Needs Assessment Report | Gender Module
United Way Delhi & Creation Welfare Society
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Date	5 January 2022, Wednesday
Time	10:00 AM - 12:00 Noon
Platform	Zoom
No. of Participants	Approx. 20-22 members from Creation Welfare Society including beneficiaries and staff members, 2 staff members from United Way Delhi

Introduction and Background

As part of the gender embedding process for United Way Delhi and its implementing partner, Creation Welfare Society, a needs assessment session was held with a few staff members from both organisations and community members who have been direct beneficiaries of their work. Due to the prevailing situation caused by the COVID-19 pandemic in India, the session was held virtually to ensure maximum safety and prevention of the spread of the virus. A needs assessment session proves to be valuable as it is the first contact with the community and the staff who will play a crucial role in embedding gender within programs and are the direct participants of the course that will be held on gender. The session allows for ice-breaking, building a rapport, introducing the trainer and most importantly provides a glimpse into the needs of the people with regard to gender.

Session Objectives

- To understand the areas of work for both organisations
- To ascertain the participants understanding on gender
- To glean the needs and expectations of the participants from the gender module

Session Methodology

- The session was planned as an interactive and participatory trainer led session which used visuals and a question/ answer format to facilitate discussions and participant responses.

- The session intended to create a safe space for conversations and self-expression of the participants by allowing for free sharing and participant led discussions.

Session Summary and Reflections

- The session started late as we were waiting for staff from United Way Delhi to join. Both organizations were requested to randomly select 8 staff members to attend the session. This was to ensure adequate representation and avoid overcrowding of the session.
- Staff and community members from CWS were sitting in one room and had joined from one screen.
- The session started with setting a few group agreements in the virtual space.
- This was followed up by the first activity, of using visuals for facilitating individual associations of gender. The following slide was displayed and participants were asked to share their first thoughts/ reactions on the same. Participants were assured that there are no right or wrong answers.

- The first few responses that were received were - 'batman' and 'barbie doll'. It was established that both figures are play things for children and that one was for boys and one for girls. Participants also brought up the thought that both could be superheroes however it depends on how the media represents it as well. Barbie is often understood as weaker, feminine and should always be 'good looking' and batman was seen as the protector and a proper representation of masculinity. Both figures were remembered as cartoon characters from TV or films.

- It was further observed from the responses that the audience for the barbie shows are the young girls of the house. Furthermore, the audience changes according to the change in the essence of the show. "Girls watch barbie cartoons whereas boys watch batman shows", indicated a participant. The attention was also drawn to the names used for the different figures. Barbie is generalized as a doll while batman won't be called a doll but only its character name.

- The session delved deeper into understanding the background of the participants by asking them about their work. *"Aap kya kaam karte hein?"* the diverse areas of work and activities can be seen below:

Creation Welfare Society	United Way Delhi
• Women Empowerment • Women's livelihoods • Financial literacy training • Digital literacy work (how to use UPI, Paytm etc.) • 30-35 year old women are trained in stitching and ensuring a sustained livelihood • Short term training programs on knitting, cooking fast food, parlour • Making SHGs • Awareness spreading • Placements of young women and boys	• Education domain • Communication and outreach of the UWD work • Teacher capacity building • Career counselling • Life skills training for students in 9th and 10th • Working with SMCs • Resource centre for Youth - spoken English, Leadership, Literacy • Placement retention and support • Environment - anti pollution campaign • COVID response • Early childcare development • Capacity building of anaganwadis/ mothers/ caregivers

- Once the areas of work were established, the participants were asked: *"aap kaunse muddon pe baat karna chahenge, jab hum gender ki baat karte hein?"* The responses to this question were varied. Participants shared their needs, expectations and even personal stories of having dealt with difficult situations solely due to their gender identity (that of a woman). The discussion became personal and heavy as participants shared personal experiences on having missed out

on education and facing violent family situations. Participants requested for sessions which are not longer than 1.5 hours, one session in 15 days or in a staggered manner.

- Their responses are listed below:

  - Women's rights
  - How do we educate families on gender?
  - Education for girls and its importance
  - How do we work with men?
  - Gender based discrimination
  - Gender roles
  - Dowry
  - To understand my own self
  - Unconscious biases - raising self awareness
  - Social stigma around divorce
  - Negotiating at a personal level - building this power
  - Women and work
  - Women achiever elements in the sessions
  - English medium speaking sessions
  - Schemes that pertain to young girls
  - Family counselling
  - Masculinity
  - How do we work with people around us on gender?
  - Gender to include both boys and girls

- Staff from UWD expressed interest in working with the trans*gender community on ground and requested for guidance on how to go about it without hurting the community.
- The session closed with a thank you to the participants for their time and effort.

Challenges

- Participants had joined in from a single screen and it was hard to hear all of them, while we adjusted on the spot. The session plan had to also change a little as prior intimation was not given.
- There was little representation from UWD and hence their needs have not been effectively covered in this session. Another attempt will be made to ascertain their needs.
- The existing power dynamic between the community and the staff workers could impact the sharing in the session and hence a mixed group would not be the best method for holding such discussions.

Key Findings

- A need to begin at the basics of gender was ascertained. The module should bring out the basic differences between gender and sex.
- A focus on women's rights was expressed by the participants, probably as the majority were women in the session.
- The distinction between gender and women's rights will have to be a crucial element of the module.
- A need for developing capacities and skills to negotiate and deal with family, community and social structures around was highlighted.
- The importance and value of education in the life of young girls was highlighted and more information is needed on this.
- A need was expressed to understand masculinity and how it plays an important role in the conversation on gender.
- Practical aspects of how to work with people and structures around us must be covered. Hence, it should not be a simple awareness raising session but must include equipping participants with tools for implementation.
- The following themes could be established after the needs assessment session based on which the module will be created:
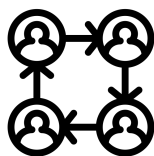
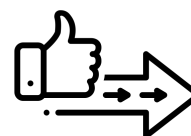**Women's Rights**

Education and Gender
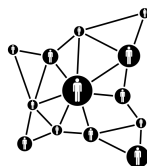
Working with families
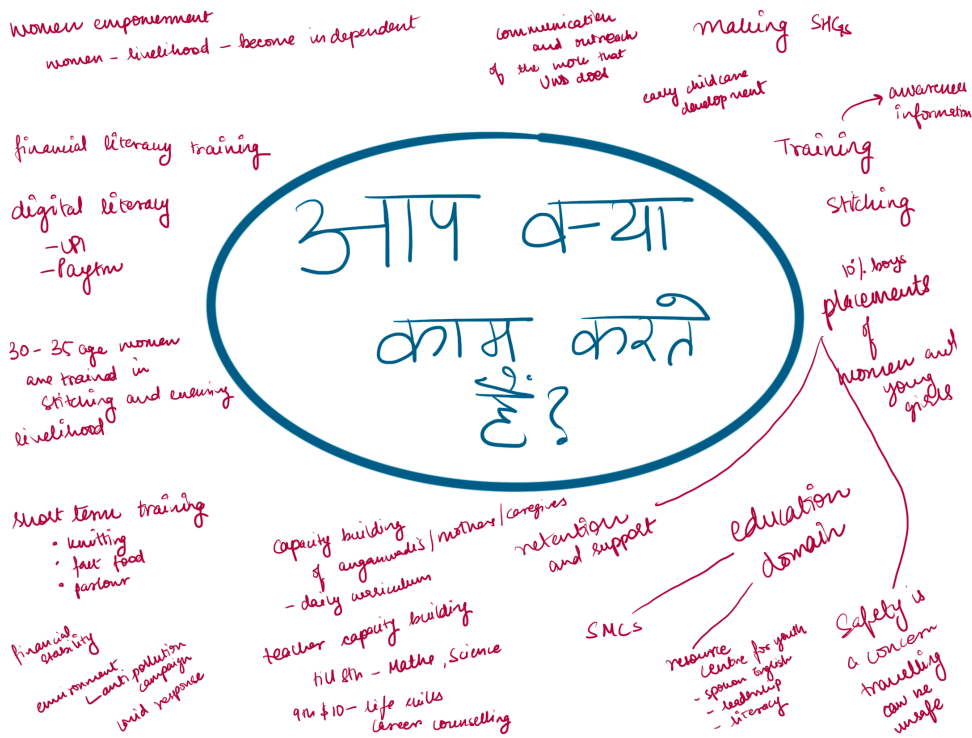
Awareness building

Community level gender training

Gender based violence and discrimination

Way ahead

Annexure

1. Interactive Slide on question 1

women empowerment
women - livelihood - become independent

communication and outreach of the more that UWS does

maling SHGs

early childcare development

→ awareness information

financial literacy training

Training

digital literacy
– UPI
– Paytm

Stitching

आप क्या काम करते हैं?

10% boys placements of women and young girls

30 - 35 age women are trained in stitching and evening livelihood

short term training
· knitting
· fast food
· parlour

capacity building of anganwadis / mothers / caregivers
– daily curriculum

retention and support

education domain

teacher capacity building
health – Maths, Science
9th & 10 – life skills
career counselling

SMCS

resource centre for youth
– spoken English
– leadership
– literacy

Safety is a concern travelling can be unsafe

financial stability
environment pollution
Swacch campaign
grid response

2. Interactive Slide on question 2

women's rights — for women
↳ educate the family as well

how to work with trans people

Social stigma around divorce

→ building the power
negotiation at a personal level

women and work

achievers element in the session

education for girls and its importance

english medium speaking sessions

how do we work with men and their knowledge on gender

कौनसे मुद्दे आप Module में चाहेंगे जब हम Gender की बात करते हैं?

Schemes that pertain to young girls

gender based discrimination

gender roles

family counselling

to understand my ownself

gender for boys and girls

masculinity

circle of influence
external structures that don't allow women to move ahead

dowry not more than 1.5 lakhs

unconscious biases — raising self awareness

community supporting each other

→ how do we work with the people around us?

1 session in 5 days seems to be skipped