. During the discussion on the responsibilities of a married women, one particular mother remarked ***that taking care of her in-laws was her responsibility as much it was her husband's***; similarly, besides earning and supporting the family taking care of her parents was her husband's responsibility as well. Initially, during the parental session, only mothers came to attend. Slowly, fathers started taking interest and became approachable and during one such session one of the fathers remarked that how they still conformed to age old patriarchal belief of role stereotype and that taking care of the household and doing the chores were considered the females' job. He questioned on the stereotype and suggested a reversal of role. Towards the end during an open session, a couple of fathers were present and actively communicating with the resource team. One father spoke of the importance of knowledge on 'reproductive health' while the other mentioned the need of creating awareness about 'Good touch and Bad touch'. These were the same fathers who were otherwise very reluctant about their children and their academics and any other developmental activity. They reached out to the resource available now by understanding the need of it.

## **OBJECTIVES ACHIEVED: An overview in terms of expected outcome of the project**

As observed by Resource persons as well as understood from the feedback of the parents and caregivers

### **❖ For teenagers/adolescents**

- The participants are better equipped with self-help skills
- Socially conditioned/learnt concepts of sex and gender related issues are better understood and, as a consequence, inhibitions are reduced to some extent by the participants
- Queries for objective information and clarification about the outside world as a whole and gender based issues in specific has been generated.
- Participants are better aware about own strength as well as limitations and gaining more confidence and clarity as an effective individual.
- They have understood the happening of violence around as the by-product of the need for power and control and learnt to show self-control partially.
- The boy's group, which is a follow up group, while put in a mixed group, are at times over enthusiastic and their attitude was causing discomfort for others. Whereas, the girls' group which, a group of first time attendees, was very inquisitive but uncomfortable. They were shy in a larger group but asked many questions about the physiology. We observed that for the boys' further sessions on physiology and sexual health will help them to set realistic limits to their behaviour. For girls, while they learned to open up about the issue, may be with more exposure they will be able to deal their inhibited response and will come up with more assertive expressions. It is still a challenge to set a boundary on the boys; and girls are still inhibited.
- They are more attentive and listening to instructions
- They seem to be more cooperative and respectful towards seniors, juniors and peers than before
- They are taking initiatives and responsibilities at study centre as well as in the household cores
- They are showing better understanding for the need for rules and structures and responding more constructively

### **❖ For care givers**

- They are more understanding than before
- Communication skills with children are improved
- They are less judgemental than earlier time
- Teamwork among caregivers are improving
- They are aware of own issues and try to find constructive solution
- They are eager to learn more to handle children with behavioural difficulties.

### **❖ For Parents/community people**

- They are curious, cooperative and open to accept the new ideas.
- They want to attend more such sessions to be 'better parent'.

### **Introducing the Concept of third gender**

The concept of third gender was introduced this time with caregivers and participants (Group A, B and C - with both boys and girls). The idea was new and they are not very familiar with. Few of the caregivers were initially not very comfortable in the discussion, but slowly they were curious to know and with time they were prepared to discuss about gender related issues with open mind. The participants group are yet to be fully ready for the issues which they are unfamiliar with. Group C, i.e., the senior boys and girls were responded with sensitivity to some extent, but the junior two groups need more time to comprehend, understand and respond appropriately in these matter.



## OVERALL CHALLENGES FACED/HANDLED/MANAGED (RP'S VIEWPOINT)

PARTICIPANTS	CAREGIVERS	PARENTS	COMMUNITY/ENVIRONMENT
<ul style="list-style-type: none"> <li>Group heterogeneity in terms of intellectual /receptive capacity in all age groups.</li> <li>Actual age was also unknown for few cases</li> <li>Short attention span</li> <li>Fault finding attitude</li> <li>After attending the session, limited scope for application and contradictory inputs from society might hamper their learning at times.</li> <li>Some of the boys applied the terminology (learnt from the training) inappropriately at the public places as fun and it embarrassed the girls.</li> <li>Punctuality was at times an issue in some groups and hence time management in session became difficult.</li> </ul>	<ul style="list-style-type: none"> <li>Most of them tried sincerely to implement their learning, but some of the caregivers had rigid nature and they had difficulty to relate with others' perspective</li> <li>Some of them had tendency to be judgemental</li> <li>lack of role clarity and poor boundary sense, create difficulty in communication at times</li> <li>Favouritism towards some student might create constraints.</li> <li>Biasness of the caregivers might hamper proper assessment of the students.</li> <li>They were a sincere team managing the participants effectively and capable handling challenges very fast. However, the communication gap and over proactive attitude affected the session the proceedings at times.</li> <li>Sudden Change of caregivers due to personal and professional reasons may not be desirable condition for ensuring continuity of experienced and trained resources pool.</li> </ul>	<ul style="list-style-type: none"> <li>Primarily discussion regarding physiological issues created some confusion among community, it was interpreted that some dirty/bad things were being discussed in the session. Slowly the misconception was reduced through more interactions with parents.</li> <li>Mothers participated actively in the sessions but it was observed as a common tendency that fathers tried to handover child rearing responsibilities of them.</li> <li>Mothers were interested, actively participated and are willing to participate in these kind of sessions. Though they are cooperative, but owing other commitments, they were unable to attend the sessions at times.</li> <li>Majority of male members are yet to come forward to talk about the gender related issues, very few of</li> </ul>	<ul style="list-style-type: none"> <li>Community people were supportive throughout. However, the location, various religious festivities, exam schedule at school, and unpredictable weather conditions often caused serious challenges to plan and maintain session schedule accommodate and adjust the session schedule after accommodating the other commitments of the resource team, and hence were definitely time constraining.</li> <li>Also the space provided often seemed to be inconvenient for the large group participants to move and perform different activities.</li> <li>Local school showed interest to have sessions in their school with their teachers regarding gender related issues, but unable to organise it owing to constraint from their end.</li> </ul>

PARTICIPANTS	CAREGIVERS	PARENTS	COMMUNITY/ENVIRONMENT
		<p>them came to attend the open sessions, appreciated the initiative, and were unable to relate their role to join there. One of them very honestly talked with the resource person, listened to the details at the physiology corner and finally told her, 'Madam, how long will this session continue? This information is very important, I understand, but this will not be of any use for me. I'll go and send my wife. She needs to know all this information to help her (our) daughter.'</p>	

## NEED FOR FOLLOW UP SESSIONS ON

- Confidence level
- Sense of inferiority
- Personal space, boundary, touch to reduce inhibition
- Safety measures and self-protection
- Anger management
- Goal setting of the participants
- Frustration tolerance and Impulsive behaviour
- Personal health and hygiene
- Communication skills and assertiveness

## SUGGESTIONS

### RP's comment with future suggestion

Adults are the role model in childhood, teen age and adolescence. Most of our life's learning's are behavioural in nature at these developmental stages. Role clarity of parents and caregivers are very important to introduce desirable behaviour by the growing up age's boys and girls and to modify the undesirable ones. Thus few more follow up sessions for caregivers, parents and community people are to be continued at a regular interval to achieve sustainable effect of the ongoing project.

Caregivers are educated and equipped with their subject knowledge, hence confident and functional as far as respective subject teachings are concerned. But as individual human being, everyone is carrying his/her own baggage and belief system, most of what they are unaware with, hence getting triggered at times with external stimulus. This training has definitely improved their information and knowledge regarding gender issues, its impact and consequences, but it will take time, effort and willingness to do self-work to overcome the previous faulty social learning and to acquire meaningful attitudinal change. Immediate changes seen may happen to be superficial and temporary at times.

Adolescences are directionless most of the time. They need proper guidance to meet the outside challenges. Assertive communication facilitates confidence and strength and reduces misconception and helplessness. Thus follow up sessions on positive discipline, gender related issues and communication skills will help them to acquire more balanced gender identity as a potential individual.

# Snapshots

**Formal introduction, rapport building and need assessment**



**Positive discipline in terms of respect, responsibility and resourcefulness**



**Gender stereotype, myths and misconceptions**



**Sense of boundary, safety, security, good touch-bad touch**



**Clarity and acceptance of our body, gender aspect from physiological viewpoint**



**Parents Session**



**Caregivers Session**

