Starting to build an intersectional lens - gender, power, privilege

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Created and adapted for:
Asia Pacific Career Development Association

September 2023

Note for users of the manual:

This manual is designed for career counsellors with an interest to explore intersectional approach in their work. As people with experience in the field of gender, the session designs have gender component. These workshop sessions could be used for self-learning or conducting workshops for your communities. These sessions are designed and adapted from various sources including our own work over the last decade. The sessions can be conducted in combination or in isolation based on the time and resources available. This manual consists of sessions on:

1) Power and Privilege
2) Gender and Sex
3) Messages I receive - understanding stereotypes
4) Unpaid Care Work

Objective :

- *To learn that people from diverse socio-economic identities experience their employment opportunities differently based on power and privilege*

Time
3 hours

Group Size:
20-25 (*recommended*)

Materials Required
a black/white board, chalk/marker pens, notepad and pen for each participant, resource movie

Key Messages :
- *Individuals from marginalised communities have more challenges in accessing similar employment opportunities as opposed to others.*
- *Based on the gender of the person, whether someone is a woman, man, transgender or a different gender, the experience of safety & power differs.*
- *While gender is a key identity in the context of understanding issues of safety, other identities like an individual's class, caste, ability, sexuality and more would also intersect with each other in shaping the experiences of that person.*

Session Plan

Activity:

Divide the participants – or let the participants divide themself – into pairs. Each pair decides who is Player A and Player B in their small group. Have partners check in with each other about any physical needs or limitations they might have today (e.g., "Getting up and down off the ground is hard for me"). Set space parameters so participants know where they can move in the activity to keep their partners safe. Then, ask Player A to hold the palm of his or her hand about six inches from Player B's face. Ask Player B to imagine that her or his partner's hand has hypnotized him/her and that s/he has to follow it anywhere it goes, keeping the same distance between her/his face and the palm at all times. As Player A moves around the room, Player B follows. After a set time, switch and let B's lead.

Additional instructions that facilitator can share:

- Try moving in slow motion as you begin leading your partner?
- What new ways of moving through the room/space can you challenge your partner with?
- How are you keeping your partner safe as you move through the room/space?

source: https://dbp.theatredance.utexas.edu/node/20

Post activity, ask the following questions:
1. How do you feel after doing the activity? What was easy/ difficult?
2. Which do you prefer, leading or being led? Why/why not?
3. How does it feel when you are being led and have no say in the process?
4. Can you relate this to any experience in your life?
5. What does this activity tell you about power?

Understanding Power

Write the word power on a board / sheet of chart paper and ask participants to write different words that they associate with the term: **POWER**.

Give each participant a sheet of paper and ask them divide it into 2 parts:

1. On the left side to think about all the times that they felt powerless - what situation, people, things, experiences contributed to that. Make a note.
2. On the right side to think about all the times they felt powerful - what situations, people, things, experiences contributed to that. Make a note

Have the participants share what they have noted (do point out that if they are not comfortable sharing something they can choose not to). First go through powerless and then powerful. As the facilitator, make notes of patterns that come up, any identity specific examples (e.g., I feel powerless while going out alone because I am worried about my safety)

Have each person take a piece of paper, they will have 30 seconds to make a list of all the identities they think they hold. Identities could be informed by anything that helps them express about the person they are. Instruct the participants to not add any more to the list after 30 seconds, especially once others start sharing. When all participants are done writing, ask each person to share whatever is in their list with others (all that they feel comfortable to share).

The facilitator should make a note of what is being shared, oftentimes we as individuals are aware of a certain identity we hold because it might have a significant impact in our life. At times we are aware of a specific identity because it defines how we are perceived by society; some perceptions may cause negative experiences and therefore different identities matter to different people.

Each person can also have an evolving relationship with one or more of their identities, so something that was challenging in the past could be empowering later on in life. E.g. As a woman I may have faced discrimination growing up about being a certain way, deviating from the norm led to many challenging moments with family members. As I grew up, I learnt to assert my unique identity as a woman and now feel confident in asserting my identity in everyday life.

Social identity wheel

*Identities that are key could be written in the center and the others could be written in the outer circle:

- place of birth
- age
- education level
- religion
- caste
- gender identity
- sexual orientation
- mental/physical ability
- profession
- Languages known
- class

Share an example of your own social identity wheel before asking all participants to create their own social identity wheel. Once participants complete their wheel, have them share based on the following questions:

1. Which social identity holds the most meaning for you?
2. Why do you think we are more aware of some social identities than others?
3. What advantages do you have based on some of your social identities? OR What aspects of your identity allow you to easily access various privileges in society (e.g., education, opportunities, safety, agency)
4. What is the most challenging identity for you?
5. How do you think different social identities impact the experiences of a person in the workplace?
6. What are the challenges you face in a workplace due to a certain aspect of your identity?
7. What do you think happens to those who hold multiple social identities and are disadvantaged in society?

Intersectionality:

Every individual holds multiple identities with respect to gender, ability, sexuality, age, caste, class and more such factors that might inform what our identity is as a person. The experience of any individual in a given circumstance is influenced by the identity of a person and how it is largely perceived in the society. For a person with multiple factors influencing their identity, the experience becomes more nuanced and complex. For example, an women with physical disability from an upper economic class would experience a work culture differently than an aged and able-bodied man who is homosexual. While there are many factors that contribute to our identities, some are marginalised, for example, based on religion, caste, economic class, gender etc. Imagine that some of the participants in today's session are blind, what would be the things that we would do differently to accommodate them and make the spaces safe and accessible for them. Similarly, in any given space, the intersection of identities of a person would play a key role in their experience of the space.

✅ **Debrief:**

Identity of a person is constituted by their gender, class, caste, religion, sexuality, ability etc, each of which has an impact on how someone accesses certain careers.

Some people hold privilege over others in terms of their identity and hence have different access to careers. Privilege refers to an advantage or impunity an individual has over others in a given circumstance. People who hold privilege should be aware about the experiences of people who hold one or more than one identity that are marginalised, to be able to understand and be allies to the issues they face.

Facilitator can highlight that our identity defines how much power we have within society. This in turn affects our access to resources and rights like education, healthcare, technology, etc. Those with the least power often do not have access to basic human rights like clean drinking water, clothing, and shelter. National and religious identities can also play a role in determining your access to privileges and rights. Our gender identity is a strong factor which determines this access to power. Masculinity is often equated with male sexual identity and therefore perceived as a privilege and a source of power that all men possess in relation to women.

For career counsellors and clients :
* Can also be adapted for any group people

Additional questions:

- *Who do you think is most vulnerable when looking for employment opportunities/upskilling/career guidance?*
- *As a key decision maker who holds a lot of power, what can you do to make more options accessible and more inclusive for those who are most vulnerable?*
- *What biases do you think you need to let go of?*

Objective :

- *To understand the difference between sex and gender.*

- *To understand how gender norms shape our choices, identity, expression and aspirations*

Time
2.5 hours

Group Size:
upto 25

Materials Required
a black/ white board, chalk/ marker pens, notepad and pen for each participant

Key Messages :

- *Sex and gender are distinctive from each other. Sex is a biological characteristic while gender is a social construct. The sex and gender of an individual are not interdependent on each other.*

- *Gender identity of a person is identified by self and do not have a correlation with their sex or gender expression.*

Session Plan

Welcome everyone to the workshop and introduce yourself and your co-facilitator.

Depending on the group, time of the day and your sense on the energy you can choose to do an energiser to get things started. Eg. Everyone goes in a circle and shares their name with an adjective starting with the first alphabet of their name. For example : Adventurous Aleena. The rest of the group echos it back by saying "Hi Adventurous Aleena" before moving to the next

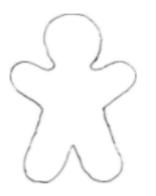Ask everyone to take a paper and pen and write their response to the following question:

- What is your gender ?
- What is your earliest memory of realising your gender ?

Go in a circle, have each person share their name and response to these questions. As the participants share, have your co-facilitator make a note of the responses on the board on one side.

Note:
If someone is not comfortable to share they can choose to pass If you find that people have not understood the question, you can share your own example of your earliest memory/ moment/ incident that made you understand what your gender was.

Board Activity : Make the following shapes on the board/ chart paper:

- *Let participants know that one of the figures is man and the other a woman. You can have the choose which is which and label the drawings on the board.*

- *Ask participants to complete the following sentence : "Men are _____" . Keep listing all the various things that come up around the image of the man. Once that is done , do the same for "Women are_____"*

- *Get participants to name biological characteristics, physical attributes, expressions, emotions and activities that come to their mind when they think of a man and then a woman.*

Reflections & Observations:

1. For each diagram, ask the participants to take a minute to reflect on the pool of words associated with man and woman respectively.

2. What are the words that are associated with men , which are biological ? What are the words that are associated with women which are biological ? Circle these words to distinguish them from the rest of the responses.

3. Take the rest of the words that are not marked in circles, and ask to identify if there is any response which is exclusively applicable for one gender, either man or woman. For example, if someone identifies 'care' as a characteristic associated with women, ask if they have seen men who are 'caring'/or if they believe men can be 'caring' too.

4.Take examples of all the responses outside those marked in circles, and elaborate that there is no characteristic that is exclusive for either of the diagrams but could be visible regardless of whether a person is male or female. All the characteristics which are socially constructed to be masculine and feminine constitute the gender of a person. While each diagram has a specific sex/biological characteristics associated with it, the sexual characteristic does not influence whether a person is masculine or feminine. Nor are these characteristics exclusive for respective sexes. Elaborate the responses within circles and outside to explain that there is no interdependence between both.

5. You can go to the list of early experiences of realising gender (shared by the participants) and ask them to also categorise them as sex or gender
*This will help them understand if their realisation of gender was based on social constructs or the assumption that their biological sex defines it

6. Based on this , ask participants to share what they now think is sex and gender.

Share the following with everyone:

BIOLOGICAL SEX AT BIRTH

Biological sex refers to the physical characteristics you are born with. It is assigned based upon a person's anatomy and physical attributes at birth (such as external sex organs, sex chromosomes, and internal reproductive structures). When these classifications don't line up with what is typically considered a male or female body, the individual is usually referred to as "intersex." (It cannot be changed, unless someone chooses to have a surgical intervention.)

GENDER AND GENDER IDENTITY

Gender refers to the attitudes, roles, behaviours, activities, and attributes that a community or society determines is characteristic or uses to describes men, women, boys, and girls. Definitions of "masculine" and "feminine" are not fixed. They change over time and are different from society to society. We learn to be our "gender" by interacting with the world around us. Gender identity is the personal sense of one's own gender, and gender identity can correlate with a person's assigned sex at birth or can differ from it.

For career counsellors
Additional reflection questions:

- *What do you think may be challenges the clients face if their gender and sex are assumed to be the same ?*
- *How have you observed different workplace cultures and practices respond to individuals who do not fall in the gender binary ?*
- *What do you think will make people from all genders feel safe and included in the process ?*
- *What will help you understand their lived experience better ?*
- *What role can you play to stop discrimination against people based on the gender identity they choose to be?*

Let this be a free flowing discussion which ends with a feeling of possibility where they realise that they can play an active role in making people of all genders feel safe and heard.

Suggested action :
Have a conversation with 5 other counsellors about their experiences of having worked with individuals from different gender identities.

Notes for facilitator (Source: Breakthrough: Gender & Rights Training Toolkit):

Discrimination, whether subtle or overt, occurs in all strata of society. One of the reasons gender discrimination occurs is because people confuse sex and gender. Sex (whether you are male, female or intersex) is biologically determined while gender is a product of socialization. It is one's socialization that determines feminine and masculine traits that individuals are expected to have in society. This is the basis of gender inequalities. 'Nature and our biology' does not determine feminine and masculine traits that people must have. It only dictates whether you are born male or female or intersex. The difference between sex and gender must always be kept in mind. It is useful to be aware of the subtle forms of discrimination as well as the power play that exist in our homes, communities and society.

Enacting certain roles or having certain expectations placed on you because of your gender can affect your enjoyment of rights. For example, in a culture where women are expected not to question the decisions of the men in the family, they may be forced to keep silent if violence occurs, thus jeopardizing their right to live a life free of violence. When we think only in terms of Men and Women, we easily leave out other populations who also have equal rights. Stereotypes make it very hard for people who are Out of the confines of gender roles, for example, men who look and feel like women, women who look and feel like men, transvestites, transgender.

The concept of double discrimination must be discussed here. People of gender orientations outside the male- female binary, who don't exactly "fit the bill", are under constant comment and inspection. They face discrimination for "not belonging" to the gender they are supposed to be in and at the same time for not conforming to what is expected of them. It's almost as if they cease to be the human being they are.

Objective :

- To understand the various sources that influence our sense of identity and being

- To become aware of gender stereotypes that are internalized and how it impacts our everyday interaction and choices

Time
2 hours

Group Size:
upto 25

Materials Required
Chart papers for 4 groups, markers, white/ black board

Key Messages :

- Gender Stereotypes based on one's identity are learned through the society, influenced by various sources, like say, media or family for example.
- It is important to identify and challenge gender stereotypes in order to create equal work spaces, skill sets and employment opportunities

Session Plan

Welcome everyone to the workshop and introduce yourself and your co-facilitator.
(optional) Depending on the group, time of the day and your sense of energy you can choose to do an energiser to get things started.

Ask each person to share their name and their most favourite memory from their childhood.

Once everyone has shared you can tell everyone that the things we experience as children have a lot of impact on how we group up , we learn a lot about how the world is and what is good or bad from those experiences. Let's start today's session with an activity.

Activity :
Sources of Influence

Start by dividing the group into 4 teams, each team will be given a chart paper and some markers. Let them know that they will be given 1-2 questions that they must note down the various answers to on the chart paper given to them.

Instructions:

- Each team will have a total of 15 min to listen and write everyone's points.

- Designate one person on the team to take notes.

- Each person in the team must share their answers , the intention in not to have a discussion but to listen to the experiences of each person on the team.

- At the end of 15 min 1 person from each team will summarise the sharing to highlight the messages received by their designated source of influence.

Team 1 : Family

When you were growing up, what did members of your family say about being a boy / girl?
What were you told that boys can do /cannot do, what were you told that girls can do /
While growing up what kind of things did you see men doing in your family and
what kind of things did you see women doing in your family ?

In case of conflict I was told that boys should _____
In case of conflict I was told that girls should _____

Team 2: School

When you were in school what were you told by teachers about being a boy/girl ?
What were you told that boys can do/cannot do , what were you told that girls can do / cannot do ?
What were you told about the kind of careers boys should take up and
what kind of careers girls should take up ?
What did you see boys in the school doing / not doing ?
What did you see girls in your schools doing /not doing ?

In case of conflict I was told that boys should _____
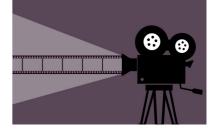In case of conflict I was told that girls should _____

Team 3: Media

What were your favorite TV shows/movies/ songs growing up ? What did they tell you about how boys are and how girls are ? What messages did you receive about how girls/women are and boys/men are from TV shows/movies/ songs? Who are your role models from
TV - list out some of them.

In case of conflict I saw that boys/men respond by _____
In case of conflict I saw that girls/ women respond by _____

Team 4 : Community

What communities are you a part of? A community is defined as a group of people with who you have some shared values / you reside in a common location (beyond family)
What did people in your community tell you about how a boy should be / a girl should be ?
What did people in your community tell you about what boys can/ cannot do ?
What did people in your community tell you about what girls can /cannot do ?
What did you see boys/men in your community doing ?
What did you see girls /women in your community doing ?
In case of conflict I saw that boys/men respond by _____
In case of conflict I saw that girls/ women respond by _____

Group Sharing - 1 person from each group shares the summary of their conversation. The co-facilitator can make a table on the board to document a few of the common points that come up.

Family	School
Media	Community

Reflections & Observations:

Observe patterns and allow the group to share their observations about the boxes we put people in -of man/boy, woman/girl.

1. What stands out for you from the points?
2. Is there something that makes you feel uncomfortable?
3. How do you think these messages have affected your ideas of your identity?
4. Do you think there are any points that are definitely true for all people?
5. What are your thoughts about the messages we receive from different sources about women, men and other genders ? Which ones do you agree with and which ones do you disagree with ?
6. Why do you think there are differences in messages conveyed about men and women ?
7. Which among the following sources do you feel is the most critical/influential to the messages a child learns ?
8. Are there any other examples of messages which are distinctly different for men and women, from any of the sources ?

Debrief:

A stereotype is a fixed idea about a person or a thing that is widely held in a society. Gender stereotypes include ideas, images, notions and norms about a person based on their gender. For example, the idea that women are weak is a stereotype because strength is an individual characteristic and it is only a widely held image of women that see them as weak. This is an example of an individual's strength being stereotyped based on their gender. For another example, 'boys should not cry' is a stereotype based on one's gender being a man, that considers that it does not fit well for boys to cry because they are boys. This is a stereotype and like we all know, boys and men too cry and it is natural for them to cry.

Gender stereotypes are learned through a process called socialisation, where an individual learns from different sources and in different ways about how they should be like, based on their gender. This is problematic because it expects people to be in certain fixed ways, based on their gender. Based on the gender stereotypes we learn, we expect people to behave in specific ways that match with the stereotypes and individuals who do not subscribe to the gender stereotypes face social ridicule like being laughed at, being mocked at, punishments of various degrees, being shamed, not being accepted etc.

The more the gender stereotypes we believe in, the more gender biased we could be. We need to challenge gender stereotypes in order to achieve gender equality, where every individual has the right to however they are.

Check-Out:

1. How do you think gender stereotypes impact men, women and other genders?
2. If you could work towards changing one stereotype about your gender what would it be ?
3. How do gender stereotypes / any other identity based stereotype impact career development of an individual or impact the workplace experience ?
4. What would be one thing you would do differently at your home or at your workplace, to break a gender stereotype?

Objective :

- To become aware of how labour/day to day work is gendered and understand unpaid care work.

- To realize how the burden of care work impacts women and girls and therefore their career paths

- For men to realize the importance and take up shared responsibility of care work at home

Time
2.5 hours

Group Size:
upto 25
Can also be a group of men/boys alone OR a mixed group. The facilitator is encouraged to adapt the session to the group.

Materials Required
Resource Video, Sheet of paper for each participant, pens, white/ black board, markers/chalk

Key Messages :

- Labour is gendered. Gender stereotypes categorise Labour as feminine or masculine thus creating notions on who could do which labour based on one's gender.
- Unpaid care work is invisibilized, undervalued and underpaid. It is often not recognised as productive work. UCW is everyone's responsibility regardless of one's gender and contributes to the larger economy of the world. There is no shame in men participating in UCW and it is as much their responsibility as anybody else's.
- The division of labour is problematic because it informs factors like availability of time, energy, access to spaces, respect of an individual and cultural notions around gender becomes informed by this division, hence excluding women from various employment opportunities.
- The conversations on gender are within the binary of man and woman and excludes/invisibilises all others.

Session Plan

- Welcome everyone to the workshop and introduce yourself and your co-facilitator.
- Have everyone sit in a circle. (recommended)

Activity:

Ask the following riddle:
A father and child are going on a drive, when suddenly they meet with an accident. The father dies in the car, while the son is severely injured. The child is severely injured and rushed to the hospital, when they reach the hospital the surgeon comes to take a look. The surgeon says " I cannot do this operation, this is my child" . Who is the surgeon? have everyone go in a circle and share their response. Responses that include - maybe it was another father must not be dismissed because it is possible for that to happen. The point we are trying to make here is that for most people it does not occur that the surgeon could be a parent who is a woman (cis/trans).

Use this as a hook to begin the session, you highlight that gender biases influence our thoughts and perceptions every day. What we see growing up influences our beliefs of how the world is.

When you imagine the following people, who comes to your mind ?

- Police Officer
- Farmer
- Rickshaw driver
- Politician
- Teacher
- Truck driver
- Domestic help
- Sanitation worker
- Flower seller
- Lawyer

What does the person look like? Did you imagine a man or a woman? Was there any labour in which you imagined a trans person ? Hence, we all carry notions of gender based bias based on our socialisation.
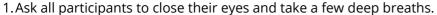
Let us now take a look at some parts of our own lives and see if these conversations are relevant in our everyday lives as well.
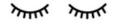
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*T*ransition

Gender stereotypes and gender biases influence our everyday thoughts and perceptions. From the riddle, if one had to think hard to imagine that the surgeon could be the mother of the son, it implies that stereotypes around who can do what work based on their gender, result in deep internalization of gender biases. The messages we receive influence whom we imagine to be doing a particular work.

*Connect this to previous sessions to bring attention to how messages around sex, gender and gender stereotypes informs our perceptions and, mindsets can change when we expose ourselves to new ideas beyond the binary and stereotypes.

Instructions:

1. Ask all participants to close their eyes and take a few deep breaths.
2. Tell them that you will be taking them through a short visualisation activity, they should try and just follow your voice and see what comes up in their mind.
3. If at any point they feel uncomfortable they are most welcome to pause or not continue
4. After the visualisation ask the participants to map the daily routine of family members on the sheet of paper given

Keep your eyes closed and slowly relax your body. For the next few minutes, you can sit back and just follow my voice. It is the beginning of a fresh new day. A usual day in your life. You are slowly waking up in the morning. What time is it? You get up from the bed and take a look around the house. Who all are there at your house ? Did everybody else at your house wake up ? Imagine what is it that you are doing next ? You brush your teeth and freshen up. What do you do next ? Did you have breakfast yet ?Or are you making breakfast ? What are the tasks you finish before having morning breakfast ? Think about what each person at your house is occupied with till breakfast. Now that you had food, what next? How do you spend your day? Do you go out of the house or are you occupied with something at the house ? What are the things other family members are occupied with ? How do they spend time in the middle of the day? What are the tasks each person from your household is occupied with throughout the day ? (small pause) The day passes by and it's evening. What are you busy with ? What is everyone else doing ?How do you spend your time till you are on your bed, to sleep, at night ?

Making a work day routine :
Give each participant a sheet of paper. They will be mapping the family members and their daily schedule on it. It can look as follows:

	SELF	Family Member - 1	Family Member - 1	FM-3		...(as many family members as there are at home)
5:00 am						
6:00 am						
7:00 am						
8:00 am						
9:00 am						
10:00 am						
11:00 am						
....12:00 am (till end of the day)						

In the column heading they write down the family members that they live with (eg. mother, father, sister, brother, uncles, aunt, grandparents ....etc) . The purpose of this activity is to map the various things each family member is engaged in (to the best of the knowledge of the participant) .

💭 **Reflections Questions:**

1. *What are your thoughts after doing this short activity? Is there any pattern that we could observe in the routines that were shared?*
2. *Did your gender play a role in how your schedule is?*
3. *Is there anything in your routine that you wish you had but currently don't ?*

Let's watch a video:

Option 1: https://www.youtube.com/watch?v=F-UGCDSXpww

The Impossible Dream: a United Nations (UN) vid...

Option 2: https://youtu.be/QAxm23SjHDo

Unequal division of household chores is keeping ...

💭 **Reflections Questions:**

1. *What feelings/emotions did you feel while watching this video?*
2. *Was there any part that felt familiar to you as you experienced this or you have seen this somewhere? OR Is there anything familiar you saw here and noted in the previous activity ?*
3. *What is one of the most basic yet important activities at home, the responsibility of which is disproportionately/largely placed on women ?*
4. *Why do you think women are expected to cook even when they go out for paid work just like their partners?*

> *Note for facilitator:*
> *Take a note of how many times cooking comes up as a response to the first part of the question. Explore why it is that women are expected to take care of cooking even when all members of the household work outside of home. Navigate why is cooking not normalised as a basic skill that should be a shared responsibility of all.*

Unpaid Care Work

Show the following video: https://youtu.be/xubg6iASk0k
OR explain the following points :

- Unpaid Care Work refers to all the work that an individual does in taking care of the household and the family members. These include the household chores like cleaning, cooking, caring for the children, elderly and sick members. (https://www.unwomen.org/en/news/in-focus/csw61/redistribute-unpaid-work)

- The care work helps in building capacity for others to engage in other activities and makes wage earning labour easier. It makes up for a good proportion of the economies across the globe but is not valued or measured into it.
- The responsibility of UCW often falls on women due to gender stereotyping that it is a woman's duty and hence the physical and mental load of this work largely falls on women.
- Women and girls put in **3.26 billion hours of unpaid care work** every single day in India—a contribution of at least 10 percent of GDP. When calculated in actual terms this means women's unpaid care work contributes INR 19 lakh crore of the GDP, which is twenty times the entire education budget of India in 2019, three times the revenue of Reliance Industries, and four times that of ONGC as per 2018-19 data (https://feminisminindia.com/2020/02/13/sexism-economy-womens-unpaid-care-work-not-acknowledged-paid/)

- UCW is undervalued (not valued as a work, for example, 'my mother does not work, she is a housewife'), invisibilized (not looked at for the amount of work it is, for example, 'how much work do you have anyways at home') and underpaid.
- Because the responsibility of unpaid care work is associated with women and girls, it contributes to discriminatory experiences faced by women and girls. For example :

Time poverty - UCW takes up more time from the day of a woman which leaves them with lesser time for other activities including earning wage and leisure. This also means that a woman has less time than a man to prepare for an interview or an exam due to unfair distribution of care work and hence skewed distribution of time.
While, women were spending on average three times as many hours on unpaid domestic and caring work as men even before the pandemic began, 60% of women and 54% of men reported that they had increased the amount of time they spent on unpaid domestic and caring work since the pandemic began, reported UN Women in November 2020.
(https://www.weforum.org/agenda/2020/12/covid-women-workload-domestic-caring/)

(a) It is less likely that an adolescent girl gets to go out to play or study, with the burden of UCW on her as opposed to an adolescent boy who could go out or study, without having to be concerned about any care work within the household. Girls could lose out on way more opportunities than boys because of the stereotype that girls have to learn how to take responsibility for care work rather than prioritising anything else.

Discussion questions :

1. How do you think these divisions of responsibilities of house-hold work impact girls/women and their decisions to choose a certain career path? If men would take up the responsibility of care work equally, how would that impact the day to day life of every family member, especially girls and women?
2. What thoughts/feelings/questions are alive for you right now ?

For career counsellors
* *Can be adapted for any group of people*

Additional reflection questions:

1. What do you think will change if men and women are considered equally responsible for care work at home ? What will it do for women, what will it do for men ?
2. How different would it be if more men were to take up care work within households ?
3. What do you think needs to change within workplaces/fields of employment to accommodate more women who are double burdened with unpaid care work across various fields of employment? What changes can you contribute to as a career counsellor ?
4. How can you support women to take up employment opportunities, that they otherwise might not opt for, due to reasons of having to take care of their households and children?
5. How does this impact single parents ?