Gender Equity Training
## Course Objectives

### Main Objectives

- Introduce the concept of gender equity
  - Develop a further understanding of the distinction between Equity and Equality
- Understand how gender inequities and biases manifest in the workplace.
  - Hiring, Pay, and Office Culture Promotion
- Learn how individuals can work together to address gender inequities to make the workplace a more equitable space for all employees

### Measurable Objectives

- Increase the number of female employees within Oorja
- Increase Oorja’s outreach to females within communities
- Resolve more reports regarding gender discrimination (or females being treated disrespectfully in general).
- Increase the rating of female employees’ comfort within the workplace and on the job (a regular survey should be conducted to measure this)
Course Logistics

01

Introduction
You will go over the purpose of the training and ground rules.

02

Perception
You will be guided through a series of activities to understand more about where gender perceptions are prevalent in your life.

03

Reflection
You will be asked to reflect on your experience throughout the training and learn ways to prevent further perpetuating gender inequality.
Ground Rules

★★★ You will begin by creating a set of ground rules for the course

Examples of potential rules:

- Commit to understanding disagreements within the group and working toward a common solution
- Take responsibility for your impact and intentions
  - This rule understands that our intentions can be different from the impact that we make
  - Understand the impact of your actions on others—whether you have previously realized it or not.
- Be attentive to discussion even if you choose not to speak up
Respect

How does someone demonstrate respect for you?

Purpose: The purpose of this exercise is to create a basis for understanding everyone’s perception of respect.

- Have everyone write down their own personal answer to this question.

- Then, read out each response anonymously and then facilitate a discussion about the group’s different understandings of respect.

- Finally, have the group collectively agree on a definition of respect that will be used for the entirety of the workshop.
Personal Attacks vs. Challenging the Conversation:

Purpose: The purpose of the conversation is to make distinctions between attacks and constructive conversation that challenges the group and moves the conversation forward.

- What is the difference between a personal attack on an individual and a challenge to an individual’s idea or belief?
  - How can I challenge the beliefs of others to move conversations forward?
  - How can we maintain a level of respect while challenging each other?
Disagreement:

Purpose: Create a framework for dealing with disagreement to ensure that participants continue to foster an environment that promotes learning and communication.

- General points to keep in mind when addressing disagreements:
  - Disagreement isn’t bad; in reality, it is necessary for the organization to progress towards new and innovative solutions.
  - It is possible to settle disagreements in an amicable way.
Process of addressing disagreements:

1. Identify and agree on precisely what the disagreement is.
   a. What caused the disagreement?
   b. How do all the sides of the disagreement differ?
2. Determine whether this disagreement can be resolved through a compromise, or if there is one approach that must be fully taken.
   a. How can we address this disagreement?
   b. What are the possible solutions?
3. Each side should communicate their opinions clearly and effectively so those who disagree can understand.
   a. How can we encourage ourselves and each other to speak vulnerable?
4. Genuinely consider the thoughts presented by alternative viewpoints.
   a. How can we disconnect our egos from our point of view?
   b. How can we recognize and acknowledge when we might be incorrect?
5. How can this disagreement be settled in a way that satisfies the most number of distinct parties involved that it can? (it's okay to not have unanimous support on every solution).
Part One: Perceptions

1. Foster an environment that enables women and produces equal outcomes for men and women.
   a. Equal numbers of men and women in each position
   b. Equal pay for men and women

2. Create a baseline for how we understand bias and stereotypes and how they impact the way we interact with one another.
   a. This can be measured through course checkpoints. Once participants of the course address their bias and certain stereotypes they each hold this will be considered a baseline.
   b. For progress regarding breaking down bias and stereotypes, participants first need to consider their own biases.
Activity I: Crossing the Line

Instructions: All of the participants will stand together on a line. You will read aloud sentences instructing participants to move either forward or backward. At the end of the exercise ask participants to use the reflection questions to guide their thoughts about the activity.
Reflection

- Are you surprised about where you ended up on the line?
- How does your position on this line compare to that of the other participants?
- What did you learn in this activity?
- How did you feel when you stepped forward or backward?
  - How did you feel when others took a step but you didn’t?
- What statements were hard to admit to?
<table>
<thead>
<tr>
<th>Gender</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>A societal construct based on culture and society. Perceptions of gender can change through time.</td>
<td>Biologically determined according to hormones, or reproductive organs.</td>
</tr>
</tbody>
</table>
## Activity II: Gender Divisions

Instructions: Each side of the room will be marked as either male or female. The facilitator will read each activity, role, and object aloud and participants will walk to the side of the room that they associate each word or phrase with.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Roles</th>
<th>Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooking</td>
<td>Mother</td>
<td>Pan</td>
</tr>
<tr>
<td>Cleaning</td>
<td>Head of the family</td>
<td>Keys</td>
</tr>
<tr>
<td>Taking care of elders</td>
<td>Farmer</td>
<td>Hammer</td>
</tr>
<tr>
<td>Farming</td>
<td>Breadwinner</td>
<td>Tie</td>
</tr>
<tr>
<td>Driving</td>
<td>Father</td>
<td>Saree</td>
</tr>
<tr>
<td>Giving birth</td>
<td></td>
<td>Lipstick</td>
</tr>
<tr>
<td>Carrying heavy loads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raising Children</td>
<td></td>
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</tbody>
</table>
Reflection

• Why do we associate certain objects, roles, or activities with certain genders?
• Do any of the answers above have biological reasoning?
• For those that aren’t rooted in biology, why do we associate them with a particular gender?
• Discussion of various societal and economic positions
  ◦ What positions are attached to men?
    ■ Can women carry out these?
  ◦ What positions are attached to women?
    ■ Can men carry out these?
# Equity v. Equality

<table>
<thead>
<tr>
<th>Equality</th>
<th>Equity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refers to all parties receiving the same treatment.</td>
<td>Refers to fairness and justice.</td>
</tr>
<tr>
<td><em>Equality gives equal resources without regard to one’s starting position.</em></td>
<td><em>Equity focuses on equal opportunity to obtain equal outcomes.</em></td>
</tr>
</tbody>
</table>
What do we see on the left when all of the people are given the same box to stand on? How does the image on the right change the narrative of the left? How might this apply to your own positions within Oorja, within your community, or even within your family?
Bias

Examples of bias could include:

- We tend to like people who are more similar to us
- We treat people better who are prettier
- We see tall people as more competent
- Boys are good athletes
- Girls are good at helping
Activity III: Bias

“A father and his son are in a car accident. At the hospital, the surgeon says, ‘I cannot operate on this patient, he is my son.’ How is this possible?”
Hypothetical Story

A collection agent wakes up in the morning and travels to work. Throughout the day, the collection agent interacts with farmers within the community and then returns home to their family that evening.

Describe the responsibilities of the collection agent once they return home.

Did you imagine a female or male collection agent? What activities were described? Why did you describe those activities with the selected gender of the collection agent? Could the opposite gender carry out such activities?
Reflection

- Can you think of examples of gender stereotypes and/or bias from your own life?
- Why do you think those biases exist?
- What can you do to alleviate those biases and replace them with more gender-equitable views?
- From what you have learned thus far, why do you think equity is important?
- Can you articulate the importance of equity in relation to equality?
Part Two: Inclusion and Learning
Potential v. Performance

Potential refers to how someone could act or the work they could produce in the future.

Performance refers to concrete results or works that someone has produced.
- Men are often judged on their potential and women are judged on their performance.
  - Within the workplace, it is important to remember this to control biases one might have about another employee.

1. What is the difference between these?
2. How do performance evaluations change when focusing on potential rather than performance?
Accountability:

How would it make you feel to be told you couldn’t do something because of a quality about yourself that you cannot control?
Allyship

- Allies are people with the power and privilege to level the playing field.

- Allyship means actively supporting people from marginalized or underrepresented groups.
Activity IV: Becoming an Ally

Participants will section off into groups of two or three. Using a piece of paper, participants will write down their own definitions of allyship. After 3 minutes, each of the groups will be invited to share their definitions.

Example:
- Allies intervene when they hear gender discrimination both in their personal and professional lives.
- Allies intervene when they see someone being harassed.
- Allies recognize their privilege and use it to advocate for marginalized groups rather than speak over them.
Reflection Questions:

1. How does it make you feel to have others enabling you to succeed?
2. How does it feel to enable others to succeed?
Be Honest, Curious, and Compassionate

Ask questions that work to understand the perspectives of those around you.

Expressing your thoughts enables others to do the same. Your perspective is important and can support a better conversation.
Acknowledge and learn from mistakes

- We are humans and that means that everyone makes mistakes.
- We have created this course with the knowledge that mistakes will be made and challenging conversations will happen
  - Lean into those conversations and learn from the mistakes that you make.
  - Have compassion when addressing the mistakes and understand that everyone is trying their best.
Are there any times when you feel that your behavior is limited by society? The people you work with? How people might think of you or talk about you?
  ○ How do you feel about these limitations?
  ○ When do you feel them?
Do you feel that there are certain ‘privileges’ that men carry in society?
  ○ What are these privileges?
  ○ Do they have an adverse effect on women?
Do you feel that there are certain ‘privileges’ that women carry in society?
  ○ What are these privileges?
  ○ Do they have an adverse effect on men?

Activity V: Final Reflection