



SECURING WOMEN'S  
RESOURCE RIGHTS  
THROUGH GENDER  
TRANSFORMATIVE  
APPROACHES



Investing in rural people



# GENDER TRANSFORMATIVE APPROACHES

# TOOLKIT



*Community Dialogue Tools for IFAD Project Implementers*



CIFOR-ICRAF: Elisabeth Garner  
Bohnishikha: Mehenaz Zaman, Tasaffy Hossain, Khushbu Alam, Minaal Choudhury  
Independent Consultant: Nilufer Karim  
IFAD CDSP Technical Team: Jannatul Naim

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## ABOUT THE INITIATIVE

### SECURING WOMEN'S RESOURCE RIGHTS THROUGH GENDER TRANSFORMATIVE APPROACHES

In 2020, the International Fund for Agricultural Development (IFAD) invited a consortium of the Center for International Forestry Research and World Agroforestry (CIFOR-ICRAF), the International Food Policy Research Institute (IFPRI) and the Alliance of Bioversity International and the International Center for Tropical Agriculture (CIAT) to work with selected IFAD projects to promote and strengthen women's land rights through the integration of gender transformative approaches (GTAs) in rural development interventions by improving policies, tools and practices.

Following the detailed gender analysis to identify contextual factors across projects and geographies, as well as bottlenecks and opportunities for promoting women's land rights, the initiative used collaborative learning and design approaches to develop and test innovative gender transformative approaches (GTAs) and complementary methods that can support the achievement of WLR through rural development interventions. This co-creation process ensures that each tool is fit-for-project purpose and endorsed locally, while at the same time contributing to a GTA toolbox that can be adapted for land-based rural transformation projects across the IFAD portfolio.

This collection of tools include GTAs already developed and applied by IFAD projects and partners across targeted countries, as well as a suite of new tools to integrate land rights more explicitly and further the gender transformation agenda. These tools entail different strategies to address inequalities at the individual, household, community, policy and institutional domains, as well as to catalyse and transform harmful and discriminatory norms, perceptions and attitudes, and behaviours and practices at the identified levels across targeted countries. We share this toolbox with the IFAD community to continue testing, contextualization and sharing learnings across countries.

<https://www.cifor-icraf.org/wlr>  
[https://www.ifad.org/en/gender\\_transformative\\_approaches](https://www.ifad.org/en/gender_transformative_approaches)

## INITIATIVE CONTACTS



**Anne M. Larson,**  
Theme lead for Governance,  
Equity and Wellbeing

[a.larson@cifor-icraf.org](mailto:a.larson@cifor-icraf.org)



**Marlène Elias,**  
Gender Lead

[marlene.elias@cgiar.org](mailto:marlene.elias@cgiar.org)



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**Tshering Choden,**  
Technical Specialist  
for Gender and Social  
Inclusion, Gender Team

[t.choden@ifad.org](mailto:t.choden@ifad.org)

**Rikke Grand Olivera,**  
Lead Technical Specialist,  
Tenure Team

[r.olivera@ifad.org](mailto:r.olivera@ifad.org)

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Debbrata Das, Assist.Commissioner & Executive Magistrate, CDSP IV AF

Farhana Haque Ovi, Communication Officer, PKSF

Fatema Begum, WMO/Gender Facilitator, CDSP IV AF

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Jannatul Naim, NSS (Gender and Nutrition),, Technical Assistance Team CDSP-B

Jesmin Ara, Value Chain Project Manager, VCPM, RMTP /PKSF

Karmrun Nahar Lipi, Livelihood and Monitoring Officer, PROVATI3

Kazi Abul Hasnat, VCPM, RMTP/PKSF

Lipi Akter, Gender and Social Inclusion Officer GSIO, RMTP/PKSF

Lutfun Nahar, Gender, Social Inclusion and Nutrition Specialist Specialist, SACP, DAE, MoA

Manabika Sheel, Agriculture Extension Officer Kaligonj, Shatkhira, SACP

Michael Roy, Team Leader, PROVATIS, LGED

Mousumi Kar, Environment Officer, Padakhap Manabik Unnayan Kendra (PMUK), RMTP

Muhammad Emdadul Haque, Project Director, SACP – DAE, MoA

Nahid Farhana Akter, WMO/Gender Facilitator, CDSP IV AF

Nahid Hasan, Agriculture Extension Officer Mirzaganj, Patuakhali, SACP

Nasrin Parveen (Topa), Child Protection Officer, ESDO, RMTP

Nazmun Nahar, LCS Monitoring/Livelihood Officer, PROVATI3

Niger Sultana Nipa, Assistant Director, Dushtha Shasthya Kendra (DSK), RMTP

Rahena Banu, Senior Asst. engineer, CDSP IV AF

Razibul Matin, LCS Monitoring /livelihood officer, Kawnia, Rangpur, PROVATI3

Rezaul Karim, Land Settlement Adviser, CDSP-B, TA Team

Rita Saha, LCS Monitoring/Livelihood Officer, PROVATI3

Rownok Jahan, Gender and Social Inclusion Specialist, PROVATI3

Sahidul Islam, Asstt. Livelihood officer, Rangpur region, PROVATI3, LGED

Sanjida Hossain, M& E officer, PROVATI3, LGED

Shahidul Islam, Program Organizer (Project Management), RMTP

Sheema Marma, Assistant Field Engineer, PROVATI3, LGED

Syed Abu Siam Zulquarnine, Deputy Project Director, SACP – DAE, MoA

Tania Sultana, Sub-Assit Engineer, CDSP IV AF

Tanzira Khatun, Project Manager, COAST Foundation, RMTP

Taslima Parvin, Social Development Officer, CDSP IV AF

Tavir Ahmed Rajib, Program Manager, RMTP

Zulfiquer Azeez, Project Engineer, CDSP IV AF

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## ACRONYMS

<b>CDSP</b>	Char Development and Settlement Project
<b>CIAT</b>	International Center for Tropical Agriculture
<b>CIFOR-ICRAF</b>	Center for International Forestry Research and World Agroforestry Centre
<b>DAE</b>	Department of Agricultural Extension
<b>FAO</b>	Food and Agriculture Organization
<b>GTA</b>	Gender Transformative Approach
<b>IFAD</b>	International Fund for Agricultural Development
<b>IFPRI</b>	International Food Policy Research Institute
<b>LGED</b>	Local Government Engineering Department
<b>MoA</b>	Ministry of Agriculture
<b>MOWCA</b>	Ministry of Women and Children Affairs
<b>PKSF</b>	Palli Karma-Sahayak Foundation
<b>PROVATi3</b>	Promoting Resilience of Vulnerable through Access to Infrastructure, Improved Skills, and Information
<b>RAINS</b>	Diversified Resilient Agriculture for Improved Food and Nutrition Security
<b>RMTTP</b>	Rural Microenterprise Transformation Project
<b>SACP</b>	Smallholder Agricultural Competitiveness Project
<b>TA</b>	Technical Assistance
<b>WID</b>	World Inequality Database
<b>WRR</b>	Women's Resource Rights

# BACKGROUND

In 2020, the International Fund for Agricultural Development (IFAD) invited a consortium of the Center for International Forestry Research and World Agroforestry Centre (CIFOR-ICRAF), the International Food Policy Research Institute (IFPRI) and the Alliance of Bioversity International and the International Center for Tropical Agriculture (CIAT) to work with selected IFAD projects to promote and strengthen women's land rights through the integration of gender transformative approaches (GTAs) in rural development interventions by improving policies, tools and practices. The Char Development and Settlement Project (CDSP) in Bangladesh was selected as one of these projects. After a gender analysis in the project area and co-creation workshop with CDSP, the following toolkit was originally designed for four IFAD-funded projects in Bangladesh. These projects included:

- Promoting Resilience of Vulnerable through Access to Infrastructure, Improved Skills, and Information (PROVATI), implemented by Local Government Engineering Department (LGED).
- Rural Microenterprise Transformation Project (RMTP), implemented by Palli Karma-Sahayak Foundation (PKSF).
- Smallholder Agricultural Competitiveness Project (SACP) and Diversified Resilient Agriculture for Improved Food and Nutrition Security (RAINS), implemented by Ministry of Agriculture (MoA) Department of Agricultural Extension (DAE) with technical assistance (TA) from Food and Agriculture Organization (FAO).
- Char Development and Settlement Project (CDSP).

We are grateful to the initial workshop participants (08 and 09 October 2023) who agreed to pilot this toolkit with their own project in order to improve it. Their feedback, provided mainly at a convening workshop in December 2023, was incorporated as part of the revision.

We are grateful to the preceding authors who have developed community dialogue tools and shared them publicly, which are adapted for this toolkit.



## Key Resources Adapted for this Toolkit

In addition to other resources, this toolkit draws substantially from the following:

Crossland, M., Adeyiga, G.K., Paez Valencia, A.M. (2023). *Breaking Ground: A Facilitator's Manual to Community Dialogues on Gender and Land Restoration*.

Elias, M., Gilligan, M., Granat, M., Ilhalainen, M., Monterroso, I., Paez Valencia, M., (2021). Module 1. *The basics: Gender Equality. Gender and Inclusion in Forest Landscape Restoration*.

Jost C, Ferdous N, Spicer TD. (2014). *Gender and inclusion toolbox: participatory research in climate change and agriculture*.

Leder S, Das D, Reckers A, Karki E. (2016). *Participatory gender training for community groups: a manual for critical discussions on gender norms, roles and relations*.

Reemer and Makanza. (2015). *Gender action learning system (GALS): practical guide for transforming gender and unequal power relations in value chains*

The original toolbox piloted in Bangladesh as part of the WRR initiative integrated tools familiar to local implementors. In this way, the tools presented in the toolkit serve as goalposts and examples of facilitating the process of group reflection and visioning. Experience with this process suggests that facilitators should use tools with which they are most familiar and are most aligned with their context.





# Gender Transformation in Rural Development Projects

Gender is a critical dimension of rural development projects. Unchecked gender biases can hinder project success, or, at worst, cause harm and these biases can unintentionally influence project design, resource allocation, and decision-making. Recognizing and addressing gender issues is essential for project effectiveness, equitable development, and reducing gender inequalities. This is as true for the gender dynamics among the project implementing team as it is for the dynamics in partner communities. As outlined by Hartl (2017, p. 13), IFAD prioritizes reflecting the commitment to gender equality in the internal workings of the project management unit (PMU) as well as project-related activities:

## GENDER EQUALITY IN THE WORKPLACE

### Staffing

- Strive for gender balance in the recruitment of staff by grade in the main project office and field staff, especially for outreach activities.
- Ensure that women and men are treated equally in recruitment, hiring, pay, training and promotion.
- Conduct awareness training for all staff.

### Workplace

- Ensure that women and men have access to adequate facilities.
- Make provisions for maternity/paternity/adoption leave, nursing.
- Ensure that the workplace is free from sexual or other harassment and provides a gender-sensitive mechanism for recourse.
- Promote work/life balance.
- E-learning on gender and diversity<sup>2</sup> (G&D) in the workplace.

Therefore, understanding and addressing the role of gender in rural development projects is paramount. A gender transformative approach (GTA) not only ensures that project goals are achieved more effectively but also contributes to empowering women, reducing gender inequalities, and promoting sustainable rural development. Proactively addressing and challenging gender biases at every stage of planning, implementation, and evaluation, as well as at every level of project engagement will realize the full potential of these projects.



# What is a GTA?

As Gender Transformative Approaches (GTAs) are developed, piloted, refined and applied to different sectors, the definitions vary and are contested (Morgan et al. 2023). However, there is general agreement that Gender Transformative Approaches are different from other gender integration approaches in their design, implementation and intended outcomes. For a start, GTAs require processes that enable those targeted by initiatives (for example, grassroots women and their allies) to lead or be meaningfully included in defining the changes sought and accompanying strategies. Other commonly recognized characteristics include that GTAs:

- ✓ Seek to remove structural barriers to gender equality and challenge the distribution of opportunities, resources, rights, and allocation of duties between men and women, boys and girls;
- ✓ Aim to foster more equitable gender relations within households, communities and organizations and promote the relative position of women and girls in society;
- ✓ Help to understand, reflect on, challenge and change rigid gender norms, unequal power dynamics and discriminatory social structures by creating safer spaces to try new ways of being and relating;
- ✓ Facilitate critical reflection, dialogue, trust and behavioral change at and across multiple levels (individual, household, community, organizations/institutions and systems);
- ✓ Recognize that women and girls often experience multiple and intersecting forms of discrimination;
- ✓ Explicitly engage with men and boys as allies for change and advocates for gender equality; and
- ✓ Use participatory, experiential and decolonial learning methodologies.



Adapted from the Gender At Work Framework: <https://genderatwork.org/analytical-framework>

Gender Transformative Approaches include identifying and fostering the conditions for gender equality by addressing underlying systems, at multiple scales, and both formal and informal. These include national and customary laws, as well as norms that effect the establishment and exercise of women’s rights, as well as participation, decision-making and leadership.

The social norms and biases that influence the attitudes, priorities, behaviors and practices of government officials, technicians and NGOs also affect women’s rights, given their roles in implementing laws and regulations and providing assistance to communities. This is captured in the framework for understanding gender transformative change (Gender at Work), depicted in the figure on the previous page.

## Purpose of the Toolkit

The Global Initiative for Gender Transformative Approaches Toolkit (toolkit) is to support IFAD programs in Bangladesh to apply lessons from GTAs in their own work by reflecting on the gender norms, roles and responsibilities in their projects. The toolkit is

This toolkit is meant to support IFAD-funded project staff and partners in the following ways:

	<p>Foster an understanding of gender issues and the relevance of a gender transformative lens in development programmes.</p>
	<p>Facilitate conversation to reflect, identify and challenge gender norms that may limit project implementation and objectives.</p>
	<p>Develop capacity to use tools to review the inclusion of gender lens in current project activities and identify opportunities to envision gender transformative interventions in the future.</p>
	<p>Develop skills and knowledge to facilitate these conversations with project team and partners, and community members.</p>

This toolkit is to facilitate a process that creates a supportive environment for implementing GTAs that address the underlying barriers to both project success and to achieving gender equality.



## Flexibility of using this Toolkit

The tools introduced in this toolkit are to facilitate a process to integrate and support the implementation of GTAs. The original tools were selected based on local knowledge in Bangladesh and participants' familiarity with implementing these tools. However, the final toolkit was revised to align with IFAD global policies, included as part of the Gender Action Learning System (GALS). In addition, new and innovative tools are developed all the time in response to participants needs and feedback. The tools suggested here are based on our experience, but can be adapted and replaced as we continue to learn and discover best new practices.

Further, while these tools have been adapted to be used for discussions within the project team about project activities and workplace dynamics. The original tools were designed for project community members and can easily be applied to that level as well with some readjustments.

This toolkit is designed to be tailored based on the participants, the program, and/or the desired level or sphere of transformation. As such, the toolkit allows for the following additional flexibility:



### **Schedule:**

The suggested schedule is for 2 days ([Annex 1](#)), which may be used or adapted as per need. In addition to order of sessions, the facilitator may adjust the schedule and session lengths depending on number of attendees, training goals, resources, etc.



### **Sequence of Activities:**

Tools in the toolkit are introduced in an intentional sequence, but they are not dependent on each other. Each tool can be used independently and matched depending on objective and context.



### **Implementation of Activities**

The proposed methods, processes, duration, material etc. may be modified on the basis of the background and level of the participants, skills and expectations of the participants. New objectives may be added with the given ones in these toolkit and new steps and topics may be adopted accordingly.



### **Background Materials:**

The reading materials/ references and training aids included in the toolkit may require to be updated in keeping with the changing/emerging needs, and may have to be revised, modified and changed accordingly.



### **Content:**

The change in the content may be done only as and when required, for development and enrichment of the toolkit, without affecting its quality.

## Target group

The toolkit is tailored for the following target groups within IFAD-funded projects:

- 1 Project Personnel:** This includes field-level and project management staff who directly engage with the communities, technical staff responsible for project implementation, and community representatives who hold significant influence over project interventions.
- 2 Staff of Project Partners:** Individuals from partner organizations or the community working in collaboration to implement the aforementioned projects.

# TOOLKIT OVERVIEW

As we embark on this journey, it is crucial to recognize that gender inequality persists as a significant barrier to sustainable development. This Community Dialogues Toolkit aims to facilitate open conversation among IFAD-funded project staff and partners on the underlying social norms that impact project success and to envision project activities and engagements that foster gender equity in their workplace and in the community.

In summary, this toolkit isn't just a resource; it's a roadmap for change. Together, we'll navigate the terrain of gender equality, identify opportunities for transformation, and work toward more inclusive and impactful development initiatives. The steps and activities are presented in a logical sequence, making it easy for readers to understand the flow of the toolkit.

## PART 1: GENDER BIAS AND NORMS

<b>TOOL 1</b>	<b>Build a Shared Understanding of Gender:</b> To ensure that all participants share a common understanding of gender as a social construct.
<b>TOOL 2</b>	<b>Gender Position Bar:</b> This step involves identifying and understanding the way that gender norms shape labor, roles and responsibilities.
<b>TOOL 3</b>	<b>Role Play:</b> Three options to facilitate participant's exploration of gender barriers through role-playing exercises in small groups..

## PART 2: VISIONING TRANSFORMATION

<b>TOOL 4</b>	<b>Integrating Gender into Development Work:</b> Participants learn about the IFAD Gender Marker System for evaluating how gender is addressed in development programs and apply the tool to their projects.
<b>TOOL 5</b>	<b>Visioning GTA in Our Programmes:</b> Participants are guided to envision gender transformation and potential programmatic changes to facilitate that change in their own projects.

## PART 3: REFLECTION AND WAY FORWARD

Concluding the program with facilitator summary and final reflection and comments from participants.

A **Post Workshop Evaluation** is included and encouraged for facilitators to use this tool to understand the potential learnings, impact, and amendments that can be made.



## How to prepare

Preparing for a successful community dialogue or organizing a workshop includes setting the date and time, confirming a venue, organizing the necessary materials and logistics, and organizing and assigning facilitators' roles, finalizing the workshop's agenda, and detail the note-takers' responsibility.

In addition, you will need to have the materials prepared and ready. Here's a list of the items you'll need:

- ✓ **Flip Chart Paper and Colorful Marker Pens:** These are essential for visual aids, diagrams, and capturing key points during discussions. They help in making the content more engaging and accessible.
- ✓ **Notebooks (Drawing Book) and Pens for Each Participant:** Providing participants with materials to take notes ensures that they can record their thoughts, ideas, and key takeaways from the dialogue.
- ✓ **Post it notes and Index cards:** Participants are asked to put thoughts and/or categorize ideas throughout the activities and then share with others.
- ✓ **Gender Position Bar Cards:** These cards, as outlined in [Annex 3](#), can serve as visual aids to illustrate gender roles, stereotypes, and positions within the community. They may be more effective if examples and/or images are adapted to local, project context.
- ✓ **Role-play Situation Cards:** [Annex 4](#) contains situation cards that can be used for role-playing exercises. These cards help participants understand and empathize with different perspectives related to gender issues. Situations may be best adapted to fit with facilitator goals and/or project activities.
- ✓ **Props for Role-Play Activity:** Depending on the specific role-play scenarios, props like men's and women's clothing, household items, or other relevant items may be necessary to facilitate realistic role-play activities.

To encourage meaningful discussion and participation, consider the following:

- **Facilitators:** It's recommended to have two or more facilitators for the workshop. Even if only one person is facilitating at a time, having another facilitator as an observer and note-taker can enhance the quality of the dialogue. Importantly, ensure the presence of female facilitators to create a comfortable and inclusive environment for female participants. We also recommend a male facilitator to create the same for male participants.
- **Breakout Group Size:** Keep the groups relatively small, ideally with a maximum of 8 participants in each. Smaller groups often facilitate more in-depth discussions. We recommend an overall group of under 20. If the group is larger than this, consider more small groups and additional facilitators to support these conversations.
- **Gender Diversity:** Depending on the target group, ensure a representative, diverse mix of participants. Ideally a similar number of men and women.
- **Single-Sex Break-Out Groups:** If women feel hesitant to speak up in mixed groups, consider having separate single-sex break-out groups for certain activities. However, it's important to bring these groups together to share observations, insights, and foster dialogue between genders.

# TIPS FOR SUCCESSFUL FACILITATION

*From Leder et al. (2016)*

These facilitation tips are valuable for anyone leading discussions, meetings, workshops, or group interactions and can help promote effective communication and engagement within the group.

## **POSE OPEN-ENDED QUESTIONS:**

Encourage participants to share detailed responses, fostering richer discussions.

## **ENGAGE IN ACTIVE LISTENING:**

Actively participate in the conversation, using non-verbal cues and verbal acknowledgements to show involvement and build trust and understanding with participants.

## **EMPHASIZE EYE CONTACT AND USE NAMES:**

Cultivate personal connections by maintaining eye contact and addressing participants by their names (use name tags if possible).

## **OBSERVE NON-VERBAL CUES:**

Pay attention to body language and non-verbal signals to gauge participants' feelings and reactions.

## **PROBE DEEPER:**

Encourage more profound insights by asking follow-up questions and exploring subjects further.

## **OFFER ENCOURAGEMENT:**

Provide positive feedback to motivate and appreciate participants' contributions.



### **ALLOW TIME FOR CONSIDERATION:**

Give individuals the space to think before responding for more thoughtful contributions. Avoid rapid questioning.

### **FACILITATE UNDERSTANDING AND DISCUSSION:**

Clarify ideas and guide the conversation constructively through rephrasing and direction.

### **PROMOTE CONTRIBUTION:**

Foster an inclusive atmosphere where all participants feel comfortable sharing their thoughts.

### **INVOLVE ALL PARTICIPANTS:**

Actively engage all attendees instead of letting a few dominate the conversation.

### **IDENTIFY NON-PARTICIPANTS:**

Be attentive to those who may not be actively engaging and participating and find ways to include them or address the reason they are hesitant.

### **GATHER DIVERSE PERSPECTIVES:**

Encourage a range of viewpoints to ensure comprehensive discussions.

### **SUMMARIZE KEY POINTS:**

Recap the main discussion points to ensure clarity and consensus among participants.

### **REDIRECT CONVERSATIONS AND FACILITATE AGREEMENTS:**

Steer discussions toward specific topics or objectives as needed and encourage building shared understanding and takeaways within the group.

Working with a group that already has a set (power) dynamic could influence the level and ways that participants engage with the activities. It is important that facilitators are aware of and respond to these dynamics to ensure sincere participation from everyone. Facilitators may need to address this in the introduction of the program, as well as at the closing, to maximize positive impacts of facilitating and to minimize any negative impacts.



# Introduction to the program

**Time estimate:**

1 hour



**Objectives:** Set the tone and expectation for the program so that participants are excited about the activities and engagement.



**Background:** At the beginning of the workshop, facilitators introduce the context and purpose. They open the session with welcoming remarks, set expectations, and provide an overview of the workshop's goals and structure, setting house rules or norms.

**Materials:**

- ✓ Flip Chart paper
- ✓ Marker
- ✓ Printed copy of the schedule
- ✓ Index Cards
- ✓ Handout: Gender Definitions and Terms (See Annex 2)

## ACTIVITY:

### STEP 1

Welcome the participants and explain the purpose of this session. Include an overview of the program's schedule, the activity, and the expected outcomes. Provide a brief explanation of their role within the group. It should be emphasized that the facilitator's intention is to facilitate as much discussion as possible. This discussion is meant to be constructive and geared toward mutual support within the community. Also, set common rules that everyone will be asked to abide by during the workshop. For example:

- Join on time
- Listen and be respectful to others
- Do not all talk together
- Create a "parking lot" or place to capture unanswered questions or discussions outside the scope of the session
- Avoid distractions (e.g. Phones, laptops, side conversations etc.)



<b>STEP 2</b>	Ask the participants to share their expectations from this course. When they say their expectations the co facilitator will write on a flipchart. Describe the expectations of participation and that this will be an interactive program, not just a presentation of ideas and concepts. Reinforce that their full participation is needed for them to maximize their experience of the program and to benefit others as well.
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**Creating a safe space:** While it is not a direct objective, the facilitation questions and activities may lead to the sharing or discussing of culturally sensitive or highly personal topics. Participants may not be accustomed to having these discussions in this setting, so it is essential to recognize that the workshop will address sensitive and potentially divisive subjects. It's important to convey to participants that it's absolutely acceptable if they hold differing viewpoints on the matters discussed.

Please note that facilitators can give instructions to participants such as

- *We want to acknowledge that differing viewpoints may emerge, and that's completely acceptable. It's important for us to approach these discussions with an open mind and a willingness to understand others' perspectives.*
- *We encourage you to engage in respectful dialogue, even when you hold contrasting opinions. Listening, asking questions, and seeking to understand are key elements of creating a safe and inclusive space.*
- *I'm here to actively listen, and if you feel uncomfortable, it's perfectly fine to step out and return when you're ready.*
- *There's no obligation to disclose personal experiences, and sharing is encouraged only when comfortable. Sharing in the third person is welcome for privacy.*

<b>STEP 3</b>	Start with an icebreaker activity to create a comfortable and open environment for discussion. For example, ask participants to briefly share their names and one thing they hope to learn or achieve during this session.
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<b>STEP 4</b>	Once participants can have a minute to think about this on their own, ask the participants to get into pairs, ideally with someone they do not know, and share this experience. Participants will write down a brief note on sticky notes or small paper reflecting their partner's example.
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**EXAMPLE ICEBREAKER FROM WRR TRAINING**

Prompt: When was the first time that you realized your gender identity is different from someone else?  
Responses:

- *"She used to ride bicycle, but the moment she was stopped not to ride a bicycle by her family, she understood that she was a girl."*
- *"Her mother told her not to laugh and talk loud as she is a girl."*
- *"He realized when his teacher made boys and girl sit separately in school..."*
- *"In childhood, she never realized that there is a difference in boys and girls, but when she was in secondary, her family imposed norms like restriction in mobility, and distance from boys made her realize..."*

The image shows two women in traditional attire. The woman in the foreground is wearing a black headscarf with a red band and a black dress with large, stylized brown and gold floral patterns. She is carrying a large, shiny metal water jug on her head and another in her hand. The woman in the background is wearing a colorful, patterned headscarf and a matching dress, also carrying a metal water jug. The background is a soft, out-of-focus green, suggesting an outdoor setting.

# PART 1: Gender Bias and Norms



Part one of this toolbox includes tools to develop a shared understanding of the concept of gender, as well as identify the ways that gender biases, roles, and norms influence their personal lives, their workplace dynamics, and their interactions with program community members.

## Tool 1: Build a shared understanding of gender

Adapted from Leder et al. (2016); Jost et al. (2014); Crossland et al. (2023); Elias et al. (2021).



**Background:** This discussion underscores the distinction between our biological, physiological characteristics (sex) and socially constructed characteristics and roles (gender).



**Objective:** This discussion serves as an important foundation for participants to understand the complexities of gender and how societal norms and expectations can influence our understanding of what it means to be a man or a woman. This activity can easily include the discussion of other genders as well and intersex as well.



**Key Concepts:** sex, gender, social construction, intersex, non-binary/third gender, intersectionality



**Time estimate:**

75 minutes



**Materials:**

- ✓ Poster with two columns labelled "Boy/Man" and "Girl/Woman"
- ✓ Poster with two columns labelled "Sex" and "Gender"
- ✓ Additional poster paper if needed
- ✓ Index cards/post it notes (at least two colors)
- ✓ Markers



**Preparation:**

Prepare two flipcharts – one with two columns labelled "Boy/Man" and "Girl/Woman"; the second with two columns labelled "Sex" and "Gender". Prepare a third chart and label it "Parking Lot" to capture ideas and questions that do not relate directly to this exercise but may be answered as the workshop continues or will be explained through other activities. Have index cards or post-it notes at hand to write down responses as you begin the activity.

<b>ACTIVITY:</b>	
<b>STEP 1</b>	<ul style="list-style-type: none"> <li>• Introduce the activity. Describe the aims and objective of discussing the differences between sex and gender as an important first step to understanding how differences between men, women, and other genders are not innate. This session aims at building a shared understanding of the basic terms and conditions that are essential to gender related activities.</li> </ul>

**IN THE WRR TRAINING THE FACILITATORS USED BABY PICTURES ONE BY ONE AND ASKED THE PARTICIPANTS “IS IT A BOY OR GIRL?”**

The participants couldn't guess the gender from the first picture. They guessed that the second picture is a boy and the third one is a girl. In the fourth one, they identified the baby in pink robe as a girl and in the blue one is a boy.

Then they were asked what made them think that. That is how the facilitator initiated the sex and gender discussion.

<p><b>BOY or GIRL?</b></p> <p>Give your opinion</p>	<p><b>Who is BOY and who is GIRL?</b></p> <p>Give your opinion</p>
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<b>STEP 2</b>	<p>Ask participants to think of the first words that come to mind when they hear the words 'man' and 'woman.'</p> <p><i>Optional:</i> Facilitators may consider different prompts to get participants to reflect on and express how they understand what defines the different genders, being sure to include prompts that can include both physical traits and social traits. Examples of these prompts include:</p> <ul style="list-style-type: none"> <li>• When was the first time that you understand that you were a boy/man, girl/ woman, or other gender identity?</li> <li>• In your community, what defines the ideal man or ideal woman?</li> </ul>
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<b>STEP 3</b>	<p>Write down their responses in index cards/ post-it notes – one color (e.g, yellow) for Woman and another color (e.g., red) for Man - and then post on the two columns on flipchart paper: 'MAN' and 'WOMAN'. Add columns and colors depending on the facilitators decision to discuss additional genders at this point.</p> <p>Be sure to include some words describing biological traits like 'penis' for males and 'breast' for females.</p>
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<p><b>STEP 4</b></p>	<p>Once the lists are complete, ask the participants the following questions:</p> <ul style="list-style-type: none"> <li>• Can any of the 'man' words also describe women? (Circle these words using a marker pen, e.g. purple)</li> <li>• Can any of the 'woman' words also describe men? (Circle these words using the same marker pen, e.g. green)</li> <li>• What are things that only women or men can do? (Circle these words using a different colour pen, e.g. red)</li> </ul>
<p><b>STEP 5</b></p>	<p>Introduce the difference between sex and gender. While sex describes the physical differences between males and females, gender is shaped by our social interactions (i.e., i.e., gender is relative, is learned, is performed, varies over time and place, and is changeable).</p> <p><b>Sex</b> is ascribed at birth and refers to the physical differences between males, females, and intersex. It refers to hormones, chromosomes, and (external) reproductive organs. Intersex refers to those born with physical sex characteristics that are not typically 'male' or 'female'.</p> <p><b>Gender</b> is a social identity (how someone identifies when interacting in the larger society). It is socially constructed and refers to the roles and responsibilities, entitlements and rights, attributes, and expression. Non-binary/third gender refers to those whose gender identity and/or expression falls outside the gender binary of man or woman.</p>
<p><b>STEP 6</b></p>	<p>Refer to the pre-prepared poster with two columns marked SEX and GENDER. Take each example in random order, switching between "Boy/Man" and "Girl/Woman" columns. Ask the participants if the example relates to Sex or Gender.</p> <p>If the example refers to biological traits (e.g., having a penis; giving birth and/or breastfeeding), post them in the "Sex" column. Place in the "Gender" column, if they refer to roles and responsibilities (e.g., driving a tractor), entitlements and rights (e.g., owning land), attributes (e.g., being logical), and/or expression (e.g., wearing a hijab or dress).</p>
<p><u><b>Facilitator Note</b></u></p> <p>Romantic or sexual interests refer to sexuality, which is a separate category than gender and sex; for example, if someone responds, "my first kiss". The facilitator can note this, explain sexuality and sexual preference, and place on a separate poster paper.</p>	<p>Take time to reflect on any social traits (i.e., traits that are not physically determined) that participants still consider "natural" or "innate" to men or women. Discuss how it is really through interactions with society that we shape these divisions, as well as how those divisions limit both men and women in living their full lives as well as lead to inequalities.</p>

### Optional

Provide different coloured paper for men, women and non-binary respondents. The visual display of responses can provide a discussion prompt as to whether there are differences between gender categories in what raised their awareness of gender for the first time.

### Optional

Facilitate reflection on the connection between sex and gender by asking participants to draw with markers connections between the physical traits and the gender traits. Prompt discussion with the question: What are the physical/ bodily differences that are attributed to different identities? But how are these traits not limited to one sex or one gender?

*Eg. Females become pregnant and can breastfeed (physical traits) links to Women are more capable of caring for children and are more nurturing than men (social role); But, caring for children is a learned behavior, so men can care for children just as well as women.*

*E.g., Males have more testosterone than females, which means they are on average taller and have more muscle mass than females (physical traits) links to Men are strong leaders (social role). However, women also have muscles an*

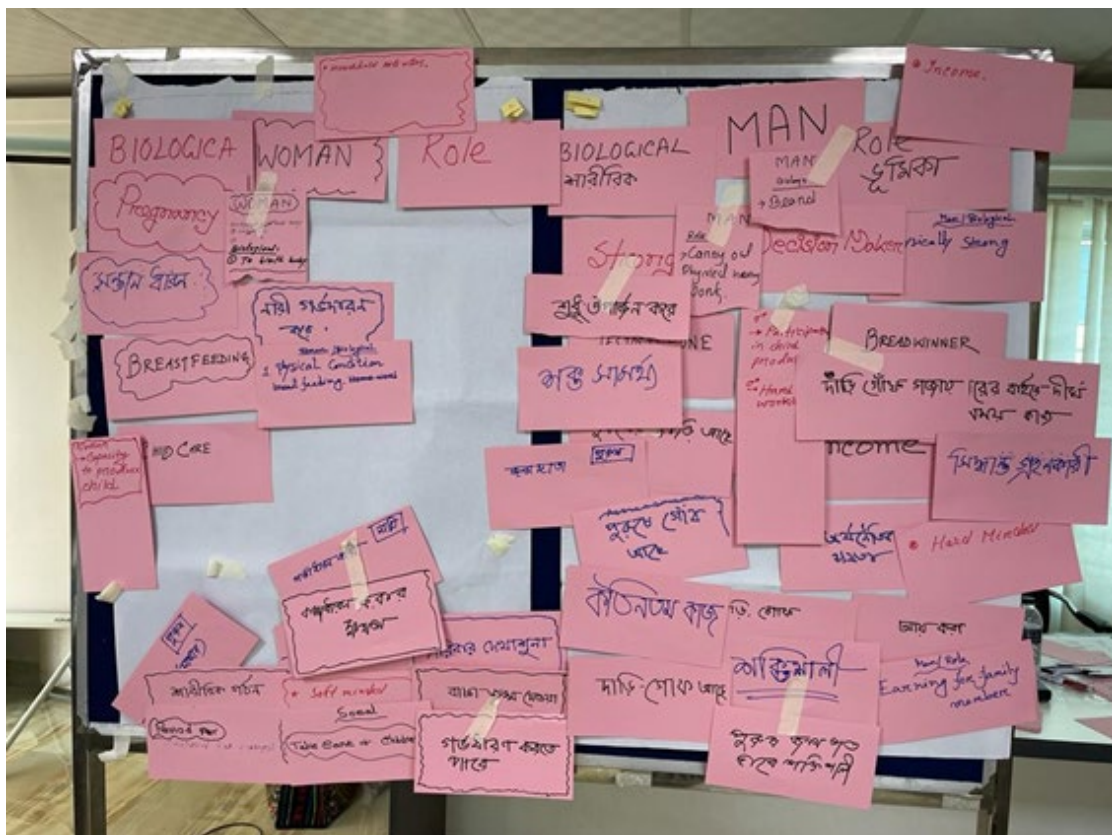



Figure 1. Build A Shared Understanding of Gender Activity from WRR Training Pilot Workshop in Bangladesh (Oct. 2023)



<p><b>STEP 7</b></p>	<p>Ask participants to think about the past and what has CHANGED in terms of responsibilities for men and women:</p> <ul style="list-style-type: none"> <li>• In their own community and/or families. Give some examples, like riding motorbikes or bicycles, attending school, speaking in a group, working outside the house;</li> <li>• In their engagements with the community. Give some examples, like women attending trainings and speaking in public; men’s interest in nutrition education; and,</li> <li>• In their workplace. Give some examples, like women working in the office or in leadership roles.</li> </ul>
<p><b>STEP 8</b></p>	<p>Ask participants to think about the ways that oppression is linked and the heterogenous experiences among men and women:</p> <ul style="list-style-type: none"> <li>• What are other important social identities that shape different experiences among men and women (e.g., age, class, religion, disability, migration/refugee status)?</li> <li>• How do you consider these diverse identities in your program or your team? What unique barriers do they create? For example, among young women versus older women, or between young women and young men?</li> </ul>
	<p><i>Facilitator Note:</i></p> <p>This is an opportunity to introduce the concept of intersectionality – the concept that all oppression is linked, and that interconnected social categories and identities create interdependent systems of experience, discrimination and/or disadvantage (Elias et al. 2021).</p>
<p><b>STEP 9</b></p>	<p>Close the activity asking for participants to reflect on what they have learned. Probe participants to reflect on how the definition of gender as a social construction is important for their project implementation, as well as how they work together as a group in their IFAD Projects.</p>







## Tool 2: Gender Position Bar

Adapted from Leder et al. (2016) and Crossland et al. (2023)



**Background:** In this activity participants can plan and enact to showcase the differences in gendered roles in their community. Understanding the dynamics of gender roles and norms in a community is crucial for promoting gender equality and addressing inequalities. This tool aims to visually represent and explore the distribution of different types of work and roles between men and women within a community. See description of gender norms to inform the facilitation of the discussion.



**Objectives:** The objective of this activity is for participants to reflect on the divisions of roles and responsibilities among men and women. It encourages participants to critically assess the distribution of tasks, identify gender disparities, and envision a more equitable future.



**Key Concepts:** roles and responsibilities; gendered divisions of labor; social norms, descriptive norms, and injunctive norms



**Time estimate:**

45 minutes

**Materials:**






- ✓ Images of 1) a man alone, 2) a man standing in front of a woman, 3) a man and woman standing equally, side-by-side, 4) a woman standing in front of a man, and 5) a woman standing alone. These images are for arranging on the position bar. (See examples of images in Annex 3; facilitators may want to use pictures that better reflect local presentations of gender).
- ✓ Almost 30 images representing various work activities (e.g., farming, caregiving, household chores) (See examples of images in Annex 3). We suggest using pictures from your own project or community that are relevant to the prompts and discussion relevant to your audience; and that images do not include obvious depictions of men or women carrying out the activity, as this can influence participants' responses.
- ✓ Poster or space and tape for arranging images.



**Preparation:**

Identify images and activities that facilitate conversations more aligned with the facilitator goals ahead of time. *At the time of the facilitation, the pictures need to be arranged before the participants start the activity.*

<b>ACTIVITY:</b>	
<b>STEP 1</b>	Arrange images of men and women in a linear formation, sequenced from man alone to woman alone. Describe this lineup of pictures, explaining how it symbolizes different gender divisions of work, including male labor (man standing alone), predominantly male labor (man standing in front of a woman), tasks shared equally by both genders (man and woman standing side-by-side), predominantly female labor (woman standing in front of a man), or female labor (woman standing alone).
<b>STEP 2</b>	Show the different images representing various work activities to the participants, and then place them in the middle of the participant circle, or on the tables. Instruct each participant to select one image depicting a specific work activity.
	<p><i>Facilitator Note</i></p> <hr/> <p>Images in <a href="#">Annex 3</a> are organized to explore three spheres of gender dynamics: a) individual's home and non-professional lives; b) the project team and office space; and, c) interactions and engagement with the community. Facilitators may decide to explore one sphere at a time.</p>
<b>STEP 3</b>	Ask one participant or a pair of (2) participants to present their chosen picture to the group and then place it under the image signifying the division of labor they believe best describes the activity: male-dominated, mostly male, shared, mostly female, or female-dominated work.
	<p><i>Facilitator Note</i></p> <hr/> <p>Repeat Steps 2 and 3 until all labor activity images have been assigned to a category.</p>
<b>STEP 4</b>	<p>Following this, ask participants why they placed the card where they did. Probe as to whether this is a) what they are experiencing in their own labor or see in others (individual behavior), b) what they believe others do (descriptive norm) or c) they believe this is the expectation of what should be done (injunctive norm).</p> <p><i>Eg. In non-professional lives (at home), cooking is considered to be mostly women's work, but some men might also be involved in cooking – so that image can be placed mostly under the women's role but partially in the men's column.</i></p>
	<p><i>Facilitator Note</i></p> <hr/> <p>This is an opportunity to introduce the concepts of social norms, descriptive norms, and injunctive norms.</p>



## STEP 5

After all the labor activity images are placed in a category, ask participants:

- Is this an equal workload between men and women?
- What challenges does this labor distribution cause?
- Do certain tasks dominated by men pose greater difficulties for women due to restrictions on activities (e.g., carrying heavy logistics or field visits in difficult areas)?
- Why are gender divisions this way (link back to discussion under Tool 1)? What can be changed about this?
- Are some of these labors more valued than others? Or do they lead to more visibility or promotion?

*For e.g. Women being solely responsible for household chores, childcare, and cooking, which often leads to this labour not being considered to be important, and the work is not respected or acknowledged. Also, this means that women remain dependent on other men (fathers, husbands, brothers) to make financial decisions for them.*

*On the other hand, men are expected to have the sole responsibility to provide for their families and take care of them. This often leads to stress and poor mental and physical health conditions for men. Also, if anything happens to the income-earner, the family is often left in economic distress.*



### Facilitator Note

Ask participants to explore the difference between the physical responsibility for completing the task and the mental responsibility for the cognitive and emotional work behind the labor ("Mental Load"). While some tasks may be dominated by one gender (e.g., taking children to school; taking notes), people of another gender may dominate the invisible labor and responsibility for that task being completed (e.g., encouraging children to leave on time; remembering to order office supplies).

Challenge participants to think beyond "it has always been like this" when they describe why a certain labor activity is for that gender.

If facilitating conversation with project implementors, probe for roles related to their work environment/project team, their engagement with communities, and their roles within their households/families that may influence their role at work.

## EXAMPLE RESPONSES FROM THE WRR TRAINING IN BANGLADESH:

- “It’s unfair that women cook at home without pay, while cooks and chefs in big restaurants get paid well for the same job. This makes it seem like earning money is only meant for men, and cooking at home is seen as a woman’s reproductive role.”
- “In our local government, there are three women elected to reserved seats and nine male members. If the three of us worked together, our voices would be stronger. I’ve made some progress, but my other female fellows haven’t at all. It’s challenging to make a difference alone. When I attend local government meetings, the male members sometimes question my presence, and some husbands attend on behalf of women members. This makes it hard for us to truly represent women’s perspectives. We were all elected based on the people’s votes. Some male members wonder why women are in government roles and what they can contribute. If we want to make progress, it’s essential to work together.”
- “Taking maternal leave from work is often treated as a vacation and even made fun of. I had to struggled in my career due to maternal leave as opportunities were not considered for me. It’s disheartening to see these male stereotypes about maternal leave. But let’s not forget, maternal leave isn’t just for personal time; it’s for the future citizens of our country. That’s why the government provides this leave.”
- “I’m all for equality in work distribution, but the path we choose must be one that fits my journey. It’s about finding a path that’s not just fair but tailored to my needs.”

### STEP 6

Ask the participants to think about “How would you like to change how these tasks are allocated, over the next ten years?”

With the participants, rearrange the images as they would ideally want the balance of labor to be. The facilitator should play a role to assist and encourage participants to think about more shared roles and responsibilities between men and women, both in economic and household activities. This should encourage participants to envision a more distributed labour between men and women, and how this would benefit everyone (e.g., men being involved in caring for kids means men can have more time with their children, which also allows women to participate more in income-generating activities).

Once the changed vision has been placed on the wall, leave them on the wall as a reminder of what they want to achieve.



#### *Facilitator Note*

Probe participants to reflect on whether the division of labor has changed over time. This may help participants realize that it can change in the future.



## Tool 3: Role play exercises – 3 options

Role play can promote empathy by having participants take on different roles through common scenarios or challenging situations, as well as provide an opportunity to creatively solve problems or demonstrate desired behaviors. Three exercises are presented here for groups to explore the experience of privilege and impacts of gender bias and discrimination, as well as identify sources and solutions.

Depending on the size of the training group, facilitator may consider dividing participants so that they can actively participate in different activities. Depending on time or the group, the facilitator may only plan for one or two of the activities. For example, previous implementation of these role play exercises found that participants were very familiar with the role play and that facilitated more efficient implementation as well as opportunity to explore concepts more deeply.

### OPTION 1: WALK OF PRIVILEGE

*Adapted from Leder et al. (2016); Jost et al. (2014); Crossland et al. (2023); Elias et al. (2021).*



**Background:** The “Walk of Privilege” is often used as an educational activity or simulation to help participants understand the concept of privilege. It is a non-competitive and interactive exercise that fosters awareness about societal privilege and inequalities. This exercise explores the different privileges different members receive.



**Objective:** This game is to demonstrate that getting ahead is only successful when a family or household get ahead as a united unit. This exercise also aids to facilitate discussions on privilege, inequality, gender and ableism, age and power thereby allowing participants to visualize how various factors can affect individuals’ life experiences and that of their families.



**Key Concepts:** privilege



**Time estimate:**

75 minutes



**Materials:**

- ✓ A large open space (room or outdoor area).
- ✓ Piece of paper to represent the ‘golden ticket’.
- ✓ Cards with role (See [Annex 4](#)).
- ✓ List of privileges that will be called out by the facilitator (See [Annex 4](#)).



**Preparation:**

Review the example roles and list of privileges to identify their relevance to group’s context and the objectives of the workshop. Plan ahead of time how you will assign roles.

	<b>ACTIVITY:</b>
<b>STEP 1</b>	<p>Introduce the activity and then ask for seven volunteers to stand in a single horizontal line. At the opposite end of the room a person stands with a 'golden ticket'.</p> <p>The rest of the training participants are asked to observe the activity. At the end of the activity, they will be asked to present a critical analysis of the game and the outcomes to the rest of the group.</p>
<b>STEP 2</b>	<p>Explain to the seven participants that they will be taking a "walk" along this path. Each participant will receive a card with a role on it (<i>Annex 4</i>), that they will keep secret until the end of the exercise. The facilitator will call out a privilege described (See <i>Annex 4</i>). Participants will step forward if they identify with that privilege. For example, if the facilitator calls out male child whoever's role identifies as male, would step forward.</p>
<b>STEP 3</b>	<p>Walking the Path: As the participants move along the path, the privileges are read out one by one. Participants step forward if the privilege applies to the role that they have been assigned (not their identity in real life). If the privilege does not apply, the participant will remain in place based on their character/role experiences and identities.</p>
<b>STEP 4</b>	<p>Just before the last step to reach the goal, the participant closest to the endline (i.e., 'golden ticket') is given a ball of string. They hold on to the end, and then pass the ball to the next person closest to the endline, who holds on to the string and then continues to pass the ball to the next closest person. The ball is passed like this until all participants are holding the string, creating a web between the participants. They are all asked to pull the string, as the family member who is most ahead is asked to step forward to collect their "golden ticket" – all other members are to stand still and keep pulling. As the participants hold the string from the back the participant at the front is unable to move forward alone.</p> <p>The game ends with the facilitator highlighting that a single group member (e.g., family, household, project, organization) cannot singlehandedly uplift everyone from poverty, hunger, malnutrition etc. Only collective steps forward will allow the family to progress effectively.</p>



<p><b>STEP 5</b></p>	<p>After everyone has walked the path, the groups are asked to identify each of the family roles. After the different roles are revealed, the facilitator then asks the participants to share their observations and feelings about the exercise. Discussion on privilege and lack of privilege affect people’s opportunities and life experiences.</p> <p>Suggested facilitator discussion questions:</p> <ul style="list-style-type: none"> <li>• “How can recognizing and acknowledging privilege in various aspects of life contribute to a more equitable society?”</li> <li>• “In what ways did today’s activity illustrate the interconnectedness of individual success and collective progress within families and communities?”</li> <li>• “Can you share examples of how privilege, as demonstrated in this exercise, can provide opportunities and advantages that others may not have?”</li> <li>• “How did the privilege walk shed light on the impact of gender, age, ability, and power on individuals’ life paths? Can you provide specific instances from the activity that highlighted these influences?”</li> </ul>
<p><b>STEP 6</b></p>	<p>The Facilitator has a debriefing session to explore the concept of privilege further. Discussing the impact of intersecting identities and how privilege/power can influence access to resources, opportunities, decision making, and overall quality of life. Participants are asked to reflect on how they can use their awareness of privilege to bring about equity.</p> <p><b>Debrief questions:</b></p> <p>Privilege</p> <ul style="list-style-type: none"> <li>• Were there any aspects of privilege that you hadn’t previously considered?</li> <li>• Could you describe your experiences when positioned at the forefront, rear, and center of the group?</li> <li>• How do societal expectations of gender roles impact mental health, relationships, and career choices?</li> <li>• If you could introduce an additional question, what would it be?</li> </ul> <p>Self-Reflection:</p> <ul style="list-style-type: none"> <li>• What is it like for you to sit here and talk about and hear about these experiences of privilege (the advantages and disadvantages)?</li> <li>• In what ways can enhancing your awareness of your privileges or marginalization benefit your relationships, both with yourself and with others?</li> <li>• Which question provoked the most profound contemplation for you?</li> </ul> <p>Breaking the cycle:</p> <ul style="list-style-type: none"> <li>• What steps can individuals take to become more aware of their privilege, whether it’s related to gender, race, or other factors?</li> <li>• How can we challenge and change traditional gender roles in our daily lives and communities?</li> </ul>



### Key Debrief Points for the facilitator:

- Understanding the significance of acknowledging privilege across different aspects of life.
- Highlighting the interdependence of individual success and the progress of one's family or community, underscoring how personal advancement often relies on collective growth.
- Underscoring how privilege and its capacity to offer opportunities and advantages unavailable to others.
- The exercise brought to the fore insights into matters of gender, age, ability, and power, emphasising their impact on the trajectory of an individual's life.

During the debrief, participants should focus solely on the new insights they gained from the exercise. Avoid random discussions about the exercise itself, as they tend to shift the focus away from personal experiences and lead to general statements and repetitive expressions of pre-existing opinions.

A metaphor that can be used: Consider the practice of male (patrilineal) inheritance as a lottery win where someone gifted you the winning ticket. This means individuals with privilege, or the winning lottery ticket, can now wield more influence because they have all these extra assets (that were not necessarily earned or are based on merit).

In the session, encourage participants to brainstorm ways to use their unearned assets to share power. These assets can include various resources like time, money, energy, literacy, mobility, leisure, connections, physical spaces, housing, travel opportunities, and more. The key message is that you can harness these assets and privileges to identify and actively address both external and internal manifestations of oppression and privilege.

### STEP 7

Finally, the facilitator, gives tips and offers some more sample questions and additional roles that the group can use when they recreate this exercise, for example with community members of their project.



## OPTION 2: THEMATIC DRAMA

Adapted from Leder et al. (2016); Crossland et al. (2023)



**Background:** In this activity small groups will create short skits that illustrate gender-related changes and potential resolutions in a professional setting



**Objective:** The goal of this activity is to shed light on common issues experienced by employees due to gender biases and to promote constructive solutions.



**Time estimate:**

45 minutes (25 minutes to prepare; 10 minutes per group to present)



**Materials:**

- ✓ Scenario cards (See Annex 5)
- ✓ Any roleplay props based on scenarios



**Preparation:**

Review the scenario cards to ensure that they are relevant to your context and how they may be better adapted to the goals of the workshop. Reflect on how you would like groups to be formed based on the dynamics in the group and opportunities for reverse role play in order to maximize opportunity for increased empathy.

<b>ACTIVITY:</b>	
<b>STEP 1</b>	Introduce the activity where groups will create short skits that illustrate gender-related challenges and potential resolutions in a professional setting. Divide participants into groups of about 5 people in each group
<b>STEP 2</b>	<p>Provide each group about 25 minutes to prepare the proposed scenario (examples in Annex 5) that explores a gender-related challenge</p> <ul style="list-style-type: none"> <li>• <b>Introduction and Objectives:</b> Begin by explaining the purpose of the skit. Emphasize that the goal is to raise awareness about gender-based issues in the workplace and to encourage discussion and reflection.</li> <li>• <b>Selecting a Gender-Based Issue:</b> Ask the participants to brainstorm and agree on a specific gender-related issue they want to address in the skit. This could include topics like unequal pay, workplace harassment, lack of representation in leadership, or any other relevant issue.</li> </ul>

- **Developing Characters:** Divide the participants into small groups of five. Encourage participants to create characters that reflect the workplace and the chosen issue.
- **Script Development:** In their small groups, instruct participants to create a short script that includes dialogue and actions that illustrate the chosen gender-based issue. Encourage creativity and authenticity.
- **Consider Different Perspectives:** Ensure that the skit reflects multiple perspectives. If, for example, the issue involves both male and female employees, the skit should showcase their experiences and viewpoints.
- **Dialogue and Language:** Emphasize the importance of using language that is respectful and appropriate. Discuss how the dialogue should highlight the issue without perpetuating stereotypes or biases.
- **Setting and Props:** Instruct the group to decide on the workplace setting and give them access to materials available in the meeting area/room. Encourage simplicity to keep the focus on the issue rather than production elements.
- **Character Empathy:** Encourage participants to put themselves in the shoes of the characters they portray to better understand the experiences of those affected by the gender-based issue.



## EXAMPLES OF SKITS DESIGNED DURING THE WRR TRAINING IN BANGLADESH:

### Group 1 Skit: Balancing Work and Motherhood

Group 1's skit focused on the experiences of a new mother struggling to balance her work responsibilities with the care of her newborn. Her colleagues observed her apparent difficulties, which led to workplace gossip and complaints about her professionalism. Ultimately, the skit depicted a heartwarming resolution:

**Scene 1:** The skit began with the new mother visibly tired, missing deadlines, and often rushing home. Colleagues gossip about her perceived unprofessionalism.

**Scene 2:** Colleagues express their concerns about her performance to the boss. The boss, concerned about the situation, calls her in for a meeting.

**Scene 3:** In the meeting, the new mom opens up about her challenges in balancing work and child care. She shares her fears and frustrations.

**Scene 4:** To her surprise, the boss takes action to resolve the issue. The company sets up a child care room on-site to ensure her child's safety and proximity. This allows the new mom to work comfortably and efficiently.

### Group 2 Skit: Collective Collaboration

Group 2's skit highlighted gender disparities and misunderstandings among colleagues at a college reunion. Male colleagues expressed frustration about perceived advantages their female colleagues had. The skit ultimately emphasized the importance of collaboration:

**Scene 1:** The skit began with male colleagues complaining about female colleagues who used family responsibilities as excuses for working from home, leaving early, or not taking on certain tasks due to safety concerns.

**Scene 2:** A female friend among the colleagues decided to speak up, sharing her own struggles in overcoming gender-related barriers and biases.

**Scene 3:** She stressed the importance of collective collaboration, emphasizing that working together benefits everyone and distributes the workload more equitably.

#### STEP 3

Provide each group up to 10 minutes to present their skit.

#### STEP 4

After the skits are performed, have a group discussion. Ask participants to provide feedback on each skit, highlighting what they found effective and how well the gender-based issue was conveyed.



## Facilitator Note

Facilitator may consider the following questions to probe discussion and reflection among participants:

- **Initial Reactions:** What were your initial thoughts and feelings when watching the skits? Did anything surprise you?
- **Identification with the Issue:** Can you relate to the gender-based issue portrayed in the skits? Have you personally experienced or witnessed such situations in your own workplace?
- **Impact on Individuals:** How do you think the gender-based issue affects individuals in the workplace, both professionally and personally?
- **Systemic Factors:** What systemic or structural factors contribute to the persistence of this issue in workplaces?
- **Barriers to Addressing the Issue:** What obstacles or challenges might prevent organizations and individuals from effectively addressing this gender-based issue?
- **Potential Solutions:** What ideas do you have for potential solutions to address the issue? What actions can organizations and individuals take to mitigate or eliminate it?
- **Role of Leadership:** What role do you think leadership plays in addressing and mitigating gender-based issues in the workplace?
- **Creating an Inclusive Environment:** How can organizations and teams create a more inclusive and equitable workplace that actively addresses these issues?
- **Community and Allyship:** How can co-workers and colleagues support one another to combat gender-based issues, and what can individuals do to be allies in these situations?
- **Education and Training:** Do you think providing education and training on gender sensitivity and equity could make a difference? How might this be implemented effectively?
- **Overcoming Resistance:** How can resistance to addressing these issues be overcome, and what strategies can be employed to bring about change?
- **Personal Commitment:** What actions can each of us commit to taking personally to contribute to a more gender-equitable workplace?
- **Feedback for Skit Groups:** Do you have feedback or suggestions for the groups that performed the skits? What elements were particularly effective in conveying the gender-based issue?
- **Wrap-Up and Call to Action:** As we conclude this discussion, what are your main takeaways, and what actions can you commit to taking, individually or collectively, to address the gender-based issue in your workplace?
- These questions can guide a thoughtful and constructive discussion among participants, encouraging them to share their thoughts, feelings, and insights on the gender-based issue portrayed in the skits and to brainstorm practical solutions and actions for addressing it.
- **Debrief and Takeaways:** Conclude the activity with a debrief where you summarize the key takeaways. Emphasize the importance of recognizing and addressing gender-based issues in the workplace.
- **Encourage Action:** Encourage participants to consider how they can personally contribute to creating a more inclusive and equitable workplace.

Key points to highlight are the importance of empathy and open communication in addressing gender-related challenges at work. The skits underscored the significance of creating supportive, inclusive workplaces and the need to work collaboratively to overcome gender disparities.



## OPTION 3: CHALLENGE TREE

Adapted from FAO (2004) and Hovland/ODI (2005)



**Background:** A Challenge (Problem) Tree Exercise is a visual and analytical tool used in project management, policy development, and various problem-solving contexts to understand and address complex issues. The name of the activity was changed from 'problem tree' to 'challenge tree' based on feedback from the implementation in Bangladesh. Additional variations of this activity include the "Objective Tree" and the "Opportunity Tree" (Chevalier and Buckles 2012).



**Objective:** The primary objective of the Challenge Tree Exercise is to systematically analyze a problem, its causes, and its effects. This process enables better decision-making and the development of effective strategies to address the issue.



**Time estimate:**

1 hour



**Materials:**

- ✓ Chart paper,
- ✓ Colour markers,
- ✓ Stickers,
- ✓ Post its

ACTIVITY:	
<b>STEP 1</b>	<p>Explain to the participants that the Challenge Tree is an illustrative tool to understand complex problems and a work towards possible sustainable solutions. This is done by drawing a tree on a large sheet of paper. The different parts of the tree represent different aspects of the problem and solution.</p> <ul style="list-style-type: none"> <li>• The tree represents the "challenge", problem, or issue that is being tackled.</li> <li>• The roots represent the contributing key factors that has caused the problem.</li> <li>• The branches of the tree represent the specific impact or effects the problem has had on hindering gender justice or women's advancement.</li> <li>• The leaves represent possible solutions that target the root causes of the issue.</li> </ul>
<b>STEP 2</b>	<p><b>GOALS</b></p> <p>The goal of the activity is to identify and understand gender-based barriers at community organizations to pave the way for finding solutions. Each group will first choose a community organisation. They will then brainstorm some barriers that prevent inclusion or full participation of women.</p>

<p><b>STEP 3</b></p>	<p><b>DEFINE THE GENDER-BASED ISSUE</b></p> <p>Clearly define the specific gender-based issue within their organization, their project activity, or their engagement with the local community, that you want to address. This could relate to leadership disparities, decision-making and influence, resource allocation, or any other relevant issue. That issue will be written on the trunk of the tree.</p>
<p><b>STEP 4</b></p>	<p><b>IDENTIFY THE ROOT CAUSES (BARRIERS)</b></p> <p>Discuss with group members and identify the root causes or barriers that directly contribute to the gender-based issue. These could include cultural norms, bias, lack of representation, or policies. Write each root cause on a root extending from the main gender-based issue (i.e the tree trunk).</p>
<p><b>STEP 5</b></p>	<p><b>IDENTIFY THE IMPACT/EFFECTS (CONSEQUENCES)</b></p> <p>These are the outcomes or consequences resulting from the gender-based issue. Causes can lead to multiple effects. Draw branches extending from the tree trunk and label each one with a specific consequence. This could be underrepresentation in programs, cultural reinforcement of gender stereotypes etc.</p>
<p><b>STEP 6</b></p>	<p><b>SOLUTIONS</b></p> <p>For each prioritized root cause or barrier, brainstorm potential solutions and interventions that could address it. Write these solutions on the leaves of the tree.</p>
<p><b>STEP 7</b></p>	<p><b>ACTION PLANNING</b></p> <p>Based on the solutions identified, create an action plan for addressing the root causes or barriers. Specify who will be responsible for implementing each solution and what resources will be required.</p>
<p><b>STEP 8</b></p>	<p><b>PRESENTATION OF ANALYSIS</b></p> <p>Each group will display their problem tree. They will provide some background context and will present their analysis to the room.</p>



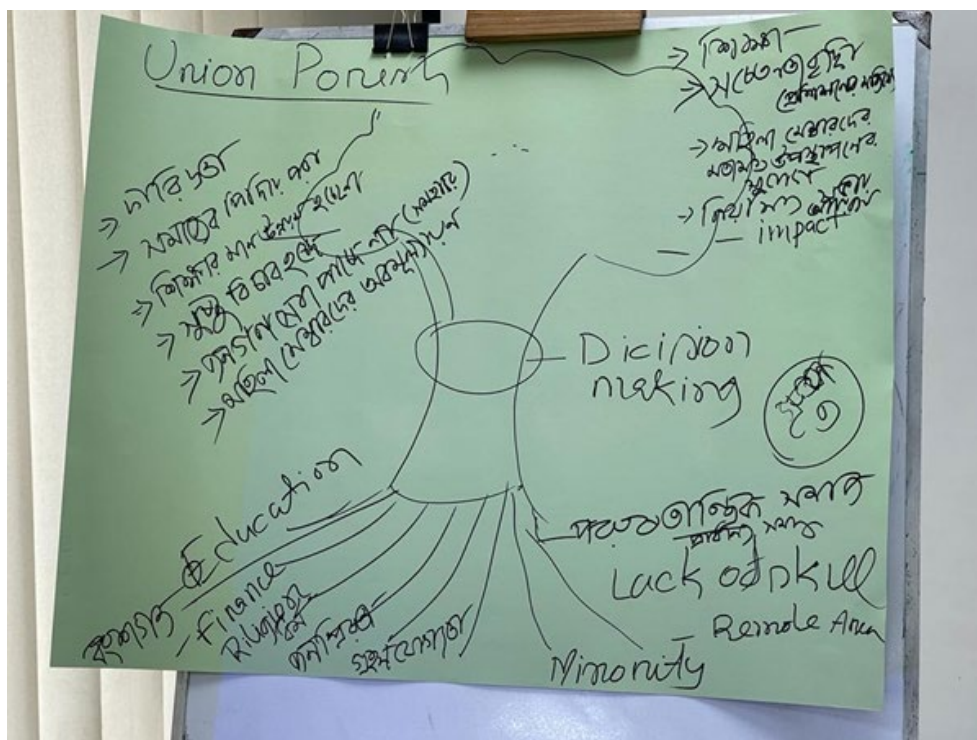


Figure 2. Example from WRR Activity of Problem Tree Exercise

## STEP 9

Facilitator may consider the following questions to probe discussion and reflection among participants:

### For Understanding the Problem:

- What do you think are the key takeaways from the problem tree analysis? What stood out to you the most?
- How well does the problem tree accurately represent the gender-based issue within community organizations?
- Are there any additional causes or consequences that were not included in the problem tree but should be considered?
- Do the identified root causes or barriers resonate with your personal experiences or observations within community organizations?

### For Identifying Priorities:

- What are the most critical root causes or barriers that need to be addressed to mitigate the gender-based issue?
- How did you arrive at the prioritization of these root causes, and do you agree with the rankings?
- What factors should be considered when prioritizing solutions for these critical root causes?



	<p><b>For Exploring Solutions:</b></p> <ul style="list-style-type: none"> <li>• What potential solutions or interventions have been suggested for addressing the root causes or barriers? Which of these do you find most promising?</li> <li>• Are there examples of successful initiatives or strategies from other organizations or communities that could be adapted to address these issues?</li> <li>• How can community organizations involve both men and women in designing and implementing solutions to gender-based barriers?</li> </ul>
<p><b>STEP 10</b></p>	<p><b>DEBRIEF AND TAKEAWAYS</b></p> <p>Ask for participant feedback: Invite participants to share their thoughts and feelings about the session. Were there any aspects they found particularly valuable or challenging? Encourage honest and constructive feedback. Explore the potential solutions and interventions suggested during the session. Were there any particularly innovative or promising ideas? How can these be further developed and refined?</p>
<p><b>STEP 11</b></p>	<p>Summarize the key action points and commitments made during the session</p> <p>Highlight the problem tree analysis process, the identified gender-based issue within their organization, their project activity, or their engagement with the local community, and the insights gained from the discussion.</p>



# Part 1 Wrap up and transition

Adapted from Leder et al. (2016); Crossland et al. (2016)



**Background:** Closing part one is an opportunity to answer any remaining questions, synthesize learnings, capture next steps, and identify any points for learning and adapting the training moving forward. The facilitator should emphasize in this session how to take lessons from part one into part two, which focuses on project activities and implementation.



**Objective:** To transition learning from part one reflections on gender biases to part two project implementation.



**Time estimate:**  
15 to 30 minutes



**Materials:**  
✓ Suggest a note taker so that facilitators can capture thoughts and feedback.



**Preparation:**  
Consider project specific questions that can facilitate the reflections on gender bias to the limitations these create for project activities and opportunities for change.

<p><b>STEP 1</b></p>	<p>The facilitator should congratulate participants on getting through part one and thank them for their continued engagement. They can then explain that before moving to part one, it is important to process what gender bias means in their lives, but also what it means for their project implementation. The facilitator can emphasize that all the answers are not yet with us, and also working on gender issues is a long-term, consistent and continuous process to take forward.</p>
<p><b>STEP 2</b></p>	<p>The facilitator asks the participants to share their thoughts, based on the prompts:</p> <ul style="list-style-type: none"> <li>● What is one insight or lesson that you learned today about gender, equality, bias, etc.?</li> <li>● How does today’s discussion inform the way you understand differences among project staff and/or community members?</li> <li>● What is one thing that you would like to do differently from now on?</li> </ul>

<p><b>STEP 3</b></p>	<p>The facilitator can then discuss the application of these reflections to the project activities and implementation, based on the prompts:</p> <ul style="list-style-type: none"> <li>• What are some of the implications of what we have discussed so far for working together and working with our communities?</li> <li>• Why is gender important in rural development?</li> <li>• In what ways have gender biases or inequalities limited your project implementation?</li> <li>• Are there ways that the project team can engage with the local community that minimize bias and create opportunities for equality?</li> </ul>
<p><b>STEP 4</b></p>	<p>The facilitator can close part one, by thanking everyone for their time and energy and giving a preview of the activities and discussion in part two.</p>





# PART 2: Visioning Transformation



This part of the toolbox includes tools to foster reflection on current IFAD programming. Participants are asked to consider how their projects contribute to achieving gender equality, as well as envision opportunities to work towards gender transformation.

## Tool 4: Integrating gender into development work

Adapted from Rao et al. (2016); IGWG (2017); Elias et al. (2021); Nelson and Hill (2019); Hartl (2017)



**Background:** This session is to reflect on the reasons for incorporating gender issues in development as well as different approaches to do so. Previous version of this activity adapted the IGWG Gender Equality Continuum Tool (2017) (Annex 6 for reference) as a framework for understanding the extent to which projects' current activities integrate gender considerations into their activities. The activity was adapted to reflect IFAD's framework (Annex 7; Hartl 2017) and to align with IFAD's strategic priorities.



**Objective:** The objective of this session is to engage participants in a discussion about the evolving and essential role of gender in development work. It aims to:

- Encourage participants to share their perspectives on why gender issues are considered in development.
- Facilitate a discussion on how the focus on gender has influenced project approaches, emphasizing a shift from traditional views to more gender transformative approaches.
- Introduce the IFAD Gender Marker System as a framework for assessing and categorizing approaches to addressing gender in development.



**Time estimate:**

2 hours



**Key Concepts:** Gender mainstreaming; gender equality; women's empowerment; gender equality continuum: gender blind, gender exploitative, gender sensitive, gender responsive, gender transformative



**Materials:**

- ✓ Markers
- ✓ Small pieces of paper and tape; or sticky notes
- ✓ Print out of IFAD Gender Marker System (Annex 7)
- ✓ Large poster with a top row representing the IFAD Marker System table with 6 sheets of paper or index cards labelled 1 to 6 progressing in a line.
- ✓ Tape





### Preparation:

We strongly suggest that the facilitator be well versed in the reasons for gender mainstreaming as well as come prepared with relevant examples of the IFAD Marker System. There is often confusion between the various markers, especially the difference between “Gender Equality”, “Women’s Empowerment” and “Transformation”, with participants tending to rank their activity higher than the framework suggests.

## ACTIVITY:

### STEP 1

Facilitator starts with introducing the session and that it will explore why gender is an important aspect of development work and the different ways that programs address gender equality and women’s empowerment in order to achieve project goals and/or as intended outcomes themselves.



### Facilitator Note

Introduce the concept of **Gender mainstreaming** – the process of ensuring that the concerns and experiences of all genders, including women, men, girls and boys, are addressed across the project cycle, including the design, implementation, monitoring and evaluation of policies and programmes at all levels and in all spheres (Elias et al. 2021).

Introduce the importance of gender within IFAD, including IFAD’s [gender policy](#) (2012) and [IFAD gender action plan](#) (2019 – 2025), including IFAD’s ambitious targets for gender transformation and the gender policy’s three strategic objectives (SO):

SO 1: Promote **economic empowerment** to enable rural women and men to participate in and benefit from profitable economic activities.

SO 2: Enable women and men to have **equal voice and influence** in rural institutions and organizations

SO 3: Achieve a **more equitable balance in workloads and in the sharing of economic and social benefits** between women and men

### STEP 2

Hold a discussion on the participants’ understanding and experience with gender mainstreaming and integration. Questions could include:

- Why do we consider gender when working in development?
- How does including gender change the way our projects are implemented?
- In what ways can women be harmed by programs that do not consider gender? What about programs that do consider gender – are they all positive or can they also cause harm?
- Does everyone in your project consider gender a part of their work and responsibility? Who may be more responsible for considering gender than others?



### Facilitator Note

Probe participants to reflect on gender as a cross-cutting issue that includes women-specific activities that address gender specific barriers as well as consideration of integration across all activities. Encourage participants to share their experiences and insights, fostering a collaborative and informative discussion on the evolving role of gender in development work. Discussion points can include:

- The shift from viewing gender as a mere “add-on” to a more integrated and central element of development initiatives.
- The recognition of gender as a cross-cutting issue that influences various aspects of development, such as agriculture, health, education, and economic empowerment.
- The adoption of gender transformative approaches aimed at challenging and changing unequal power dynamics and societal norms.
- The importance of collecting gender-disaggregated data and conducting gender-sensitive impact assessments.
- Real-world examples of projects that have successfully integrated gender perspectives and the resulting positive outcomes.

Share a background on the role of gender in rural development projects, and the ways that gender biases can inform the project’s implementation creating barriers to achieving important project goals at best and creating harm at worst.

## STEP 3

Introduce IFAD’s Gender Markers ([Annex 7](#)) to assess the level of gender consideration in a project or activity. Emphasize that this categorization can help organizations and practitioners reflect on where their efforts fall on the spectrum of working towards gender equality, as well as serve for planning purposes. Create a common understanding of the definitions of each of the categories.







### Facilitator Note

Facilitators may want to become familiar with the **Gender Equality Continuum** ([Annex 6](#)) and the Reach-Benefit-Empower(-Transform) framework (Johnson et al. 2018), for additional concepts and information. This framework shows a range of approaches that are increasingly transformative in terms of promoting gender equality (Elias et al. 2021). For example, one category included in the Gender Equality Continuum that is not included in the IFAD Gender Markers framework is “Gender Exploitative”. This refers to an approach that reinforces or takes advantage of gender norms or differences to achieve project aims. This relates to the “instrumentalization of women,” which means to use women as tools to achieve development programs objectives. While these activities may target women explicitly, they could actually cause harm by reinforcing gender norms and increasing women’s labor burdens.



## IFAD GENDER MARKER SYSTEM: ASSESSING THE LEVEL OF GENDER RESPONSIVENESS IN PROJECTS

 <b>CATEGORY</b>	"Do nothing"	"Gender Equity"	"Women's Empowerment"	"Gender transformative programming"	 <b>GOAL:</b> <b>GENDER EQUALITY</b>
 <b>MARKER</b>	Gender blind (1)  Gender neutral (2)	Gender aware (3)  Partial main-streaming (4)	Gender main-streaming (5)	Gender trans-formative (6)	
 <b>SOs</b>	No specific interventions	SO1: economic empowerment and SO2: voice and representations or SO3: workload & benefits	SO1: economic empowerment SO2: voice and representations and SO3: workload & benefits	All 3 SO of the IFAD gender policy Scale Transformative changes Policy engagement	

The following elements defined gender transformative change in projects, which means complex and non-linear social change at different levels.

- Changes in attitudes, values, expectations regarding gender roles
- Changes in household relations
- Expansion in social/support networks, community action
- Changes in organizational policies, processes and mechanisms
- Changes in laws and formal rules/legislation
- Changes in empowerment

### STEP 4

While still in plenary, introduce examples of general project activities and ask participants to give them a rating based on the IFAD Gender Marker framework to ensure common understanding of the different approaches before breaking out into small groups.



## EXAMPLE OF A PROJECT ALONG THE MARKER SYSTEM

IFAD GENDER MARKER	EXAMPLE ACTIVITY
GENDER BLIND (1)	An infrastructure project decides to pave a road connecting a village to the nearest market.
GENDER NEUTRAL (2)	An infrastructure project decides to pave a road connecting a village to the nearest market to support value chain development. The project monitors how many people use the road, but doesn't always capture if the person is male or female (sex-disaggregated data) and it is only measuring income at the household level, so it cannot be determined if men or women are benefiting more, less, or equal from this road.
GENDER AWARE (3)	An infrastructure project decides to pave a road connecting men and women to the nearest market, knowing that women are less likely to travel muddy roads than men, predicting this will increase both men and women's market access. M&E includes sex-disaggregating people using the road, but income is still measured only at the household level. While the road is designed believing it will benefit women, there is not additional funding to ensure that women feel safe using the road or to address other barriers for accessing the market.
PARTIAL MAINSTREAMING (4)	An infrastructure project works with a rural organization to increase women's participation and influence among its membership (SO 2). The project, listening to the organization, decides to pave a road between the village and the market. This road will especially increase market access, and therefore income (SO1), for women who disproportionately are impacted by muddy roads as they are more likely to travel by foot. M&E includes sex-disaggregating people using the road, but this is not captured regularly. During the course of the project, one qualitative review is conducted to capture case studies of women's economic empowerment as a result of the road. There is no funding to address the other issues that limit women's ability to use the road, such as street lights or social norms that limit women's mobility.



<p><b>GENDER MAINSTREAMING (5)</b></p>	<p>An infrastructure project works with a rural organization, conducting several capacity building workshops to increase awareness and understanding of gender equality, as well as leadership training with women membership. As a result, women’s voice and influence increases in the rural organization (SO2). Listening to the rural organization, the project collaboratively identifies the importance of paving a road between the village and the market, so that women, who usually travel by foot, can still easily get to the village even when the road is muddy.</p> <p>Before the project started, the baseline included measures of women’s empowerment, being sure to include diverse household members as participants.</p>
<p><b>GENDER TRANSFORMATIVE (6)</b></p>	<p>An infrastructure project is responding to a local request from a rural organization to pave a road between their village and the nearest market. Partnering with the rural organization to ensure women’s representation and voice, women led this request (SO2) as they are more likely to travel by foot, and the rain makes the dirt road more difficult to walk.</p> <p>Based on a participatory and locally led gender analysis, the project anticipates that women’s increased access to the market will improve incomes and shift intrahousehold power dynamics around decision-making (SO3). In response, the project plans and facilitates community dialogues to address biases and social norms that limit women’s control over income and beliefs that women’s earnings threaten men’s status (transformative changes) as well as facilitate access to bank accounts (SO 1). The project has included dedicated budget to these efforts, as well as systematically monitors and reports on gender-differentiated participation, outcomes and benefits. They then use this information to anticipate gender-related barriers at all scales (individual, household, community, organizational, systems) to additional project activities, as well as improve existing activities in collaboration with local partners.</p> <p>These reports are also used to facilitate engagement with policy makers.</p>

<p><b>STEP 5</b></p>	<p>In small groups, participants will have 15 minutes to brainstorm a list of activities that their project implements and write them on sticky notes or small pieces of paper. Together, they will discuss and agree how to rate them using the IFAD Gender Marker framework.</p>
	<p><b>Facilitator Note</b></p> <hr/> <p>If facilitating <b>Tool 5: Visioning GTA</b> in our Programmes, consider asking participants to write down each activity twice/on two pieces of paper or sticky notes to use in that activity.</p>

## STEP 6

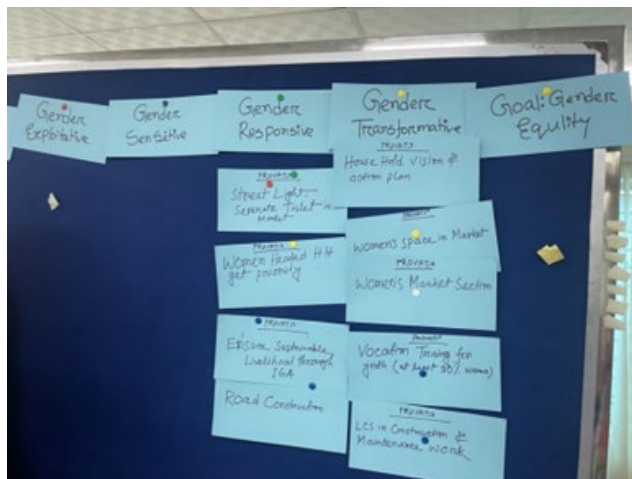
In plenary, bring the groups back together and have them present their activities as well as the agreed upon ratings using the IFAD Gender Marker framework. Allow for follow up questions to reflect on whether that is the correct placement along the system. Depending on time and audience, allow for a few questions on the activity and its implementation. Then have the groups come up to the poster board and place them under the corresponding column.



### Facilitator Note

Possible probing and discussion questions could include:

- Did the activity successfully integrate the considerations of women? What were the impact of the activity?
- Did the integration of gender consider differences among women (e.g., youth; religion; persons with disabilities; socio-economic status)?



## STEP 7

Once all groups have presented and posted their activities to the IFAD Gender Marker system, ask for reflections. Prompt for how the activity could be revised in order to score higher on the Marker System.

Keep the visual up for the next activity (Tool 5: Visioning GTAs).



# Tool 5: Integrating gender into development work

Adapted from Rao et al. (2016); Stinson et al. (2020); Morgan et al. (2023)



**Background:** A Gender Transformative Approach (GTA) is a comprehensive strategy that goes beyond the “symptoms” of gender inequality (AAS 2012) to address the root causes of gender inequality by challenging and transforming aspects such as gender roles, norms, and behavior as well as power relations (Rottach et al. 2009). It recognizes that individuals face unique challenges based on their various identities and circumstances, and therefore, change must occur at multiple levels, including the individual, interpersonal, family, peer, community, larger society, and legal/policy levels (Morgan et al. 2023).



**Objective:** The objective of this activity is for project teams to envision the opportunities to innovate their development programs to include gender transformative approach(es). It builds from Tool 4: Integrating Gender into Development Work where participants have reflected on their programs activities using the IFAD Marker System or the Gender Equality Continuum.

## OPTION 1: APPLYING THE GTA FRAMEWORK

Participants use the GTA Framework to assess their current programs at different levels and to identify opportunities to expand or revise activities to examine and challenge social norms, attitudes, behaviors, and social systems.



**Time estimate:**

2.5 - 3 hours




**Materials:**

- ✓ Printed GTA Framework template for each group (Annex 7)
- ✓ Question guides for each group to help with the analysis during groupwork (Annex 8)
- ✓ Poster paper, sticky notes, pens and markers

### STEP 1

Facilitators are to introduce the activity as an opportunity to reflect on the culmination of lessons learned and aspirations they have shared over the other activities. Through this activity, participants will envision project activities that will contribute to achieving gender equality by addressing the gendered social norms in their workplace and in their communities.

<b>STEP 2</b>	The facilitator provides a brief overview of what a Gender Transformative Approach entails, emphasizing its focus on addressing the root causes of gender inequality, by analysing and interrogating power dynamics at all levels of social relations.
	<p><b>Facilitator Note</b></p> <hr/> <p>If using Tool 3: Integrating Gender into Development Work, you may want to include more of information on GTAs as part of that previous activity as it may save on time and also reinforce the meaning of gender transformative approaches and how/why they are different from other approaches.</p>
<b>STEP 3</b>	Participants break out into groups based on project teams and use the GTA Framework template (below; and <a href="#">Annex 7</a> ). This includes looking at activities across the different levels (following the socio-ecological systems model), as well as considering the formal to informal spectrum.

LEVEL	A. WHERE ARE WE CURRENTLY FOCUSING OUR GENDER INITIATIVES?	B. WHAT ARE SOME OF THE ISSUES/ BARRIERS THAT STILL EXIST?	C. WHAT IS A CHANGE WE WANT TO SEE?	D. WHOM CAN WE WORK WITH TO MITIGATE THESE BARRIERS?	E. HOW CAN THIS CHANGE BE ENCOURAGED?
SYSTEMS					
ORGANIZATIONS					
COMMUNITY					
HOUSEHOLDS/ INTERPERSONAL					
INDIVIDUAL					



## EXAMPLE FROM THE WRR TRAINING: HOUSEHOLD LEVEL

LEVEL	A. WHERE ARE WE CURRENTLY FOCUSING OUR GENDER INITIATIVES?	B. WHAT ARE SOME OF THE ISSUES/ BARRIERS THAT STILL EXIST?	C. WHAT IS A CHANGE WE WANT TO SEE?	D. WHOM CAN WE WORK WITH TO MITIGATE THESE BARRIERS?	E. HOW CAN THIS CHANGE BE ENCOURAGED?
	We are training girls to become self-sufficient and skilful for market-fit jobs.	Girls and their families are not eager to let them come to the skill development training for the residential training.	We want 100% effective training for the girls with their full participation.	<p>We can engage with the families to make them appreciate that their girls will be able to be self-dependent, empowered and earn more if they go to the training.</p> <p><b>System level:</b> A gender sensitive budget should be approved and the training module should be feasible for the target group.</p>	<p>Discussing shared gender roles at home in all trainings; involve guardians (specially the fathers and husbands who is the decision maker in the family); Women are encouraged and build their confidence on being able to manage their livelihood.</p> <p><b>Community level:</b> Sensitize community leaders on girls' empowerment,</p> <p><b>System level:</b> Find out opportunities and market requirements to ensure trained girls are getting jobs based on the skills</p>



### Facilitator Note

This activity may require additional facilitation and support as groups work through the template. Some points to keep in mind include:

- Use the GTA Analysis table (Annex 9) as a guide, on the kind of questions to ask at the different levels;
- The program beneficiaries are the focus of the projects, so their experiences are at the center of the analysis;
- Encourage teams to critically examine how their programs address gender roles, norms, behavior, and systems;
- Discuss how their programs engage beneficiaries in questioning and challenging gender norms and power dynamics.

## IN THE WRR TRAINING, SOME CHALLENGES AROSE DURING THIS SESSION, WHICH CAN BE CONSIDERED AS LEARNING FOR THIS TOOLKIT.

- Applying GTA framework needs enough time for the participants to understand, have a clear concept on the framework and to brainstorm each level and come up with the solution. In the training the time limitation and running with the schedule did not allow them to explore and brainstorm properly  
**Learning: Training module should allocate enough time for this tool considering the number and understanding of participants.**
- The participants were suggested to consider “one or two intervention/s from their project” while doing the group work on this framework, since, the projects were big and have many parts and interventions where the participants are involved in.  
**Learning: Participants should select one or two interventions, that they are involved in rather than thinking about the whole project at once before practicing the GTA framework. Also, the facilitator’s understanding of GTA Framework should be strong to answer the queries from the participants.**
- Some of the participants were confused and queried -if they should include budgetary constraints and logistical issues as barrier or only the normative barriers throughout the different levels
- Facilitator encouraged them to think wide and go deeper asking “why” to every barrier they have in their mind.
- Sometimes participants were also addressing generalized problems in the community and facing difficulty to find out the answers to each question for each level. They were briefed to think of one level at a time and start with one barrier or one objective for their intervention.  
**Learning: Facilitator should guide them accordingly and help them to brainstorm. We suggest example questions in Annex 9. Picking one barrier or objective and gradually narrowing down into more specifics while brainstorming, should help them finding out the root causes behind the generalized and wider issues, solutions to them and approaches to solve them in each level.**





### Facilitator Note

If using Tool 4, project teams may want to select an activity that they graded using the IFAD marker system or placed along the Gender Equity Continuum and had most interest in reflecting on how to progress the activity towards a transformative approach..

If time allows, these steps can be repeated for multiple program activities.

### STEP 4

#### Sharing and Discussion

- Each group shares their analysis and insights with the larger group, on the gaps/ opportunities identified and why they ranked some of the changes to be more important.
- The groups should share how they decided on the potential way forward and what they want to achieve through them.
- Encourage teams to highlight areas of strength and areas where their programs could become more gender transformative.

### STEP 5




- The facilitator summarizes key takeaways from the activity.
- Encourage project teams to integrate gender transformative approaches into their programs to address the fundamental causes of gender inequality.







## OPTION 2: VISION JOURNEY

Adapted from Crossland et al. (2023); Reemer and Makanza (2015); Hartl (2017); Elias et al. (2021)

	<p><b>Objective:</b> This activity is to guide participants to envision a transformative project and/or workspace that addresses the underlying social norms and works toward gender equity. It helps the participants to reflect on the opportunities within their current work activities as well as the steps they may need to take to create a collective goal.</p>
	<p><b>Time estimate:</b> 40 minutes</p>
	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>✓ Markers/writing utensils,</li> <li>✓ Poster paper</li> </ul>

<b>STEP 1</b>	<p>Ask participants to imagine the community and/or their workplace in a happy future.</p> <ul style="list-style-type: none"> <li>• How are women recognized as legitimate stakeholders and leaders?</li> <li>• What are women’s participation, decision making, voice and influence?</li> <li>• What is the distribution of costs, such as labor, benefits, such as income or knowledge, and access to resources between men and women?</li> </ul>
	<p><b>Facilitator Note</b></p> <hr/> <p>Consider following steps 1 and 2 of Option 1: Applying the GTA Framework to introduce the activity and a fuller definition of gender transformative approaches</p>
<b>STEP 2</b>	<p>One a piece of poster paper, ask participants to draw a big circle and, inside it, draw the images of the community and/or their workplace that they see – this will be the starting vision for the future.</p>
<b>STEP 3</b>	<p>Once each participant has their own vision for the future completed, ask the participants to share their visions and identify any common themes within their project groups or small groups of 5 to 6. Ask one group member to report to the broader group on the common features of their group’s visions.</p>
<b>STEP 4</b>	<p>Back to working individually or in small groups based on themes, ask participants to choose one activity from their vision that is important to them and that could be amended in line with a gender transformative approach, and achieved or make significant, visible progress in about 18 months.</p>



	<p><b>Facilitator Note</b></p> <p>If relevant, consider having participants select an activity that they outlined under Tool 3 that they evaluated against the IFAD Gender Marker System or Gender Equity Continuum and of which they may already have discussed amending the activity to be more gender transformative. The time to make progress is important as it must be far enough in the future to make change, but not so far that it seems untenable. However, project teams may be operating on either funding schedules or project end dates, and the timeline should account for this.</p>
<p><b>STEP 5</b></p>	<p>Then, ask participants to draw a large circle at the top right-hand corner of the page representing the future. They should draw inside whatever element they chose in step 4. The large circle represents an inspiring gender transformation either in their community and/or their workplace.</p>
<p><b>STEP 6</b></p>	<p>Next, draw a second large circle at the bottom left-hand corner of the flipchart to represent the present situation. Draw two straight lines to link both circles. This represents the road from the present (bottom) to the future (top). In the bottom circle, participants should draw elements of their current situation.</p>
<p><b>STEP 7</b></p>	<p>On either side outside the road, ask participants to draw:</p> <ul style="list-style-type: none"> <li>• At least 10 opportunities at the top</li> <li>• At least 10 constraints at the bottom</li> </ul>
<p><b>STEP 8</b></p>	<p>Next ask participants to define small steps to reach the vision – consider dividing the 18 months into three phases of 6 months. Along the pathway, ask them to add the necessary actions to move from one step to the next and who within their project team will be responsible for these, revising milestones and targets if necessary.</p>



Source: Crossland et al. (2021)

# REFLECTION AND WAY FORWARD

Adapted from Leder et al. (2016); Crossland et al. (2016)



**Background:** This closing up activity is an opportunity to answer any remaining questions, synthesize learnings, capture next steps, and identify any points for learning and adapting the training moving forward.



**Objective:** To close the program and gather final reflections from participants



**Time estimate:**

15 to 30 minutes



**Materials:**


- ✓ Suggest a note taker so that facilitators can capture final thoughts and feedback on the program.
- ✓ Print outs of Evaluation Form (Annex 10), one per participant



**Preparation:**

Review evaluation form and revise to fit your workshop and intended impacts, as well as important points to capture follow up actions or learning and adapting



<b>STEP 1</b>	The facilitator should explain to the participants that this is only the first step, and these discussions are not intended to solve all the gaps and problems in one day. Emphasize that all the answers are not yet with us, and also working on gender issues is a long-term, consistent and continuous process to take forward.
<b>STEP 2</b>	<p>The facilitator asks the participants to share their thoughts, based on the prompts:</p> <ul style="list-style-type: none"> <li>• Which activity or discussion made you think the most? Why?</li> <li>• What are the immediate actions (no change in budget or workplan) that can be made to improve: <ul style="list-style-type: none"> <li>▶ Our work environment?</li> <li>▶ The way we engage with community members?</li> <li>▶ The implementation of our project?</li> </ul> </li> <li>• What are the bigger changes that need to be made? <ul style="list-style-type: none"> <li>▶ When can we make those changes?</li> <li>▶ How can we make those changes?</li> </ul> </li> <li>• What is one thing that you would like to do differently from now on?</li> </ul>
<b>STEP 3</b>	The facilitator can close the workshop, by thanking everyone for their time and energy and expressing hope that these issues will slowly change as more of us take these thoughts and ideas forward into our personal and work lives.
	<p><b>Facilitator Note</b></p> <hr/> <p>For training of trainers be sure to have participants reflect on how they will take these tools moving forward, any thoughts on adaptations, and concerns for implementing these tools with their program co-workers and partners.</p>



# POST WORKSHOP EVALUATION




**Objective:** An opportunity for participants to reflect individually on the training as well as provide feedback for the next time that the training is given.



**Time estimate:**  
15 minutes (at end of the program)



**Materials:**  
✓ Printed versions of the evaluation form (See [Annex 10](#))

<p><b>STEP 1</b></p>	<p>Before the training, be sure to adapt the evaluation form to your audience, training goals, and training schedule (i.e., the modules that you have included); translate into the appropriate language and identify the team member that will collect and record the feedback.</p>
<p><b>STEP 2</b></p>	<p>Thank the participants for their engagement during the course of the training. Explain that the evaluation forms are for the trainers to learn from their experience and to improve the training for the next time.</p>
	<p><b>Facilitator Note</b></p> <hr/> <p>We suggest asking the participants to complete the evaluation just before the final session to close the training. This way participants will complete the form before they leave. It can be difficult to get participants to finish the evaluation after they have left the training.</p>
<p><b>STEP 3</b></p>	<p>Hand out the evaluation forms and provide any specific instruction on how they should complete it. Make the evaluations as anonymous as possible.</p>
<p><b>STEP 4</b></p>	<p>After you have the completed evaluation forms, record (and translate, if needed) the participants' responses so that they can be shared with translators and relevant partners. We suggest having a follow up meeting to discuss went well and any challenges that trainers experienced.</p>





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# ANNEXES



# ANNEX 1

## Example schedule with notes for 2-day training

Duration	SESSION	OBJECTIVE	Print outs	Tool from toolkit	Facilitator's note	Facilitator and Note taker	REQUIRED MATERIAL/ SUPPORT
DAY 1							
		Registration, hand out the pre-assessment questionnaire and other logistics					
1 hour	Introductions, agenda, and objective of the workshop	Introduction of IFAD and the WRR project		Introduction			
		Expectations and objectives of this training					
		Presentation of the agenda					
1 hour	Icebreaking/ Introduction of the projects	Setting Training Norms			Discuss, pair, share each other's intro to the plenary		
		Introduction of participants and their projects					
75 minutes	Introduction to basic terms and context of gender in development; How gender norms limit achieving gender equality Understanding Sex and Gender	Understanding Sex and Gender		Tool 1: BUILD A SHARED UNDERSTANDING OF THE CONCEPT	Presentation and interaction		
45 minutes	Discussion of gender norms	Understanding gender roles, stereotypes and its affects on internalised biases and beliefs			Interaction/ small groups		
	Self-reflection on personal bias and beliefs				Activity: Gender position bar		
				Tool 2: GENDER POSITION BAR	Interaction/ small group/ discussion		

Duration	SESSION	OBJECTIVE	Print outs	Tool from toolkit	Facilitator's note	Facilitator and Note taker	REQUIRED MATERIAL/SUPPORT
DAY 1							
30 minutes to 1 hour	Discussion of gender norms and self-reflection on personal bias, beliefs, etc. and how these impact project implementation/success	<p>Role Play: Ask the participants to act out a small scene that showcases the differences in gender roles, and the barriers women face. Each group can play out a scene in a different context: (i) in the home; (ii) in an office space; (iii) in the community level. They can play out how such issues can be dealt with and act out a resolution to the situation</p> <p>(10 min plays by each group)</p>		Tool 3: GROUP EXERCISES	<p>Interaction/ plenary</p> <p>Once the participants have performed the sessions, the discussion can focus on the different kinds of challenges that the facilitators might face when they are implementing these types of conversations on the ground.</p>		
	Contd.	Discussing how these different roles can create barriers for women, how to navigate these conversations in the different places - within project teams, at the community, etc			Presentation of the groups		
15 minutes	Recap from day; introduce the next day topics and goals	Sit in smaller groups			Interaction/ Plenary		



Duration	SESSION	OBJECTIVE	Print outs	Tool from toolkit	Facilitator's note	Facilitator and Note taker	REQUIRED MATERIAL/SUPPORT
DAY 2							
15 minutes	Overview of day 2;	Recap any burning thoughts					
	Refresh on day before						
1 hour	Introduction: Gender Progression in development work	Understand and map where the project's focus of gender is currently		Tool 4: INTEGRATING GENDER INTO THE DEVELOPMENT WORK	Presentation/ group work/ discussion		
1 hour	Introduction: What is a Gender Transformative Approach (GTA)?	Building a shared understanding on GTA and how to use the G@W framework		Tool 5: VISIONING GTA IN OUR PROGRAMME	Presentation		
2.5 hours to 3 hours		Identify gaps & opportunities			Activity for group work as project teams, on identifying gaps & opportunities, and then mapping changes and planning activities/ initiatives the project can take on		
	Identify opportunities and results using GTA in our projects	Planning specific initiatives/ activities the projects can implement					
	Mapping pathways of transformative change						
	Group work presentation			Project teams presentation			
15 minutes to 30 minutes	Handout the post-assessment questionnaires & Evaluation of the training	Reflection on Way forward and evaluation		REFLECTION AND WAY FORWARD			
				POST WORKSHOP EVALUATION			

# ANNEX 2

## Concepts related to gender and development

### FOUNDATIONAL CONCEPTS OF GENDER

**Sex** refers to the biological and physiological characteristics of men and women (Mikkola 2012). Sex is usually determined based on the sex organs that one is born with.

**Gender** is not the biological differences between men and women, boys and girls, but rather a set of the social attributes associated with being male and female learned through socialization. Gender therefore is a social construct that defines what it means to be a man or woman, boy or girl in a given society – it carries specific roles, status and expectations within households, communities and culture. Individuals may also self-identify as neither male or female, or both male and female (CARE International 2009).

**Intersectionality** is an analytical framework, developed by Kimberlé Williams Crenshaw, for understanding how aspects of a person's gender, social, cultural, and political identities combine to produce different modes of discrimination or privileges that creates social hierarchies. Examples of these aspects are caste, race, class, sexuality, religion, disability, physical appearance, age, social or legal status, etc. (Runyan, Anne Sisson, November–December 2018)

**Gender roles** are shaped by the different social and cultural contexts they exist in. Factors like country/region, ethnic group, age, economic class and religion all affect which roles and responsibilities men and women, boys and girls are expected to have. (FAO 2012)

**Gender-based division of labor** ascribed in a given socio-economic setting determines the roles that men and women actually perform. (FAO 2012) Since men and women play different roles, they often face very different cultural, institutional, physical and economic constraints, many of which are rooted in systematic biases and discrimination. (FAO 2012)

### RELATED CONCEPTS OF SOCIAL INCLUSION

**Discrimination** refers to the unjust and differential treatment or exclusion of individuals based on their gender, including the reinforcement of harmful stereotypes and unequal power dynamics. This discrimination can manifest in various forms, such as unequal opportunities, biases, prejudices, and social, economic, or political disadvantages that individuals face due to their gender. A gender transformative approach seeks to eliminate and rectify these discriminatory practices and promote equitable and inclusive treatment for all genders (COMPASS, Manual for Human Rights Education with Young people, 2020)

**Diversity** is the differences in the values, attitudes, cultural perspective, beliefs, ethnic background, sexual orientation, gender identity, skills, knowledge and life experiences of each individual in any group of people. (European Commission, 1998)

**Privilege** is an unearned advantage or entitlement that one group has that another group does not, simply by belonging to a group.

**Power:** Power refers to the ability or capacity of individuals or groups to influence decisions, control resources, and shape outcomes in ways that can either reinforce gender inequalities or promote gender



equality. It recognizes that power operates within social structures and norms, impacting how people interact, make choices, and access opportunities. (UNICEF, 2017)

**Stereotypes** refer to deeply ingrained, often inaccurate and limiting beliefs or assumptions about the roles, behaviors, characteristics, and capabilities of individuals based on their gender. These stereotypes perpetuate and reinforce unequal power dynamics, discrimination, and harmful norms, ultimately hindering progress toward gender equality. A gender transformative approach seeks to challenge and dismantle these stereotypes, encouraging a more inclusive and equitable understanding of gender and its intersections with various aspects of society (UNHR, 2014)

## GENDER-RELATED CONCEPTS OF DEVELOPMENT

**Gender equality** - or equality between women and men - refers to the equal enjoyment by women, girls, boys and men of rights, opportunities, resources and rewards. A critical aspect of promoting gender equality is the empowerment of women, with a focus on identifying and redressing power imbalances. Equality does not mean that women and men are the same but that their enjoyment of rights, opportunities and life changes are not governed or limited by whether they were born female or male. (CARE International 2009)

**Gender equity** is the process of being fair to women and men. To ensure fairness, strategies and measures must often be available to compensate for women's historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality. (CARE International 2009)

**Gender mainstreaming** is defined by the United Nations as the process of assessing the implications for women and men of any planned action in all areas and at all levels. That means making both the concerns and experiences of women and men an integral dimension of all agriculture and rural development efforts. (FAO 2012)

**Gender Transformative** perspectives emphasize the need to shift power dynamics to challenge traditional gender roles, norms, and hierarchies, ultimately aiming to empower individuals, particularly women and marginalized groups, to participate fully in decision-making processes and exercise agency over their lives. This redefinition of power seeks to dismantle existing gender-based hierarchies and promote more equitable and inclusive societies (Hillenbrand E, Karim N, Mohanraj P and Wu D. 2015)

**Women's Empowerment** involves awareness-raising, building of self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. (Jost et al. (2014) Dimensions of women's empowerment includes expanding their own knowledge, skills and abilities (agency); the power relationships through which she negotiates her path (relations). Also shifting societal norms, customs, institutions and policies that shape her choices in life (structures) creates a more enabling environment for her to thrive. (CARE International 2011)

# ANNEX 3

## Gender Position Bar Images

*“Gender Position Bar” images inspired by Leder et al. (2014); contributed by Jannatul Naim.*

Images to be used in the gender position bar, can be printed from here.



**Woman**



**Man**



**Man in front**





**Woman in front**



**Side by side**



**Leadership**



**Team Building**





## **Strategic Thinking**



## **Decision-making**



## **Creative Ideas**



## **Public Speaking and Engagement**





## **Organizing and Administration**



## **Facilitating**



## **Accounting/ Finances**



## **Communications**



## **Note-taking**



## **Cooking**



## **Shopping / Going to Market**



## **Taking Kids to School**





## Helping with Homework



## Taking Parental Leave (e.g., maternity, paternity)



## Caring for Sick Children



## Laundry and Housekeeping



## **Caring for Adults**



## **Earning Income**



## **Auto Repairs / Maintenance**



## **Meeting with Women**





## Meeting with Men



## Working with Crafts, Artisans



## Working with Animals, Husbandry



## Working with Agriculture



## **Working with Banking, Savings, Loans**



## **Working with Infrastructure, Construction**



## **Working with Vendors, Markets**



# ANNEX 4

## Walk of Privilege- Role cards and list of privileges

Different roles assigned to participants: Please note that the roles below are ranked in order of highest to least privilege. It is important to have male participants play the parts of the least privileged.

- 1 Eldest son, employed
- 2 Father in Law, retired
- 3 Mother in Law, housewife
- 4 Seventeen year old son, student
- 5 Nineteen year old son with a physical disability, unemployed
- 6 Ten year old daughter, student
- 7 Eldest son's wife, housewife



### LIST OF PRIVILEGES

- 1 Take a step forward if you have property in your name
- 2 Step forward if you are actively involved in making decisions about property or housing within your household.
- 3 Step forward if you have had the privilege of regularly having your preferences considered when it comes to the type and quality of food available in your home.
- 4 Step forward if you have had the freedom and independence to travel outside your home as you wish, without significant restrictions.
- 5 Advance if you have the power to make key decisions regarding the matrimony of your children
- 6 Step forward if you are able to attend community functions such as weddings and fairs.
- 7 Take a step forward if you can have a cup of tea and 'adda' at the local tea stall.
- 8 Move forward if you have regularly had access to the best healthcare and medical services when needed."
- 9 Step forward if you've never faced significant physical barriers at home or in public spaces due to a disability
- 10 Step forward if you have had the privilege of making decisions about your own body and reproductive choices, including family planning.

These are some examples. The list of privileges can be adjusted according to the particular target area so that they are relevant to that community.



# ANNEX 5

## Thematic Drama - Scenario cards

### Prompts for character skits:

#### A. THE UNEQUAL PAY DILEMMA:

**Challenge:** A male and a female employee discover they are receiving significantly different salaries for the same job.

**Resolution:** HR steps in to conduct a pay equity analysis and makes salary adjustments to ensure equal pay for equal work.

#### B. THE GLASS CEILING:

**Challenge:** A female employee is repeatedly passed over for promotion, while less experienced male colleagues are promoted.

**Resolution:** The organization implements mentorship programs, leadership training, and diversity initiatives to break the glass ceiling and promote gender equity.

#### C. INTERRUPTED MEETINGS:

**Challenge:** A female team member constantly gets interrupted by male colleagues during meetings, making it difficult for her to share her ideas.

**Resolution:** The team leader addresses the issue by setting meeting guidelines that ensure everyone's voice is heard, and actively encourages diverse participation.

#### D. WORK-LIFE BALANCE STRUGGLES:

**Challenge:** A male employee feels stigmatized for requesting flexible work hours to care for his children, as it's considered a "women's issue."

**Resolution:** The company promotes a culture of work-life balance for all genders, providing equal support and flexibility for employees with caregiving responsibilities.

#### E. MICROAGGRESSIONS IN THE WORKPLACE:

**Challenge:** A female employee experiences microaggressions, such as comments on her appearance, from her male co-workers.

**Resolution:** HR conducts training on diversity and inclusion, emphasizing the importance of respectful and professional communication.



## F. PATERNITY LEAVE SUPPORT:

**Challenge:** A male employee is hesitant to take paternity leave because he's concerned about the impact on his career.

**Resolution:** The company actively promotes paternity leave and encourages male employees to take it, highlighting that caregiving responsibilities are a shared responsibility.

## G. THE UNSEEN CONTRIBUTIONS:

**Challenge:** A female employee's ideas and contributions often go unrecognized until a male colleague repeats them.

**Resolution:** The team commits to giving credit where it's due and actively acknowledging each team member's contributions.

## H. BALANCING STEREOTYPES:

**Challenge:** A male manager hesitates to promote a female team member to a leadership position because of stereotypes about assertiveness.

**Resolution:** The organization provides training for managers to recognize and challenge unconscious biases, fostering gender-inclusive leadership.

These skit prompts can be used to create short role-play scenarios that highlight common gender-related challenges in the workplace and demonstrate potential resolutions that promote a more inclusive and equitable professional environment.

### Potential prompts for rural settings:

## A. UNEQUAL ACCESS TO AGRICULTURAL RESOURCES:

**Challenge:** In a farming community, male farmers have easier access to resources like land, seeds, equipment, and farmer's card compared to female farmers.

**Resolution:** The Department of Agricultural Extension (DAE) introduces policies to ensure equitable distribution of resources, offering equal opportunities for both male and female farmers.

## B. GENDERED ROLES IN FISHERIES:

**Challenge:** In a fishing village, traditional gender roles limit women's involvement in fisheries-related activities.

**Resolution:** Community leaders encourage women to participate in fisheries, provide training, and establish women's fishing collectives to promote gender equity.

## C. LIMITED FEMALE PARTICIPATION IN COMMUNITY DECISION-MAKING:

**Challenge:** Women in a rural community have minimal involvement in community meetings and decision-making processes.

**Resolution:** Community leaders and NGOs conduct awareness campaigns and training to promote women's participation in local governance and decision-making.

## D. ACCESS TO MICROFINANCE:

**Challenge:** Women in a village have limited access to microfinance opportunities, restricting their ability to start or expand businesses.

**Resolution:** Microfinance institutions collaborate with women's self-help groups to ensure access to credit, training, and financial services.

## E. EMPOWERING FEMALE AGRICULTURAL ENTREPRENEURS:

**Challenge:** Rural women who want to start agribusinesses often lack training, access to markets, and financial support or formal recognition as farmers

**Resolution:** NGOs and agricultural extension services provide training, access to market linkages, and microenterprise support to empower female agricultural entrepreneurs.

These skit prompts can be used to create role-play scenarios that highlight gender-related challenges specific to **rural work life in Bangladesh** and suggest potential resolutions to promote gender equity and empowerment in these settings.



# ANNEX 6

## Gender Integration Continuum

*Gender Equality Continuum Tool*

Gender blind	Gender exploitative	Gender sensitive	Gender responsive	Gender transformative	Goal: Gender equality
<p>Ignores the economic, social and legal rights, roles and expectations associated with gender, which can reinforce gender inequality and discrimination.</p>	<p>Reinforces or takes advantage of gender inequalities, stereotypes and norms</p>	<p>Aware of gender norms and inequalities, as well as the different needs, constraints and opportunities. But, no remedial action is developed.</p>	<p>Recognises gender norms and inequalities, and creates actions, policies and initiatives to address and overcome inequalities.</p>	<p>Examines and seeks to change power structures and the roots of gender inequalities, aiming to redefine systems in which inequalities are created and maintained.</p>	<p>State where everyone enjoys equal economic, social and legal rights and opportunities, with recognition and celebration of all people in their diversity regardless of gender identity.</p>

### Examples from Existing Projects

<p>A general invitation to community members sent to the heads of household, assuming that all relevant members of the household will be informed of the meeting and be free to attend. This does not account for men's and women's different availability, interest, and ability to attend public meetings.</p>	<p>In nutrition or cooking programs, only women are invited. This reinforces (i.e., exploits) the responsibility and labor of nutrition is on women and can increase their burden and labor.</p>	<p>Targets participation from landless women-headed households as the absence of a husband increases their marginalization to social and economic resources. But, the project doesn't make any special amendments to the services or participation to address these inequalities or in consideration of women's specific needs.</p>	<p>Installation of tube wells close to homes suitable for women to carry water easily, to address the time burden and physical insecurity of being responsible to fetch water.</p>	<p>Hold community dialogues with men and women land holders to identify gender biases and norms that restrict women inheriting land despite legal rights to do so</p>	
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*Reference: Elias et al. (2021) citing Nelson and Hill (2019); Rao et al. (2016)*

# ANNEX 7

## IFAD Gender Market Assessment Criteria

Score		Project Implementation (PSR)	Project Completion (PCR and Evaluation)
1	<b>Highly unsatisfactory = Gender blind</b>	<ul style="list-style-type: none"> <li>There have been no attempts to address gender concerns or mainstream gender into project activities or project implementation arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>There were no attempts to address gender concerns or mainstream gender into project activities.</li> </ul>
2	<b>Unsatisfactory = Gender neutral</b>	<ul style="list-style-type: none"> <li>Focus on gender issues is vague and erratic.</li> <li>Operational measures and procedures are inadequate, as are resources.</li> <li>Project seldom reports on or monitors gender-differentiated participation and benefits.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on gender issues was vague and erratic.</li> <li>The project did little to improve impact on gender equality and women's empowerment.</li> <li>Operational measures and procedures were inadequate, as were resource allocations.</li> </ul>
3	<b>Moderately Unsatisfactory = Gender aware</b>	<ul style="list-style-type: none"> <li>Some measures are being taken to strengthen gender focus.</li> <li>However, project management/implementers commitment is slight.</li> <li>Operational measures, procedures and resources are inadequate.</li> <li>Monitoring and reporting limited.</li> </ul>	<ul style="list-style-type: none"> <li>Some limited measures were taken to strengthen gender focus and some efforts were made to facilitate the participation of women.</li> <li>Operational measures and procedures were not adequate, and resource allocations were insufficient.</li> </ul>
4	<b>Moderately Satisfactory = Partial Gender Mainstreaming</b>	<ul style="list-style-type: none"> <li>Project is making a partial contribution to addressing gender needs and promoting gender equality and women's empowerment (GEWE), addressing two of the gender policy objectives.</li> <li>Project management/implementers show partial commitment to GEWE.</li> <li>Operational measures and procedures are in place for some aspects of project implementation, with limited resources.</li> <li>Project occasionally monitors and reports on gender-differentiated participation and benefits.</li> </ul>	<ul style="list-style-type: none"> <li>Project made a partial contribution to addressing gender needs and promoting GEWE, addressing two of the gender policy objectives.</li> <li>Efforts were made to facilitate the participation of women and they accounted for a significant number of beneficiaries.</li> <li>Operational measures and procedures were adequate, including M&amp;E systems, as were resource allocations.</li> <li>Gender-related impacts are likely to be sustainable.</li> </ul>



Score		Project Implementation (PSR)	Project Completion (PCR and Evaluation)
5	<b>Satisfactory = Gender mainstreaming</b>	<ul style="list-style-type: none"> <li>• Project is making a significant contribution to addressing gender needs and achieving GEWE, addressing all three gender policy objectives.</li> <li>• Project management/implementers are committed to GEWE. Project has invested in building capacity to address gender mainstreaming.</li> <li>• Operational measures and procedures are in place in all major aspects, including financial and human resources.</li> <li>• Project regularly monitors and reports on gender-differentiated participation, outcomes and benefits, and uses this information to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Project made a significant contribution to addressing gender needs and achieving GEWE, addressing all three gender policy objectives.</li> <li>• Procedures and resource allocations were appropriate.</li> <li>• Gender considerations were mainstreamed in implementation processes.</li> <li>• Women accounted for a substantial number of beneficiaries.</li> <li>• Gender-related impacts are likely to be sustainable beyond the life of the project.</li> </ul>
6	<b>Highly satisfactory = Gender transformative</b>	<ul style="list-style-type: none"> <li>• Project is making a significant contribution to gender transformation, addressing all three gender policy objectives and engaging in policy dialogue.</li> <li>• Project management/implementers are fully committed to gender transformation.</li> <li>• Operational measures and procedures are in place, including adequate human and financial resources.</li> <li>• The project consistently monitors and reports on gender-differentiated participation, outcomes and benefits from the project, and uses this information to make the project more gender transformative.</li> </ul>	<ul style="list-style-type: none"> <li>• Project made a significant contribution to gender transformation, addressing all three gender policy objectives and engaging in policy dialogue.</li> <li>• Gender issues were addressed by project, and both women's and men's situations improved as a result.</li> <li>• Women accounted for a substantial number of beneficiaries.</li> <li>• Procedures and resource allocations were appropriate.</li> <li>• Gender-related impacts are likely to be sustainable.</li> </ul>

Reference: Hartl (2017): IFAD (2019)

# Sample of Interventions Table

	Design	Gender Mainstreaming	Gender Transformative
1	<b>Economic Empowerment</b>	<ul style="list-style-type: none"> <li>• Providing a range of financial services and products which meets women's needs.</li> <li>• Training, coaching and mentoring services to develop women's technical skills for new crops/enterprises, farming as a business, entrepreneurship and negotiating skills.</li> <li>• Creating employment opportunities for women in new roles, adding value to traditional and new products, establishing linkages and contracts with buyers, and developing new markets.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthening women's access to and ownership of land, and to a wider range of financial services.</li> <li>• Creating new spaces/opportunities/markets and support for women's economic engagement; sensitizing men and boys, religious and community leaders for expanding women's job opportunities.</li> <li>• Adopting household perspective for empowerment by engaging household members in analyzing and addressing gender inequalities in roles, responsibilities, decision-making and sharing benefits.</li> </ul>
2	<b>Equal voice and influence</b>	<ul style="list-style-type: none"> <li>• Ensuring legal recognition for organisations, training women as leaders</li> <li>• Ensuring women hold leadership positions in producers organisations, and</li> <li>• Strengthen women's voice in improved governance structures for value chains</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging and capacitating women to lead non-traditional executive positions and to gain a national voice through networking forums.</li> <li>• Strengthening women's voice in the household including decisions regarding the use of benefits.</li> <li>• Monitoring and ensuring the quality of women's participation in leadership roles.</li> </ul>
3	<b>Equitable workload &amp; sharing of economic and social benefits</b>	<ul style="list-style-type: none"> <li>• Introducing equipment to improve the productivity and quality of production; reduce domestic workloads; and ensure a safe and healthy working environment</li> </ul>	<ul style="list-style-type: none"> <li>• Redistributing household tasks among household members or providing technologies which liberate</li> </ul>
4	<b>Policy engagement</b>	<ul style="list-style-type: none"> <li>• Not required</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of Ministry of Gender and Social Affairs (or similar) in Project Steering Committee</li> <li>• Engagement in-country policy for a on GEWE.</li> <li>• Establishing or participating in policy dialogues on gender inequalities in agricultural sector</li> </ul>
5	<b>Outcome indicators</b>	<ul style="list-style-type: none"> <li>• Not required</li> </ul>	<ul style="list-style-type: none"> <li>• WEAI, Pro-WEAI, A-WEAI</li> </ul>
6	<b>Resources</b>	<ul style="list-style-type: none"> <li>• Activities with budgets in AWPB (recurring)</li> <li>• Staff with ToRs</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion of a gender officer in the PMU with clear ToRs</li> <li>• In ToRs of more staff than gender office</li> </ul>

Reference: Hartl (2017); IFAD (2019)



# ANNEX 8

## GTA Framework

Level	A. Where are we currently focusing our gender initiatives?	B. What are some of the issues/ barriers that still exist?	C. What is a change we want to see?	D. Whom can we work with to mitigate these barriers?	E. How can this change be encouraged?
Systems					
Organizations					
Community					
Households/ Interpersonal					
Individual					



# ANNEX 9

## Examples of question under GTA Framework

Use the prompt questions from the table below as a guide on how to use the template:

	Informal	Formal	Role of the project
Systems: Enabling Environment; Policies, Government, Media	<ul style="list-style-type: none"> <li>How does the society perceive gender-equal policies, like 50-50 share of land titling for women?</li> <li>Is the community interested to pursue policy changes to ensure more equal policies for women, like equal inheritance laws?</li> </ul>	<ul style="list-style-type: none"> <li>Are the laws of the country equal for men and women?</li> <li>Are there quotas or affirmative action measures in place to increase women's representation in government, and how do these impact decision-making processes?</li> </ul>	<ul style="list-style-type: none"> <li>Is the project advocating to change people's perception about these unequal laws?</li> <li>Is the project advocating to change these laws to make them more equal?</li> </ul>
Organizations: Institutions, organizations, Private sector, NGOs	<ul style="list-style-type: none"> <li>Is it acceptable for women to be working outside of their homes?</li> <li>Do men in workspaces respect and provide appropriate support to ensure women are comfortable working there?</li> </ul>	<ul style="list-style-type: none"> <li>Do workspaces provide skills and leadership development for marginalised groups?</li> <li>How do workplace policies, such as parental leave, childcare facility and flexible work arrangements?</li> </ul>	<ul style="list-style-type: none"> <li>Does the project collaborate with private sector organizations to encourage and facilitate women's participation in the workforce?</li> <li>How does the project influence or support organizations in implementing workplace policies that promote gender equity and inclusivity?</li> </ul>
Communities: Groups, CBOs, youth networks	<ul style="list-style-type: none"> <li>Are community spaces encourage women to join them, like in markets or parks?</li> <li>Do men and women in community groups interact with each other, and cultivate a learning space for everyone?</li> </ul>	<ul style="list-style-type: none"> <li>Do CBOs/ community groups have policies in place to ensure participation of women?</li> <li>How do informal youth networks engage in peer education and advocacy to challenge traditional gender norms within their communities?</li> </ul>	<ul style="list-style-type: none"> <li>Is the project actively involved in community groups and initiatives that promote women's active participation?</li> <li>How does the project collaborate with informal youth networks to foster peer education and advocacy aimed at challenging traditional gender norms within communities?</li> </ul>
Households: Families, friends, interpersonal; social media	<ul style="list-style-type: none"> <li>Who makes the decisions within the family, about what? How are these roles affected? Eg. Is respect only gained if one can contribute financially to the family?</li> <li>How do social norms affect how someone is treated within the family? Eg. girls will get married and leave the family, so it is not necessary to invest in them.</li> </ul>	<ul style="list-style-type: none"> <li>How do formal family laws affect expectations within the family structure?</li> <li>Are family laws equal for men and women in terms of marriage, divorce, child custody, inheritance, death, etc.</li> </ul>	<ul style="list-style-type: none"> <li>How does the project collaborate with community groups and initiatives to ensure the active participation of women in policy advocacy?</li> <li>In what ways does the project engage with families and social networks to challenge and reshape traditional gender norms and behaviors?</li> </ul>
Individual: empowerment, agency, behavior, beliefs	<ul style="list-style-type: none"> <li>Are women and girls made to feel like they are less capable than men and boys throughout their lives??</li> </ul>	<ul style="list-style-type: none"> <li>Do workspaces provide skills and leadership development for marginalised groups?</li> <li>How do workplace policies, such as parental leave, childcare facility and flexible work arrangements?</li> </ul>	<ul style="list-style-type: none"> <li>How does the project work to influence and reshape family dynamics and social norms regarding financial contributions and respect within households?</li> <li>Is the project actively engaged in advocating for or facilitating changes in formal family laws to address issues related to marriage, divorce, child custody, inheritance, and other family matters in support of gender equality?</li> </ul>



# ANNEX 10

## Evaluation Form

### EVALUATION FORM

[NAME OF YOUR EVENT]

[DATE]

[LOCATION]

*[SUGGESTED TEXT: Dear participant: in order to improve this training, we would like to ask for your feedback. Please read the questions carefully and mark the answer categories that match best with your personal opinion. Feel free to give us detailed feedback in the open questions as well.]*

#### Q1. Were you a presenter/moderator in the event?

- Yes  No

#### Q2. Please indicate in which sector you currently work (mark as appropriate):

- Central government  
 Subnational government  
 Non-environmental NGO  
 Environmental NGO  
 Research/Academia  
 Development Agency (Donors, UN)  
 Private sector  
 Other (please specify) .....

#### Q3. Is your organisation (predominantly) active on the national, subnational or on the international level?

- National  Subnational  International

#### Q4. Please indicate your gender:

- Male  Female  Prefer not to answer

#### Q5. Please indicate your age group:

- Below 35 years old  Above 36 years old  Prefer not to answer

#### Q6. Do you live with or experience any disabilities that made attending this event difficult for you?

- Yes  No

**Q7. Was the topic of the event relevant for you?**

1	2	3	4	5	n/a
Not relevant	Hardly Relevant	Fairly relevant	Relevant	Very relevant	Cannot / do not want to answer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q8. Generally, how would you rate the event against your expectations?**

1	2	3	4	5	n/
Very poor	Poor	Fair	Good	Very Good	Cannot / do not want to answer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q9. How would you rate the design of the event?**

1	2	3	4	5	n/a
Too academic	Partly too academic	Well balanced	Partly too practical	Too practical	Cannot / do not want to answer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q10. How useful was the event for you (e.g., in terms of knowledge gained)?**

1	2	3	4	5	n/
Very poor	Poor	Fair	Good	Very Good	Cannot / do not want to answer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q11. How well did this event guide you in increasing awareness of your own gender biases?**

1	2	3	4	5	n/a
Very poor	Poor	Fair	Good	Very Good	Cannot / do not want to answer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q12. How well did this event guide you in identifying opportunities to address gender biases?**

1	2	3	4	5	n/
Very poor	Poor	Fair	Good	Very Good	Cannot / do not want to answer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Q13. Please rate *how much you learned* concerning the topics listed below.**

	Nothing	Little	Some	A good deal	A great deal	Cannot / do not want to answer
Reasons to address gender and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Definition of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender norms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender division of labor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender barriers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender mainstreaming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IFAD Gender Marker System / Gender Equality Continuum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender Transformative Approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q14. What did you learn that you *did not know* before attending this workshop?**

**Q15. How would you use the new knowledge that you gained at this workshop at your workplace? (Please provide concrete examples if possible)**

**Q16. What did you like the most about this event?**

**Q17. What, in your opinion, could have been improved? Why?**

**Q18. What change would you like to happen as a result of these community dialogues?**

**Thank you for your feedback!**





## INITIATIVE CONSORTIUM



The Center for International Forestry Research (CIFOR) and World Agroforestry (ICRAF) envision a more equitable world where trees in all landscapes, from drylands to the humid tropics, enhance the environment and well-being for all. CIFOR and ICRAF are CGIAR Research Centers.



Climate change, biodiversity loss, environmental degradation, and malnutrition. These four interconnected global crises have put at stake the wellbeing of our planet for years. Fueled by COVID-19, their impact on agriculture, landscapes, biodiversity, and humans is now stronger than ever. Reversing this negative trend is a challenge, but also an opportunity for bold choices and integrated solutions. Established in 2019, the Alliance of Bioversity International and the International Center for Tropical Agriculture (CIAT) was created to address these four crises, maximizing impact for change at key points in the food system.



The International Food Policy Research Institute (IFPRI) provides research-based policy solutions to sustainably reduce poverty and end hunger and malnutrition in developing countries. Established in 1975, IFPRI currently has more than 600 employees working in over 50 countries. It is a research center of CGIAR, a worldwide partnership engaged in agricultural research for development.

## INITIATIVE CONTACTS



**Anne M. Larson,**  
Theme lead for Governance,  
Equity and Wellbeing

[a.larson@cifor-icraf.org](mailto:a.larson@cifor-icraf.org)



**Marlene Elias,**  
Gender Lead

[marlene.elias@cgiar.org](mailto:marlene.elias@cgiar.org)



Investing in rural people

**Tshering Choden,**  
Technical Specialist  
for Gender and Social  
Inclusion, Gender Team

[t.choden@ifad.org](mailto:t.choden@ifad.org)

**Rikke Grand Olivera,**  
Lead Technical Specialist,  
Tenure Team

[r.olivera@ifad.org](mailto:r.olivera@ifad.org)

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