

Gender in Sustainable Development

Collection of Exercises
for Training of Trainers (ToT)



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Executive summary

This Gender TOT Instruments manual was originally developed in 2014 by WECF and its partners under the “Empower Women – Benefit (for) All (EWA)” project, which works with women in the low-income rural and peri-urban regions in Afghanistan, Georgia, Kyrgyzstan, South Africa, Tajikistan and Uganda. It has since been updated, revised and broadened to provide a standard package of training materials on the basic concepts of gender equality, gender analysis and gender mainstreaming. It is a collection of tools accompanied by the respective theoretical explanations and background information. Designed for practitioners with training and facilitation skills, the manual will assist them in preparing new trainers and can be applied when working with community members directly as well.

The manual ensures that participants of the training get an introductory knowledge on the subject, and start to reflect on gender issues and determine how these issues should be addressed within the context of their work related to sustainable development. The hope is that conducting gender trainings according to the proposed scenarios will promote gender-responsive, result-oriented planning, implementing, monitoring and evaluating of activities, programmes and policies. The presented tools can also be helpful in enhancing leadership skills.

The manual can be used for conducting trainings within various gender programmes, such as the EWA programme, which aims to contribute to the economic and political empowerment of women and the WOMEN2030 project, which focuses on achieving gender just sustainable development goals (SDGs). With the support of the European Union and the German International Cooperation (GIZ), this programme has been implemented by WECF and partners since 2016. Additionally, trainings based on this manual can be integral in the general capacity-building process for communities.

The first part of the manual explains the principles of starting the training, suggests ways in which participants can become acquainted with each other and introduces them to the topic in focus.

Four topics are covered in the manual: understanding of the concept “gender,” gender roles and the gendered division of labour, gender needs, and control over resources.

For each topic a theoretical introduction into the subject is given. The background information and definitions (both within the introductory sections and in the separate glossary) are to help the trainer prepare the content, name and frame the issues and be ready for possible questions from the participants.

To assist the trainer(s) in planning the sessions, their possible structure is suggested. The authors indicate the estimated time required for the sessions, note the materials that might be needed for the tasks and give a general description of the training process.

The scenario of each session is provided with a toolkit, which is a compilation of globally acknowledged interactive exercises and self-designed tools on gender. The selected tools, described in a simple but detailed way, will help the trainer to engage the participants into a meaningful work, facilitate common understanding of the raised issues, transmit new knowledge and identify potential areas for future trainings.

Introduction

Training is a process of acquiring and sharing knowledge, skills and competences through formal or informal learning facilitated by a trainer. Learning implies a permanent change in behaviour and is therefore capable of (and is aimed at) enabling the switch of the learners’ attitudes towards improved performance¹ – in the present case – in the area of gender issues.

A gender training is a specific example of a training event. It is a development intervention and capacity-building tool for raising awareness, changing behaviour and providing necessary knowledge and skills in relation to gender. It differs from training on other subjects in that it touches upon personal and political issues, even where this is not intentionally planned.

The process of training should be based on the assessment of the respective participants’ needs. It should use the approaches that follow the principle of examining people’s experience, for example women’s roles in the

¹ *Training Manual for Gender Awareness/Sensitization Workshop for Community Representatives*

community or as members of a family. They should take a special place in trainings roster of organisations. The training needs should focus on the four key features: knowledge, attitude, skills and habits. The training effect is also evaluated through these features.

It is important that at the start of such training the trainers/facilitators make it clear for themselves and clarify for the participants the following tips on gender, essential for grasping the concept of gender relations and the gendered nature of our society²:

‘Gender’ is a contentious subject. In many languages there is little or no linguistic distinction between the words “sex” and “gender,” which commonly leads to confusion of these two notions. Gender (man/ woman/ genderqueer), is based on societal constructions of masculinity and femininity and expectations for a person’s behaviour based on their sex, with sex (male/female/intersex) referring to a person’s biological, mainly reproductive functions. The trainer should ensure the elimination of the possible misunderstanding. It is worth spending time at the outset of the course on explaining these key terms with emphasis on the respective distinction until the participants feel confident that they understand.

‘Gender’ is an emotional subject. Gender is an integral and one of the most significant factors of our self-determination. Being male or being female determines the way we interact with the world, communicate with other people; it shapes our lifestyle and behaviour. Moreover, the world perceives us through our gender identity and expression, off of which society assigns us a specific social role. Raising gender issues at the training may affect participants’ self-comprehension and provoke hesitant or, in extreme cases, hostile reactions.

‘Gender’ is a political subject: It permeates all aspects of our social structures from family to state institutions. If the participants represent cultures with little practice and tradition of questioning or challenging the existing situation, they are likely to feel nervous and suspicious. This can result in general resistance to the subject.

‘Gender’ is often classified as ‘women’s issues’. People may think that the discussions on gender focus on women’s interests, on the problems of their oppression, exclusion from the political and decision-making processes, etc. This perception is, however, wrong and it is important to dispel the misconception from the very beginning. When clarifying the comprehensive notion of gender as affecting all genders, use vivid examples, case studies and explanatory exercises to reinforce the proper understanding of the issue.

‘Gender’ is a serious issue. It has far-reaching implications. Understanding of gender issues and practical implementation of the lessons to be learned from that understanding are evidently important. It is, however, recommended that the trainer maintain a balance in presenting the topic, encouraging the participants to share healthy humour on the subject. Not to discredit the training, this should not be interpreted as an invitation to laugh at the subject, but rather to realise that we are all humans and are imperfect. It is vital to create a comfortable and friendly environment, wherefore an appropriate joke could be an effective icebreaker.

Objective of the manual

The objective of the gender TOT is to provide the trainer with diverse tools on how to conduct an interactive training and/or workshop on gender. Furthermore, the trainer will receive relevant background information on gender didactics. In particular, it gives essential information on designing a training programme, training methods, preparation of training sessions and the role of a trainer in the proposed activities.

Who can use this manual?

This manual is developed for practitioners who work with communities, mainly on sustainable development issues. It can also be used at the levels of:

- (1) Training of trainers,
- (2) Training of facilitators, and
- (3) Community level trainings.

² For more detailed description see: *Gender Awareness Training on Concepts and Terminologies / Manual for staff and resource partners*, p.7-8

Methodological basis

The manual comprises of ideas and suggestions from a number of publications. To name a few, the Training Manual for Gender Awareness/Sensitization Workshop for Community Representatives³ provides valuable explanations about the issues of gender roles and the gendered division of labour in relation to resource management (Session 3) as well as control over resources (Session 5). Session 4 “Analyses of gender needs” draws upon the material presented on this issue in A Curriculum for the Trainer of Trainer in Gender Mainstreaming⁴ manual. Ways of clarifying various notions related to gender were borrowed from the Gender Awareness Training on Concepts and Terminologies, Manual for Staff and Resource Partners⁵, FAO’s publication Bridging the Gap⁶, etc. Commonly recognised concepts and best practices are also reflected in this manual.

With this manual the authors are not “reinventing the wheel” on gender training but summarise the existing knowledge and share their experiences offering the selected exercises that they have tried out and found suitable for the mentioned target groups and circumstances. The exercises included with the creation of this manual represent those available before 2015. More recent exercises and materials for further reference are included in the annexes.

How to use this manual?

The manual represents a collection of different tools to better understand, discuss and work on gender issues. Practitioners can use the manual with its presented tools, terminology, explanations and principles to develop their own training designed for their specific target groups. The manual should not be seen as a source of universal answers on gender issues rather as a reference source for practitioners who are designing training programmes on the topic of gender. It is not a fixed instruction on what should be said at which time of the training. It lies within the responsibility of trainers to use the background information, visual aids and proposed exercises in an appropriate way to ensure that the learning objectives are met.

Main principles of the collection of exercises:

1. Participation – equal involvement of all participants in the training.
2. Volunteering – participation in the training should be based on personal will.
3. Experience and knowledge exchange – interactive tools should be used as much as possible during the training.
4. Timeframe optimal for participants – training can be conducted in a whole set or can be divided into several training sessions.

Gender TOT specifics

Different training modules can be developed by using this training manual: short-term trainings up to 5 hours in length or longer trainings up to 3 days.

A training can be started with a brainstorming exercise. Participants are asked to elaborate on the notion “gender”: what comes to their mind when they hear this word? In which context is it used? What kind of problems is it connected with? Then an explanation of “gender” should be given. When explaining the theoretical part, relevant pictures, stories, graphs, etc. can be used to give more insights to the participants.

Proposed size of the group:

The size of the group taking part in a gender training depends on the training methodology. Experience shows that 15-20 people are ideal for a group. Due to the highly participatory approach of the training, larger groups

³ Ahmad. *Training Manual for Gender Awareness/Sensitization*.

⁴ Chege. *A Curriculum for the Training of Trainers in Gender Mainstreaming*.

⁵ *Gender Awareness Training on Concepts and Terminologies, Manual for staff and resource partners*.

⁶ FAO. *Bridging the Gap: FAO’s programme for gender equality in agriculture and rural development*.

may lack space and opportunities for the meaningful involvement of all participants. However, the size of the group is also related to the length of the training. Commitment to spending time on the training activities depends on how seriously the group/community takes the process⁷.

Main tools proposed in the manual

- According to the session goals the trainer can use interactive tools, presented in the manual, combining:
- Individual work
- Work in small groups
- Open discussions
- Mini-lectures
- Brainstorming
- Role plays
- Case studies (examples)
- Presentations
- Questions and answers

The trainer should not be limited just to one technique during the training. The use of a variety of techniques helps not just to keep the participants' attention, but also reflects the real-life situations where mixing of several patterns of behaviour is common.



Training on gender issues in Kyrgyzstan

⁷ Siwal. *Basic Framework and Strategy for Gender Training*

Description of interactive methods

Individual work

Individual work provides the training participants with an opportunity to understand the theory and practice, and to receive and think about the new information given by the trainer. For a better effect, the individual work should be followed by work in small groups.

Time required	3-10 minutes, no more.
Role of trainer	The trainer should not interfere into the work but facilitate the process and give opportunities to every participant to fulfil the task. The trainer should re-clarify the task if necessary.
Advantages	(*) Every participant is involved. (*) Maximum of opinions and suggestions. (*) Good opportunity to identify stereotypes
Disadvantages	Much time for presentations is needed.
Necessary resources	Depends on the situation. Sometimes no resources are necessary, and in some cases coloured paper or cards are useful.
Process	The trainer explains the task and writes on the flip chart, provides the resources, if necessary, decides on the timing for exercises and keeps the time.
Hint	If some of the participants refuse to participate in the individual work, do not insist. In this case, suggest a role of an expert, encouraging the participant to comment or resume the exercise.

Work in small groups

Work in small groups is one of the main methods used in the training.

Time required	15-60 minutes
Role of trainer	The trainer monitors the work in small groups without taking part in it. He/she can consult and give advice if any group faces difficulties in coming to a consensus or experiences a "dead end" in its discussion.
Advantages	(*) Participants feel more confident in small groups. (*) Participants are less prone to the position of "conciliation". (*) Everyone is involved in the discussion. (*) Participants do not depend on the trainer's opinion.
Disadvantages	(*) Time-consuming. (*) Possible domination of some participants during discussions. (*) Strong disagreements among group members can occur.
Necessary resources	Depends on the situation. Standard resources: a flip chart paper and a set of markers for each group.
Process	Divide the participants into groups. Explain the task; it should be clear for everyone. Confirm the timeframe and rules of working in small groups, e.g. the participants should listen to each other, even if they do not agree with what others say, discussions should not be dominated by one or two people, everyone

	<p>should be involved in the work. Ask each group to define roles: a facilitator, a timekeeper, a secretary and a presenter. The trainer should also remind the participants about the time 5 minutes before the end of the exercise. When the group work is presented, ask the group members for any additions. Allow additional time for questions and answers. After all of the presentations are done, the trainer summarises the results of the work.</p>
Hint	<p>The group size is very important. Experience of working in groups proves that 3 people is the minimum size which limits ability to generate and develop ideas; 4-6 people comprise quite an effective group, while 6 -10 people is the best group size.</p>

Open discussion

This method seems to be the easiest, but in practice it is actually one of the most difficult ones throughout the whole training. Open discussion is a process where participants can express their views on a given topic, and at the same time they can learn about the opinions of other participants. During the discussion, participants can change their points of view. Ideally the participants come to one opinion at the end of the discussion, but it is not required.

Time required	5-20 minutes, no more. In case of longer time for the discussion the topic can be distorted and the participants might lose the point of the discussion.
Role of trainer	The trainer facilitates the discussion, giving time and opportunity to everyone to express their opinions, and resumes the discussion.
Necessary resources	Not required.
Advantages	This method easily helps (*) to develop a topic for discussion, (*) to identify the existing stereotypes, (*) to identify the participants' experience/level of knowledge, (*) to collect all the necessary information in a short time.
Disadvantages	(*) Not all participants might get a chance to speak. (*) Some participants can dominate in the discussion. (*) The discussion can lead to disputes and tensions among the participants. (*) The topic of the discussion can be lost
Process	Ask a group question. Facilitate the discussion, giving brief remarks or making resumes during the discussion if necessary. Sum up the discussion.
Hint	The trainer's role is very important in creating a friendly atmosphere for the discussion. First of all, the trainer should explain that there are no right and wrong statements and judgments. The trainer should remember and remind the participants of the main rule of open discussions: the floor is for every person in order to promote equal participation. It is important to initiate an active discussion by asking for the participants' opinion on the subject. The trainer should facilitate and monitor discussion so that the participants do not lose the focus or attention. At the end, the trainer summarises the discussion. If necessary, some interesting points expressed by the participants can be stressed. The role of the trainer is not to bring all the participants to an agreement, but to create space for the exchange of opinions and collection of ideas. The trainer should not dominate in the discussion – in that case the participants will be very passive.

Mini-lecture

This is a message type technique with some elements of discussion. A mini-lecture can serve as a good introduction to the new session and can be used to give an understanding of the new topic of the training. It is also suitable for a large audience, where active participation is rather difficult.

Time required	15-20 minutes.
Role of trainer	The trainer is the main source of information for the participants. In case of participants' passive behaviour, the trainer can clarify questions and provide additional knowledge to attract their attention.
Necessary resources	Not required.
Advantages	(* Opportunity to present large amount of information in a short time. (*) Structured presentation. (*) The method is familiar to all the participants. (*) Mini-lectures enable further constructive interactive work.
Disadvantages	(* Passivity of the participants. (*) Possible loss of focus. (*) Not all participants are good listeners and are able to obtain necessary information by listening.
Process	Introduce the topic and present the prepared information. Ensure the participants' understanding of the terms. Invite the participants to ask questions.
Hints	Visual materials improve the efficiency of mini-lectures. Elements of discussion can also help to maintain the participants' attention during a mini-lecture.

Brainstorming

Brainstorming is the most open and free form of discussion. It is better to use brainstorming at the start of a new topic. Its main function is to generate ideas, not to analyse or discuss them.

Time required	15-20 minutes.
Role of trainer	The trainer writes down all the proposed ideas on a flip chart, whiteboard, etc., the same way as voiced by the participants and without any clarification since this tends to interrupt the flow of ideas.
Necessary resources	Flip chart, markers.
Advantages	(* Collection of many ideas in a short period of time. (*) Opportunity to identify the participants' level of awareness and experience.
Disadvantages	(* Only active members are involved. (*) Sometimes the ideas are not realistic. (*) The trainer should be experienced in facilitation in order to activate the group.
Process	After explaining the rules of brainstorming, outline the process in general. You can start brainstorming with noting a headline of the discussion on a flip chart or whiteboard.
Hints	It can also be useful to resume the list of written ideas and welcome any additional opinion as far as brainstorming is intended to generate ideas, not to evaluate them.

Role-play

Role-play is an interactive tool where the participants are assigned roles (participants can role-play as their own gender or as a different gender) and are asked to act out a certain situation. Using drama, the participants experience a simulation of a real life situation in an interesting manner. They try to feel and act as their characters and try to raise other people's awareness on the issues.

Time required	30-90 minutes.
Role of trainer	The trainer's role is very important as the trainer helps to analyse and observe the feelings and behaviour expected from the assigned roles. The trainer helps to distinguish the difference between the role-play and reality.
Necessary resources	Flipchart and markers, if necessary.
Advantages	(* Opportunity to perform, discuss and experience different situations in one session. (* "Learning by doing" - one of the most efficient methods of learning and experiencing. (* Personal experience and feelings are shared through the role-play. (* Enjoyable, fun way of learning and gaining skills. (* Opportunity to understand the behaviour of other people.
Disadvantages	(* Artificiality. (* The value of a successful role-play is in bringing it very close to reality. If the scenario is unrealistic or does not take into account some of the actual details that happen in practice, the value of the game will be lost and the learning objectives will not be met. (* Role-playing includes a share of risk. It will be successful when the whole group is ready to be engaged in it. If some group members are afraid of "losing face" by participating in the role-play or reject the process itself, this exercise will not be effective. (* If the purpose of the exercise is not fully explained and its importance is not emphasised, there is a danger that the educational function of the role-play will be underestimated; it will be treated just as something funny.
Process	Discuss the subject and roles. Give the participants time to prepare for the roles. Invite the groups to start the performance. Open the floor for further analysis and discussion: first, ask the actors to share their feelings and then address the other training participants. Draw a conclusion.

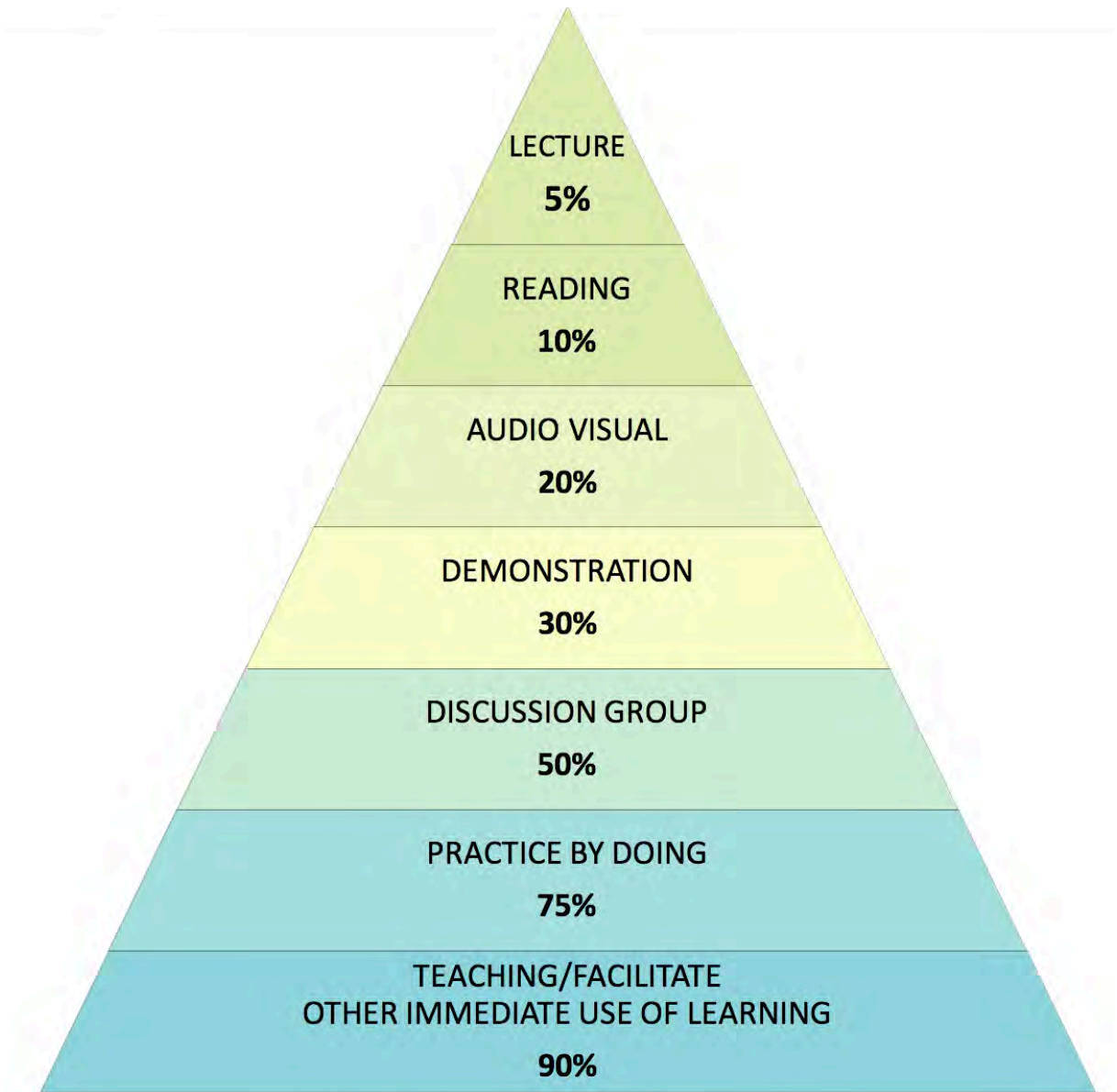
Case study

The case study is a tool where a real-life situation is summarised in the form of a story so that the participants can identify its main issues and suggest appropriate courses of action. It is a process of discussing and finding solutions to specific problematic situations.

Time required	15-60 minutes.
Role of trainer	The trainer should clearly explain the task and help the participants to find alternative solutions to the situation.
Necessary resources	Prepared cases, flip chart, papers, and markers.
Advantages	(* Active participation of the group.
Disadvantages	(* Time-consuming. (* Some participants can dominate in the discussion.

Process	Explain the case very clearly. The trainer can also divide the participants into small groups. Conduct the discussion and summarise its results.
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The figure below illustrates the content retention rates after using different training methods. It confirms the importance of interactive sessions for better understanding and learning.



Average retention rates⁸,
 source: National Training Laboratories Bethel, Maine

⁸ Training Manual on Gender Mainstreaming, p.25

Notes and checklist for the trainer

Prior to the training	To ensure meaningful training and to be confident in leading the sessions it is important to:	<ul style="list-style-type: none"> • Interpret the training programme and curriculum • Plan and develop the training sessions according to the target group • Identify the appropriate training resources • Decide on the relevant training approach, outcomes and methods • Decide on the presentation style and steps
	In order to create a safe and comfortable environment for the training participants, it is better to provide them with the following information in advance:	<ul style="list-style-type: none"> • Training title • Training dates • Training details (registration, training schedule) • Name and telephone number of the contact person (in case of questions) • Training venue (location, address) • Information on how to reach the training venue (public transportation, availability of parking lots if necessary)
During the training	The main principles of the trainer's work:	<ul style="list-style-type: none"> • Ask open questions (question beginning with the words: why, how, when, what. Such types of questions compel the participants to give detailed answers) • Respond positively to any answers and remarks • Be ready to provide additional necessary information • Do not interfere into the working processes of a group, do not impose on the participants' own opinions • Encourage individual statements • Be fair and remain neutral in all possible conflict situations or misunderstandings. Help a group to draw conclusions: summarize and articulate group presentations if necessary
	Constant evaluation is required:	<ul style="list-style-type: none"> • After each session • At the end of the training
After the training	<ul style="list-style-type: none"> • Carry out an evaluation and analysis of the results • Note weak points that need to be revised in the future • Prepare a report of the training 	

Part 1.

Start of the training / Session 1. Introductory exercises

Structure of Session 1

By the end of this session the participants will be able to explain the objective of the training and share their expectations they have of the training.

Time needed	2 hours
Session overview	Opening Introductions Learning rules Participants' expectations and objectives of the workshop Overview of the workshop's timetable
Necessary materials	Flip chart paper, coloured markers, cards, stickers, and scotch tape.

Process

1. The trainer welcomes the group to the workshop. Keep in mind that welcoming words set the tone for the rest of the workshop. Adjust this introduction to the target group.
2. The trainer invites the participants to introduce themselves to the group through a participatory exercise. One of the ways to do this is to group the participants in pairs, asking each person to introduce his or her neighbour. The introductions should include the person's name, the organisation he or she represents and two expectations of the training. As an option, it is possible to add a gender-based introduction, for example the partners can name one thing they like or do not like about their gender.
3. The trainer writes the announced expectations on a flip chart. He/she clarifies which expectations are admissible at the training and which are not. It is useful to provide reasons why certain participants' expectations are outside of the training context.
4. The trainer brings the participants to the common development of basic rules for the workshop. These could include time keeping, rules for participation in activities and interaction with each other, creating space for presenting various perspectives, respect of different opinions, listening to each other and others as requested by the participants. One way to develop such rules is a "bus stop" exercise. Split the participants into 4 small groups asking them to imagine themselves as a group travelling around by bus. Indicate each bus stop with a flip chart where they can write down their ideas. The ideas should be expressed in one sentence avoiding repeating previously written ones. The trainer should prepare 4 flip charts (4 "bus stops") in advance: 1. At the training we will not... (e.g. the participants can write down: ...use mobile telephones, interrupt each other, etc.); 2. At the training we will... (e.g. the participants can write down: ...be polite to each other, speak out our thoughts, etc.); 3. From the training we expect... (e.g. the participants can write down: ...new knowledge, clear understanding of gender issues, etc.); 4. We do not want... (e.g. the participants can write down: ...to be bored, feel aggressive, etc.);

NOTE: It is important to deal with the participants' expectations at this point. This will help to avoid frustration and will ensure common understanding of the training framework.

Tools for Session 1

Introductory exercises

Icebreakers / Getting-to-know-each-other exercises

1.1 Speak objectively⁹

Description	The participants are given 15 minutes to find an object that represents some aspect of themselves. The participants then introduce themselves using the selected object.
Objectives	To help the participants to get acquainted with each other.
How to facilitate	<ol style="list-style-type: none"> 1. Tell the participants that they have 15 minutes to explore the surrounding area, both outside and inside if appropriate, and search for an object they feel represents their personality or some of their characteristics. 2. When the 15 minutes are over, gather the participants back together. 3. Allow each of the participants a turn to say his/her name, show the object he/she has selected and explain what it represents. For example, the introduction can be: "My name is Svetlana. I have picked this rock because it represents my strength but its surface is smooth, like my character."

1.2 At a glance¹⁰

Description	After a very short observation, each participant is asked to introduce the person on his/her right. The introduced participant will then correct any false information and introduce the next person. The exercise shows that conclusions about someone based just on appearances are often inaccurate.
Objectives	To help the participants to learn each other's names and backgrounds. To illustrate that judgments based on physical appearance are neither appropriate nor reliable. To help the participants to become more comfortable with each other.
Preparation	Arrange seats in a circle.
How to facilitate	<ol style="list-style-type: none"> 1. When the participants are seated in a circle, tell them that they have a few seconds to observe their neighbour on the right and have to introduce him/her based on that short observation only. Explain that we often form conclusions about people based on their physical appearance, and this exercise will test how accurate these conclusions can be. 2. When introducing a participant they must give his/her first name, age, make a guess on the family status and one possible hobby or interest. 3. The introduced participant will then correct any inaccuracies in the introduction and go on introducing the next person on his/her right. 4. When all the participants are introduced, lead a short discussion on the lessons learned from the introduction exercise.

⁹ UNFPA and World YWCA. *Empowering Young Women to Change*, p.7.

¹⁰ Ibid.

1.3 Very personal jewellery¹¹

Description	<p>This activity will be appropriate for groups of women. It is designed for groups of people who are not acquainted yet. For the groups that already know each other well, choose an icebreaking activity instead.</p> <p>Participants are given 15 minutes to create a piece of jewellery from the art supplies provided using beads that they feel represent whom they are. When the group comes back together each participant has to introduce herself/himself and describe her/his personality based on the piece of jewellery she/he has created.</p>
Objectives	<p>To give the participants a chance to reflect on their personalities. To provide space for sharing personal information. To help the participants to learn each other's names.</p>
Materials	<p>Assortment of beads and small bowls or containers for them, labels for each container and a string.</p>
Preparation	<p>Assign each type of bead a different meaning, e.g. blue beads represent generosity, red beads show friendliness, and brown beads show determination. Place each type of bead in a separate, labelled container. Assign one container of beads to represent "an unknown special trait". Arrange a table with beads, string, scissors and any other art supplies.</p>
How to facilitate	<ol style="list-style-type: none"> 1. Give the participants an overview of the activity. 2. Let the participants know when the time for jewellery making is over. 3. Give each participant a chance to introduce herself/himself and describe herself/himself based on the jewellery she/he has created. If the participant has used any of the beads that represent "an unknown special trait" ask if she/he is willing to share the trait(s) that the beads represent.



Starting the training

¹¹ Ibid., p.9.

Developing participants' expectations

1.4 What do the participants already know? What are their expectations from the training?

A comprehensive pre-assessment of the participants' level of knowledge and awareness of gender issues would take a couple of hours for which we do not have time. However, it is useful to be able to see what the participants already know on the subject before you start the course. When giving the overview of the course you will be able to refer back to this sheet and show which session aims to address certain expectations. If there are expectations that will not be covered by the training content, explain why, and try to include them in the future courses.

Description	<p>The exercise will take approximately 30 minutes for a group of 20 participants. It implies an active discussion: ask a question and then give everyone a chance to think about his/her answer.</p> <p>Make sure you give everyone in the group a chance to respond. Do not be judgmental of participants' answers – all answers are valuable as they show the level of knowledge.</p>
Objectives	To briefly define what the participants already know. To ascertain their expectations from the course.
Materials	Cards (white or coloured), flip chart and pens, coloured pens for the participants, and sticking tape or blue tag.
Key questions	<p>To meet the first objective, ask a few simple questions, for example:</p> <ul style="list-style-type: none"> - What is gender? - What causes gender stereotypes? - Who causes gender discrimination? - Is gender something that affects you? How? - How does it affect you as a woman/man, compared to the other gender? - Is there something you can do to stop gender discrimination? Give example(s). <p>Is there anything that you feel you cannot do here because you are a woman? Is there something that a woman may not be able to do because of her gender?</p>
How to facilitate	<ul style="list-style-type: none"> • Facilitate two separate discussions on the above-mentioned objectives (try and keep the discussions separate – use a different sheet of paper for each discussion). • Take your own notes as participants respond – it is not necessary to put them down on the flip chart, as these are the notes for your own evaluation. • If possible, try to keep track of who says what so that at the end of the training you can ask probing questions such as whether the individuals have learnt anything new and whether the new knowledge changed their mind on something. • To meet the second objective and ascertain what participants expect from this workshop: • Ask an open question and give each participant a chance to respond individually. Write their answers on the flip chart or, if possible, on pieces of paper (each point separately) and stick the papers up. This gives you the opportunity to group similar expectations. • Another way to get an overview of expectations is to combine this with the icebreaking exercise where the participants are split in pairs and get to know their partners/neighbours. Each person has to introduce the expectations of his/her partner.

Part 2.

Session 2 / Gender: Its concepts and development

Session 2. What is gender?

Gender roles, gender relations, gender discrimination, gender equality, gender equity, gender analysis, gender balance, gender mainstreaming – over the past decades, all of those terms have been accepted into declarations, plans of action, policies and national development programmes¹². However, the notion of “gender” is not always fully understood and, as highlighted earlier, it is essential to form participants’ clear vision of gender and respective aspects and issues to continue successful work on the topic.

The term “gender” attributes to the social distinction between men and women. It refers not only to the differences between male and female attributes which are biologically determined, but also to the differences between masculine and feminine features - the qualities and characteristics that society ascribes to each sex. Perceptions of gender change over time and across cultures, but are always related to the issues of power and resources.

People have different understanding of the term “gender”, which seems to cover issues of different nature and of a wide range. Some people tend to think of gender issues as of specifically “women’s” issues. This is a historically formed approach, which implies focus on addressing women’s needs since women typically tend to be more disadvantaged than men. Others believe that gender is related to reproductive health (RH) issues or gender-based violence (GBV). Since gender covers issues of women and men in different contexts of life speaking of gender is relevant in relation to all these issues.

Why is gender important?

The importance of a gender dimension within the complex concept of sustainable development has been recognized during the recent decades and has resulted in the growing attention to and support of gender studies, development of the relevant policies and promotion of the topic at different levels.

In many countries women, especially rural women, have less access than men to productive resources, for example, land and livestock, as well as to services, assets and opportunities, including education. In these circumstances, human capital and labour productivity decrease, while economic costs inevitably increase. This represses development and progress, especially in the agricultural sector. Thus gender and the understanding of its issues are so important for sustainable development as a whole and its specific aspects, particularly rural development and food security.

Gender aspects – the roles of men and women and their interrelations – are in particular a significant factor for the development of communities. This has led to the shaping of the Gender and Development (GAD) approach. Its main objective is “mainstreaming women’s needs and perspectives into all activities. Mainstreaming acknowledges that all development operations have a gender impact and do not automatically benefit men and women equally. Thus it is necessary to adopt the GAD approach for development programmes to benefit all genders, and also for sustainable development and positive impacts on the society as whole¹³”.

¹² *Bridging the Gap*, p.6.

¹³ Ahmad. *Training Manual for Gender Awareness/Sensitization*, p.3.

GAD tools are used “to analyse how the different factors e.g. environmental, economical, social and institutional influence different people’s livelihoods and development options”¹⁴. Factors of a different order, called influence factors, have an important impact in the socio-economic and cultural situation of individuals. These factors are divided in two categories¹⁵:

- Specific influence factors: ethnicity, social class, age group, civil status, family structure, demographic situation (birth rate, mortality, migration, etc.)

Gender and sexual orientation greatly affect an individual’s economic and social status in a community. Individuals who fall outside of the gender binary, have sexual orientations that aren’t heterosexual, and/or don’t adhere to societal norms regarding gender expression may not be fully accepted by their family and peers, and may face difficulties in finding educational and gainful employment opportunities.

- General influence factors: economy, politics, environment, culture, religion, etc.

These factors should be considered in the analysis of gender issues in order to plan development actions that are socially acceptable.

Empowerment of women

Although the ‘gender and development’ approach addresses all genders, in most cases the focus is on only women. Thus, the Millennium Development Goals and their successors, the Sustainable Development Goals (SDGs) include promotion of gender equality and empowering of women through increasing leadership opportunities, increasing access to reproductive health services and strengthening legislative practices to protect women’s rights (SDG 5).¹⁶ Historic and cultural factors have ingrained the unequal status of women in many societies – from slight difference in women’s and men’s opportunities, to certain restriction of personal freedom of women and to their oppression and full men’s domination – explains the current need to focus on the position of women. Women tend to have fewer opportunities to participate in the political sphere where they could generate progressive legislation and influence the policies that affect them. Additionally, women have less access to economic resources and trainings, making it difficult for them to develop their own businesses or find occasions for economic growth.



Discussing gender issues

¹⁴ *Gender Mainstreaming Training Modules for Civil Society Organization and Local Governments*, p.19.

¹⁵ Ahmad. *Training Manual for Gender Awareness/Sensitization*, p.5.

¹⁶ For more information on the Millennium and Sustainable Development Goals see <http://www.un.org/millenniumgoals/> or <https://sustainabledevelopment.un.org/>.

Structure of Session 2

By the end of this session participants will understand different concepts of gender, development and how they are particularly related to women.

Time needed	2.5 hours
Session overview	Short introduction into the session Brainstorming or work in small groups Group presentations Mini-lecture
Necessary materials	Flip chart paper, coloured markers, cards, stickers and scotch tape.

Process:

1. The trainer announces the upcoming session.
2. The participants are given a brainstorming exercise and are asked to identify gender attributes or differences between sex and gender. The trainer arranges the mentioned characteristics in accordance to social and biological meaning on the chart.
3. Mini-lecture on gender and sex. Explanation of the term “gender” should be given as a resumption of the discussion.
4. Exercises for the participants to see the social or cultural barriers.
5. After both exercises the trainer gives more information on the meaning of gender, concepts of gender, notion of gender in the development context, the way gender issues came into the development process and the importance of this notion.

Tools for Session 2

What is gender?
**2.1 Understanding of gender: Basics of gender literacy.
Exercise “Expectation from women and men”.¹⁷**

Description	At the end of this exercise, the participants will be able to identify the difference between gender and sex, as defined, by analysing their own experience.
Time	35 min
Key questions	<ul style="list-style-type: none"> • Open questions for the discussion: • Why did you choose your answers? • Was it difficult or easy to determine gender or sex? • What is the difference between sex-disaggregated indicators and gender indicators? • What does this show/tell us? • What does this mean for our work?
How to facilitate	<p><u>Step 1. Individual work (7 minutes).</u></p> <p>Prepare 5 flip chart papers with common sayings about women and men. Write the sayings on the flip chart and leave space for the relevant remarks. The following common sayings can be included:</p> <ul style="list-style-type: none"> - <i>Boys are rude, girls are gentle.</i> - <i>Men are good constructors, women are not.</i> - <i>Women can give birth to children, men cannot.</i> - <i>Women are better at caring about others.</i> - <i>Women are smaller than men.</i> - <i>Women have long hair and men have short hair.</i> - <i>Men do not need tenderness and are less sensitive than women.</i> - <i>Women can breastfeed babies, men cannot.</i> <p>Ask the participants to come up to the flip charts and put their “agree” or “disagree” signs right under the sayings using green colour – for gender, blue colour – for sex (colours can be different).</p> <p><u>Step 2. Open discussion (15 minutes).</u></p> <p>Count every “gender” and “sex” mark. Discuss the sayings with the participants (e.g. why are women smaller? Do they ever meet tall women? Or do they ever see small and thin men?). Lead the participants to the understanding that different sayings reflect our expectations from men and women, but many of them depend on sex, not on gender.</p>

¹⁷ Taken from <http://info.worldbank.org/etools/docs/library/192862/Module1/cases/M1LC1GenderandSex.pdf>

	<p><u>Step 3. Mini-lecture (10 minutes).</u></p> <p>At the end of the exercise explain the participants the difference between “sex” and “gender”. Explain them what “gender” is about, what “gender roles” mean.</p> <p>After the mini-lecture ask the participants to review their marks for the sayings. If they want they can share the reasons for having changed their mind.</p>
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2.2 Understanding of gender: Basics of gender literacy.
Exercise “I can and I could”.

Description	At the end of this exercise, the participants will be able to identify the difference between gender and sex, as defined, by analysing their own experience.				
Time	35 min				
Key questions	<ul style="list-style-type: none"> • Open questions for the discussion: • Why did you choose your answers? • What is the difference between “can” and “could”? Are these differences so strict or are they rather artificial? • What is the difference between sex-disaggregated expectations and gender expectations? • What does this show/tell us? • What does this mean for our work? 				
How to facilitate	<p><u>Step 1. Individual work (7 minutes).</u></p> <p>Ask the participating men and women to come up to the prepared flip chart papers and write down their thoughts.</p> <p>Flip chart paper for the male participants:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">I am a man. I can.....</td> <td style="width: 50%;">If I were a woman I could.....</td> </tr> </table> <p>Flip chart paper for the female participants:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">I am a woman. I can.....</td> <td style="width: 50%;">If I were a man I could.....</td> </tr> </table> <p><u>Step 2. Open discussion (15 minutes).</u></p> <p>Discuss the given statements line by line asking men why, for example, they think they cannot cook or care for children. Lead the participants to the understanding that different kinds of statements reflect our expectations from men and women, but many of them depend on sex, not on gender.</p> <p><u>Step 3. Mini-lecture (10 minutes).</u></p> <p>At the conclusion of the exercise explain the participants the difference between “sex” and “gender”. Explain them what “gender” is about, what “gender roles” are.</p>	I am a man. I can.....	If I were a woman I could.....	I am a woman. I can.....	If I were a man I could.....
I am a man. I can.....	If I were a woman I could.....				
I am a woman. I can.....	If I were a man I could.....				

2.3 Understanding of gender: Choosing the sex of your child.¹⁸

Description	At the end of this exercise, the participants will be able to identify the difference between gender and sex, as defined, by analysing their own experience.
Time	30 min
How to facilitate	<p><u>Step 1. Individual work (10 minutes).</u></p> <p>Tell the participants the following story: “A couple is struggling to conceive a child. They go to the diviner who tells them they will have a child, but only after they have decided which sex they want the child to be.” Give each participant a piece of paper and ask them to imagine being in this situation. Ask them to write down the sex they would choose for their child.</p> <p>Later, ask the participants to write down their reasons for choosing the sex. Give them a few minutes and collect the papers. Put the results on a flip chart: ‘The number of those who choose girls and the number who choose boys’ and list the reasons.</p> <p><u>Step 2. Open discussion (15 minutes).</u></p> <p>Discuss with the participants:</p> <ul style="list-style-type: none"> - The number of girls and boys - Reasons for choosing the exact sex - What kind of expectations from boys and girls do these responses show? - Who benefits from these responses? - How do these messages contribute to the process of establishing socially defined roles for women and men?



Completing the exercise “Choosing the sex of your child”

¹⁸ Ahmad. *Training Manual for Gender Awareness/Sensitization*, p.13.

2.4 Understanding of gender: Basics of gender literacy.
Exercise “Ideal women and Ideal men”.

Time	50 min
How to facilitate	<p><u>Step 1. Brainstorming (5 minutes).</u></p> <p>Ask the participants if they can explain the difference between the notions “sex” and “gender.” Write down on a flip board or flip chart their answers.</p> <p><u>Step 2. Work in groups (15 minutes).</u></p> <p>Divide the participants into small groups according to their sex, with the maximum number of people in the group up to 7 (number of groups depends on the number of training participants).</p> <p>Task for the women’s groups: ask the participants to portray an ideal man according to their perception. Underline that this ideal image implies not only appearance, but should reflect the desired skills, abilities, traits of character, giving an insight into the women’s understanding of the ideal man in general.</p> <p>Task for the men’s groups: ask the participants to portray an ideal woman according to their perception. Likewise, underline that this ideal image should include not only appearance, but also skills, abilities, etc.</p> <p>Afterwards each group should make a presentation.</p> <p><u>Step 3. Open discussion (15 minutes).</u></p> <p>Depending on the set of characteristics presented by the groups the trainer asks additional clarifying questions regarding each presentation. The trainer facilitates a discussion on the ideal images of both a man and a woman and tries to reveal the reasons for the named characteristics. For example if “strong” is named as a desired characteristic of men, ask the participants why women cannot be strong, etc. Lead the participants to the understanding of the difference between the notions “sex” and “gender” and of gender roles.</p> <p><u>Step 4. Mini-lecture (15 minutes).</u></p> <p>At the end of the exercise explain the participants the difference between the notions “sex” and “gender”. Explain them what “gender” is about, what “gender roles” mean.</p>

2.5 Understanding of gender: Basics of gender literacy. Exercise “Gender equality”.¹⁹

Time	20 min
How to facilitate	<p>Mini-lecture and open discussion (20 minutes).</p> <p>Ask the group if they have ever heard the term “gender equality.” Ask them what they think it means. Give enough time for the respective discussion.</p> <p>Ask the participants to discuss whether or not gender equality actually exists in their community. During this discussion, write down any statements that explain why women do not share equal status with men in different spheres. Be sure to include some of the following points, if they are not mentioned by the group:</p> <ul style="list-style-type: none"> - Women in many countries are more likely to experience sexual and domestic violence compared to men. - Men - in most cases - are paid better than women for the same type and amount of work. - Men exercise more power in different sectors; they normally have higher positions. - Women take the responsibility caring and looking after the family members, especially caring for those who are sick. <p>Ask the participants what happens in the communities if gender equality is impaired, e.g. what happens if women and their rights are totally ignored? What could happen in the opposite situation, if men and their rights were totally ignored? After getting the feedback, provide the definition of “gender equality” and “gender discrimination,” if necessary, explain these terms using national or local specifics (gender equality by legislation, development programmes, national projects, etc.). Ask the group if the definition given makes sense and leave time for possible questions.</p>

¹⁹ *Engaging Men at the Community Level*, p.22-23.

2.6 Understanding of gender: Changing gender roles. Role-play.²⁰

Description	The participants will start to reflect on whether gender roles can be changed and on the ways in which this might be achieved. Getting ready for the session, the trainer should prepare three or four role-play cards, depending on the size of the group. It is recommended to prepare your own cards to reflect the local conditions.
Time	1-1.5 hours
How to facilitate	<p><u>Step 1. Working in small groups (30 minutes).</u></p> <p>Split the participants into three or more groups. Let each group pick one role-play card to prepare the task and act it out. Give about 30 minutes for the preparation.</p> <p><u>Step 2. Presentations (30 minutes – depending on the actual number of groups).</u></p> <p>Each group presents the role-play. At the end of each performance, discuss the types of the proposed solutions and write them on the flip chart paper or white board (for example, these solutions might include education and training, demonstrating, advocating, threatening, negotiating, etc.).</p> <p><u>Step 3. Discussions (15 minutes).</u></p> <p>When all role-plays are performed, review the list of the proposed solutions. Ask the participants if they have any other ideas or practical suggestions on how to work on changing roles in their communities. Add these to the list.</p> <p><u>Step 4. Mini-lecture (10 minutes).</u></p> <p>Make a point that roles can be changed. Roles and responsibilities of men and women (which are formed by the society), including employment-related roles, are changeable. Review, or ask a participant to review suggestions on the possible ways for initiating the process of change.</p>

²⁰ Training package #1, p.15.

Hints for the trainer:

Card #1

Setting: *A household where women work very hard, but receive little recognition or respect for the work they do.*

Task: Prepare a 10-minute sketch showing how women might gain more recognition and respect for the household work they do.

Card #2

Setting: *A community where women are not involved in community meetings or political activities.*

Task: Prepare a 10-minute sketch showing how greater participation of women in community activities could be achieved.

Card #3

Setting: *A family in which both husband and wife are equally engaged in productive activities, but in which the wife has most of the responsibility for the household work.*

Task: Prepare a 10-minute sketch showing how the husband and the wife might achieve more equality in household responsibilities.

Card #4

Setting: *Setting: A family in which the husband and the wife are both engaged in productive work, and share the responsibilities of cooking and child care. The husband and the wife are comfortable with the situation. However, the wife's mother-in-law lives together with them, and does not think her son should be sharing the household work.*

Task: Prepare a 10-minute sketch showing how the husband and the wife might gain the support of the husband's mother.

2.7 The Spider Web²¹

Description	The participants will learn about the intersection of gender and the SDGs
Time	30-45 minutes
How to facilitate	<p><u>Step 1: Working in small groups</u></p> <p>The facilitator should in advance prepare two circled cards with the following message: 'gender equality and women/girls empowerment', and 'SDGs (6 or 7 or 15, the one that your organization is working on)'. Each card will be fixed on a central part of a flipchart or board.</p> <p>The participants are divided in two groups, each of them will work with one of the messages. When there is a big group of participants (more than 20), they can be divided in four groups, then they can work on another SDGs, but always together with the message on gender equality. Ask the participants to write-down on one or two cards, an activity (or theme or strategy) that his/her organization is working on in relation to the message fixed on the flipchart. After, each participant will stick his/her card on the flipchart close to the central card, drawing a line to link both. When all the participants have finished with sticking their cards and drawing the lines, then ask them to draw other lines that may relate to other cards that they have written. In the end, the resulting figure looks like a spider net.</p> <p><u>Step 2: Discussion</u></p> <p>Ask the participants what kind of message or idea they can draw from the spider net. The facilitator and his/her assistant will write down these messages on a card, which will be used later on, for instance during the pp presentation of mainstreaming gender in SDGs, to highlight that gender is constitutive (interlinked) to all SDGs.</p>



Women doing spider exercise

²¹ Module 1: Gender, concepts and approaches to mainstreaming gender in SDGs, pg 25.

Part 3.

Session 3 / Gender roles and gender division of labour

The distinction between the notions “sex” and “gender” results in the respective difference between sex roles and gender roles.

Sex roles are biologically determined and are based on physiological differences between men and women. “They refer to a person’s function as a male or as a female. Thus a women’s role (the female role) is naturally linked to pregnancy, giving birth and breast-feeding. The male role is associated with producing sperm”²².

Gender roles are, on the contrary, not linked to physical abilities and are not biologically determined, but culturally defined. For example, people of all genders are able to cook, however, cooking is often seen as women’s responsibility and duty. In this case cooking is a female gender role not a female sex role²³.

Gender roles are shaped through the process of **socialisation** which implies that individuals – girls and boys, men and women – are taught how to behave by the society – through family (parents, grandparents, etc.) and various social institutions (schools, churches, etc.).

Gender roles and gender division of labour

The social differentiation of men and women resulted in the division of tasks and activities according to the person’s sex. These multiple work roles include production, reproduction, essential household and community services, and community management and political activities²⁴.

Productive role

Activities attributed to the productive role include all tasks, which contribute to generation of income and ensuring economic welfare of the household or community. For these purposes all people perform a range of productive roles regardless of gender. Women’s productive roles can include taking care of livestock, farming, food processing for sale, foraging in forests, home based industries, and waged/formal sector employment.

Reproductive role

The reproductive role, though closely bound to sex (biological functions), also implies gender-based activities carried out to reproduce and care for the household. Thus, the responsibility for contraception and decision-making on family planning (reproduction) may be in the hands of women or men, to a large extent depending on the cultural context. Child rearing is an obvious gender role and is often considered a woman’s duty, however men (fathers) also play a significant and recognised role in many cultures.

Household and community services

Household and community services are those carried out daily to meet the family and community’s basic needs. This includes fuel and water collection, provision of shelter and clothing, cleaning, education, health care, care for the elderly, food processing and preparation of meals.

²² *Gender Awareness Training*, p.14.

²³ *Ibid.*

²⁴ Ahmad. *Training Manual for Gender Awareness/Sensitization*, p.4.

Community management and political activities

Community management is related to the management and conservation of resources for collective community consumption (such as fuel, forests and water), while socially and politically significant activities imply participation in cultural and religious ceremonies, formal and informal political actions, and involvement in development organisations.

Structure of Session 3

By the end of the session the participants will have an understanding of the gender division of labour in society and how this division contributes to the household economy. This session will also give an idea about men and women's workload in different times of the year.

Time needed	1.5 hours
Session overview	Short introduction into the session Brainstorming or work in small groups Group presentations Mini-lecture
Necessary materials	Flip chart paper, coloured markers, cards, stickers and scotch tape.

Process

The trainer announces the upcoming session.

The participants fulfil a brainstorming exercise or task to fill in the activity chart for their own household (it can be made in separate groups of women and men).

After a short discussion the participants should start the next group exercise on activities carried out at the household level during the whole year.

Both exercises will bring the trainer and the group to the discussion of gender roles assigned by the society and fixed by the culture. These roles can be changed with the time or according to the situation, e.g. women take over the responsibility of cattle grazing in absence of the male members of the household.



During the training.

TOOLS for Session 3

Gender roles and gender division of labour
3.1 Gender division of labour: Daily schedule of women and men.²⁵

Description	The daily schedule illustrates all kinds of activities carried out in one day. It is particularly useful for looking at the relative workloads of different groups, especially men and women within one community. Comparisons of hours spent show who works the longest, who focuses on a few activities and who does a larger number of tasks during the day, as well as who has more leisure time and time to sleep.
Time	45 min
Key questions	<p>Open questions for the discussion:</p> <ul style="list-style-type: none"> - For each person, how is his or her time arranged during the day? - What is the difference between the women's and the men's schedule? - Who has the largest workload? - Who has more time for rest and leisure? - How much time per day do women or girls spend on collecting water and fuel wood (or on other activities to meet the household's basic needs)?
How to facilitate	<p><u>Step 1. Work in groups (20 minutes).</u></p> <p>Organise separate focus groups of men and women. Make sure that each group includes people from different socio-economic backgrounds. Explain that you would like to learn about their typical day. Ask the groups of men and women to prepare their schedules. You can start by asking them what they did yesterday and how they generally spend their day this time of the year. It's easy to start the compilation of the schedule by asking them what time they usually get up. Alternatively, the trainer can start the exercise by drawing a picture of how he/she spent the day yesterday. Draw a big circle on a piece of flip chart paper representing the clock and indicate when you wake up, what time you go to bed and all the activities you do in-between. There is no need to go into great detail, but be sure to show that all kinds of activities are included such as work, household tasks, and childcare.</p> <p>Prepare a picture or create a table of all the activities the participants carried out the day before, and how long these activities took. Put each activity on a circle ("the clock") or on a scale of a timetable. Activities that are carried out at the same time (such as childcare and cooking) can be noted in the same spaces.</p>

²⁵ PRA Tool Box.

Step 2. Open discussion (20 minutes).

When the graph with the clock or the timetable is ready, representing the typical schedule, ask the participants questions about the activities indicated. Note the present season (winter/spring/summer/autumn). If there is time, ask the participants to produce a new schedule to represent a typical day in the other season. Compare the day schedules of men and women. Use the key questions above to guide a discussion on the activities and workloads. Make sure that the name of the group/person and the season of the year are marked on the schedule.

Step 3. Mini-lecture, conclusion (5 minutes).

Give the participants an opportunity to learn what different people do during one day and how heavy their workloads are, the difference in time men/women spend on household needs as well as the division of roles between men and women. With the help of this exercise one can easily analyse the main gender roles within the community and identify each gender's specific needs.



Presenting results of the group work. Exercise "Daily schedule of women and men"

3.2 Gender division of labour: Seasonal calendar.²⁶

Description	<p>A seasonal calendar is a participatory tool to explore how seasonal changes affect different areas of the community life, the availability of resources, economic activities, health and so on. The objective is to learn about changes in livelihoods over the year and look for interconnections in-between, as well as to show the seasonality of agricultural and non-agricultural workload, food availability, gender-specific income and expenditure, water, forage, human diseases, etc. The topics for discussion can vary, including:</p> <ol style="list-style-type: none"> (1) Seasons and weather (2) Food scarcity (3) Income (cash and in kind) for women (4) Income (cash and in kind) for men (5) Expenditure for men (6) Expenditure for women (7) Water availability for consumption (eating, sanitation and hygiene, household care, etc.) (8) Livestock forage availability (9) Credit availability (10) Number of holiday days (11) Agricultural work load for women (12) Agricultural work load for men (13) Non-agricultural work load for women (14) Non-agricultural work load for men
Time	1 hour
Key questions	<p>Open questions for the discussion:</p> <ul style="list-style-type: none"> - What are the busiest months of the year? - At what time of the year do you face food scarcity? - How does income vary over the year for men and women? - How does expenditure vary over the year for men and women? - How does water availability for daily household consumption vary over the year? - How does livestock forage availability vary over the year? - How does credit availability vary over the year? - When are the public holidays? How many days are designed for public holidays and in which month? - When is most of the agricultural work carried out by women? - When is most of the agricultural work carried out by men?

²⁶Ibid.

	<ul style="list-style-type: none"> - When is most of the non-agricultural work carried out by women? - When is most of the non-agricultural work carried out by men? - Which season could be the most appropriate for additional activities for men and women? What kind of time constraints exist and for what reason? - Hints for the trainer: Additional issues for the Seasonal Calendar can be added according to the needs and interests of the participants.
How to facilitate	<p><u>Step 1. Open discussion and brainstorming (1 hour).</u></p> <p>Ask the participants to draw a matrix (see an example below), indicating each month along one axis and topics along the other one (see example below). It is usually the easiest to start working on the calendar by talking about seasons.</p> <p><u>Step 2.</u></p> <p>Review different topics one by one. For example, ask people during which month the food resources are usually scarce. Discuss the reasons why that happens and make sure that this information is reflected on the map. Continue the exercise moving to other topics.</p> <p>After the calendar is finished ask the participants which linkages they see between different topics of the calendar. Encourage the group to discuss the created calendar.</p>

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Weather												
Food scarcity												
....												
....												

3.3 Gender roles: Defining gender and sex roles.

Description	At the end of this exercise the participants will clearly distinguish gender and sex roles.
Time	45 min
How to facilitate	<p><u>Step 1. Working in groups (10 minutes).</u></p> <p>Divide the participants into groups (not more than 6 people in each). Ask each group to list on a flip chart the socially expected roles of women and men. Working in the group, the participants should identify which roles are gender-related and which are biological.</p> <p><u>Step 2. Presentations and open discussion (15 minutes).</u></p> <p>During the group presentations the trainer can make an input clarifying the distinction between gender and sex roles.</p> <p><u>Step 3. Individual work (10 minutes).</u></p> <p>The participants discuss in pairs the meaning of the concept. They should try to come to an agreement on the working definition of the concepts.</p>

Part 4.

Session 4 / Analyses of gender needs

Women and men have different roles and responsibilities and therefore have different interests and needs - these are called practical and strategic gender interests/needs²⁷. Consultation with women on their practical gender interests/needs can be a prerequisite for addressing gender inequalities – this ensures that strategic gender interests/needs are met in the longer term.

Practical gender needs: Practical gender needs are more or less common for everyone. They are defined as basic needs of survival and include food, shelter, clothing and water. They are based on the material conditions of life, are short-term and can be met through direct material inputs²⁸. Though meeting practical gender needs is essential in order to improve living conditions of individuals (e.g. women), it is not affecting their social status. Thus, women can enjoy a rather high standard of living but still be in disadvantaged social position and face oppression.

Strategic gender interests/needs: “Strategic gender interests/needs are those that women identify because of their subordinate position to men in their society”²⁹. These needs are related to the issues of power, control, decision-making and gender division of labour and include no domestic violence, equal wages, revision of certain legal frameworks, etc. Women might be as well interested in changes in the gender division of labour, e.g. they would like to broaden career opportunities, be considered for the positions that traditionally “belong” to men, share maternity leave with men, delegate more responsibilities on childcare to men, etc. Since strategic gender interests/needs are not as easily identified as practical gender needs, women may require special conditions and tools to be able to critically analyse their situation and describe what they want and look for.

On the other hand, strategic gender interests/needs refer to socio-economic and political positions of women compared to men. In this regard strategic needs would include “the skill sets that women must gain to achieve equality, the legal conditions that must be achieved to support equality, and the societal values that must be altered to provide a basis for ongoing equality”³⁰. This is related to structures and systems, which are embedded and therefore more difficult to deal with. In looking at strategic needs, a focus is placed on factors such as³¹:

²⁷ Chege. *A Curriculum*, p. 6.

²⁸ *Ibid.*, p.7.

²⁹ *Ibid.*, p.14.

³⁰ *Training package #1*, [5], p. 3.

³¹ Chege. *A Curriculum*, [6].

Marginalisation - exclusion in processes such as decision-making. This results in women not being given the chances to adequately articulate their needs and interests.

Discrimination - differential treatment based on factors over which an individual has no control, e.g. sex, tribe, nationality, race, etc.

Objectification - assignment of less than human status and treatment to women.

Infantilism - categorising women with children, i.e. having no legal decision making powers, voting rights or capacity to enter into contracts.

Dispossession - through patriarchal systems of property inheritance.

Value assignment - determining a woman’s value by the sex and number of children she bears.

Violence - physical, mental and emotional abuse, which is culturally accepted as correcting a wife or harmful practices such as female genital mutilation to subdue female sexual urge.

Subordination - assignment of an inferior position e.g. treatment as second-class citizens.

More information on practical and strategic gender needs and interests is presented in the Table 1³².

Table 1. Matrix - Practical gender needs and strategic gender interests

<p>Practical needs</p> <ul style="list-style-type: none"> • Tend to be immediate and short-term • Unique to particular women • Relate to daily needs, food, housing, income, health, children, etc. • Easily identifiable by women • Can be addressed by provision of specific inputs such as food, hand pumps, clinics, etc. 	<p>Strategic needs</p> <ul style="list-style-type: none"> • Tend to be long-term • Common to almost all women • Relate to disadvantaged position, subordination, lack of resources and education, vulnerability to poverty and violence, etc. • Basis of disadvantage and potential for change not always identifiable by women • Can be addressed by consciousness-raising, increasing self-confidence, education, strengthening women’s organisations, political mobilisation, etc.
<p>Addressing practical needs</p> <ul style="list-style-type: none"> • Tends to involve women as beneficiaries and perhaps as participants • Can improve the condition of women’s lives • Generally does not alter traditional roles and relationships 	<p>Addressing strategic needs</p> <ul style="list-style-type: none"> • Involves women as agents or enables women to become agents • Can improve the position of women in society • Can empower women and transform relationships

³² Chege. *A Curriculum*, [6], p.8.

Structure of Session 4

By the end of the session the participants will understand the importance of considering gender needs in daily life as well as when designing and implementing community development actions.

Time needed	2, 5 hours
Session overview	Short introduction into the session Brainstorming or work in small groups Group presentations Mini-lecture
Necessary materials	Flip chart paper, coloured markers, cards, stickers, and scotch tape.

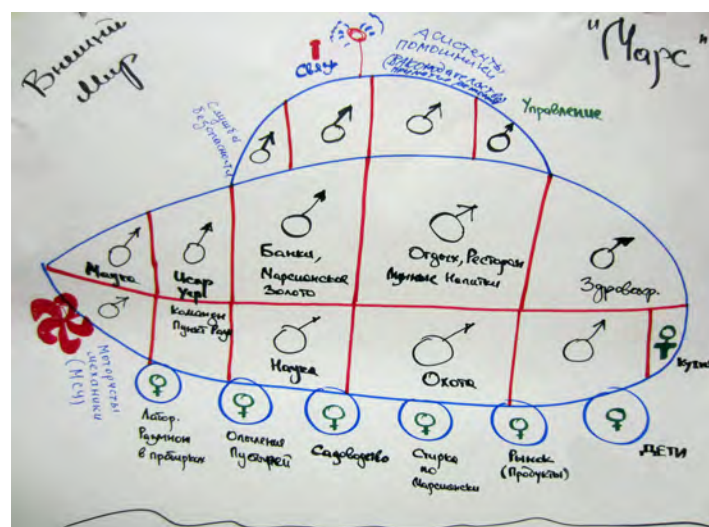
Process

1. The trainer announces the upcoming session.
2. The participants are given a brainstorming exercise or other practical task to draw their attention to the issue of gender needs.
3. When all the tasks are completed, the trainer gives a mini-lecture on gender needs and wraps up the session.

Tools for Session 4 Gender needs

4.1 Understanding of gender needs: Exercise “Women are from Venus, men are from Mars”.

Time	30 min
How to facilitate	<p>Step 1. Work in groups (20 minutes).</p> <p>Divide the participants into small groups, maximum number of people in the group up to 7 (the number of groups depends on the number of training participants). Provide names to every small group, such as Mars, Venus (if necessary, Earth and other planets can be added). Explain to the participants that Venus is dominated by women, while Mars is dominated by men. One of the additional planets can have equally developed gender roles/rights in practice.</p> <p>Ask the participants to imagine communities on Mars with a male dominated society, Venus with a female dominated society and Earth with balanced powers. The participants should consider gender roles and problems faced by societies on these planets.</p> <p>Ask the groups to present the results of their work and explain the situation on different planets.</p> <p>Step 2. Open discussion and mini-lecture (20 minutes).</p> <p>After all the presentations are done, ask the participants on which planet they consider the situation would be better and why. Ask specific questions on respective gender needs. How do the societies on the planets meet gender needs? Which impacts of met/not met gender needs occur on different planets? Discuss together with the participants what should be improved on the planets where women/men are discriminated against. After getting the feedback, provide the definition of the notions “gender equality” and “gender discrimination”; if necessary, explain these notions using specific national or local examples (gender equality by legislation, development programmes, national projects, etc.).</p>



Example of the outcome posters for the exercise “Women are from Venus, men are from Mars”

4.2 Identifying gender needs. Open debates.³³

Time	40 min
Materials	Food items (e.g. chocolate or biscuits), rope and markers.
How to facilitate	<p>There are two options to conduct the debate.</p> <p>OPTION 1.</p> <p><u>Step 1. Game (10 minutes).</u></p> <p>Start the game by selecting five participants. Ask these five participants to play a role of various handicaps, e.g., blindfold both eyes of one person, tie both hands of one person, tie both legs of one person, tie both hands and legs of one person, and let one person be free. Place food items about 5-6 meters away from the place where the selected five are standing. Ask the five participants to wait for a signal to start the game and then go to the food items and take as much as possible. Ask the rest of the participants to remain silent and make observations.</p> <p><u>Step 2. Open debates (20 minutes).</u></p> <ul style="list-style-type: none"> - Ask the participants questions after finishing the game: - How easy or difficult was it for the five participants to retrieve the food items? - Who got more, and who got less? - Did the five participants have equal opportunities to acquire equal portions of food? - How can this situation be compared to the situation of gender in your country? <p><u>Step 3. Mini-lecture (10 minutes).</u></p> <p>The trainer can show pictures of women caring for household and family members, e.g. feeding their family, cooking or collecting fuel for household needs. The trainer can also recall the results of the group work during the exercise “Daily schedule of women and men”. Elaborate on the message that it is important to recognise that men and women do not start the “race” under the same circumstances. Societal expectations regarding women and their roles and responsibilities often place women at a disadvantage in gaining access to resources.</p> <p>OPTION 2.</p> <p><u>Step 1. Work in groups (10 minutes).</u></p> <p>Split the participants into two groups. One group will have a discussion on the question, “What are the main problems faced by women in your community?” The second group will discuss the question, “What are the main problems faced by men in your community?”</p> <p><u>Step 2. Presentations (10 minutes).</u></p> <p>The discussion should cover the following questions: (*) What are the specific problems of women? (*) What are the specific problems of men? (*) What are the common problems of all genders? (*) What are some of the causes of these problems and how can they be resolved?</p> <p><u>Step 3. Resume (5 minutes).</u></p>

³³ Training package #1, p. 20-21.

	<p>Ask one of the participants to summarise the session. Ask the rest of the participants to contribute if necessary.</p> <p>Hints for the trainer: Choose the ground suitable for playing the game. Give enough time for open discussion. Make notes on the lessons learned from the game as mentioned by the participants. Relate the lessons learned from the game with the situation of women and men in your country. Find other practical examples of how women lack access to resources.</p>
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4.3 Identifying gender needs. Practical gender needs and strategic gender interests.

Description	By the end of the exercise the participants will be able to distinguish between practical gender needs and strategic gender interests.
Time	40 min
Preparation	Prepare a chart showing the differences between practical gender needs and strategic gender interests should be prepared in advance.
How to facilitate	<p><u>Step 1. Mini-lecture (15 minutes).</u></p> <p>Show the chart of practical gender needs and strategic gender interests, and explain the differences between the two.</p> <p><u>Step 2. Brainstorming (25 minutes).</u></p> <p>Ask the participants to describe development activities undertaken in their communities or by their groups. List their answers in a column. While the participants name and describe activities, ask them if these activities are aimed at meeting practical gender needs or strategic gender interests. Discuss the reasons. Are there any differences?</p>

4.4 Identifying gender needs. House of my dreams.

Description	During this exercise the participants will get a deeper and clearer understanding of gender needs at a simple, practical level. This exercise also helps to identify different views of men and women on home comfort and a healthy environment.
Time	40 min
How to facilitate	<p><u>Step 1. Work in groups (30 minutes).</u></p> <p>Split the participants in a female and a male group. Explain the groups the aim of the exercise. Ask the participants to think about conditions they want to have at home and compare these desired conditions with the ones they currently have in their households.</p> <p>The participants can write down a list of their needs and wishes regarding a comfortable home, they can also draw pictures on cards or flip chart paper. Alternatively, they can use their creativity to construct small paper models of the dream houses/households.</p> <p><u>Step 2. Presentations and discussions (30 minutes).</u></p> <p>The groups should present to each other the results of the “dreaming” exercise. Ask the participants to explain their choices and wishes. Men and women should discuss together the present conditions, susceptibility of family members to inappropriate conditions and the level of responsibility of family members.</p>

Part 5.

Session 5 / Control over resources

“The social division of labour that attributes subordinate roles to women reduces at the same time their access to and benefits from resources”³⁴. Access to a specific resource alone guarantees neither an opportunity to take part in decision-making processes regarding its use, nor ensures that others will take one’s opinion/interests into consideration. Therefore the control over resources and the opportunity to benefit from them remain in question, and achieving equal control over resources is among the most important objectives in the gender approach. Sharing the power in taking decisions will contribute to a more fair distribution of resources as well as relevant benefits. Moreover, access and control over resources are very much interconnected with the development.

It often occurs that women have access to a resource (e.g. agricultural land), but do not exercise the control over it, and their role is limited to exploitation of the resource (labour). That is why it is very important to pay enough attention to women’s strategic interests in order to guarantee their empowerment³⁵.

Structure of Session 5

This session will give the participants a better understanding of different aspects of resources in the gender context: availability, access, control, utilisation and share of benefits.

Time needed	2.5-3 hours
Session overview	<ul style="list-style-type: none"> • Short introduction into the session • Brainstorming or work in small groups • Group presentations • Mini-lecture
Necessary materials	Flip chart paper, coloured markers, cards, stickers and scotch tape.

Process

1. The trainer announces the upcoming session.
2. The participants are divided into groups and are given an exercise. For example, the trainer presents the control over resources chart (see the table below, prepared in advance). Or you start with any other exercise explained below.

Resources	Benefits	Control	Access	User
...

³⁴ Ahmad. *Training Manual for Gender Awareness/Sensitization*, p.5.

³⁵ Ibid.

The participants should identify and list the resources needed for their own households. Then the participants will be asked to list the benefits of, control over, and access to the resources by women and men and also who utilises these resources. The groups will present their findings.

- After the group presentations are done the trainer leads the discussion about the access of women to the resources and control over them. This discussion might raise questions on decision-making powers of men and women and about institutional arrangement (both topics of the next session, see below).

Hints for the trainer: The trainer can direct the group discussion using the following questions:

- What are the resources necessary for a household?*
- What kind of benefits they provide?*
- Who controls these resources?*
- Who has access to these resources?*
- Who uses the resources and gets respective benefits?*

Tools for Session 5

5.1 Control over resources: Mapping exercise.

Description	A village map can provide a rather comprehensive overview in relation to the analysis of a specific issue. It helps to visualise the situation and to make it more understandable. Community members discuss and present the history and mapping of their community. This serves as a first introduction and a starting point for discussing the community's environmental problems and how they influence women and men.
Time	1 hour
How to facilitate	<p><u>Step 1. Work in small groups (30 minutes).</u></p> <p>Explain that the community members are going to work in small groups of men and women. Explain the principles of the community mapping exercise. The participating groups make a map of their community indicating water bodies (protected and not protected), public buildings, roads, market places, areas that represent a hazard to health, and other important places and objects. Place the groups at a proper distance from each other. Try to avoid people randomly walking around during the exercise and interfering with the other groups' work (men standing with a women's group or teachers with a group of pupils).</p> <p><u>Step 2. Open discussion (30 minutes).</u></p> <p>Ask the groups to present their maps. The participants can initiate further discussions and edit the draft lists and maps, e.g. by recollecting and adding missing objects, places or events. Everybody who wants to say something should get enough time to react. Ask people questions if something regarding the community map is not clear or if different groups tell contradictory stories. The open discussion will reveal different attitudes, access levels and approaches of women and men to the same objects.</p> <p>Hints for the trainer: ensure active participation of all people by walking around the community and explaining that everybody should participate. Take care of the timing; the exercise should not be too time-consuming.</p>

5.2 Control over resources: Village Resource Map.³⁶

Description	The primary concern is not to develop an accurate map, but to get useful information about local perceptions of resources. The participants should develop the content of the map according to what is important to them. The Village Resource Map is a good tool to begin with. It is also easy and fun for the villagers. It helps to initiate discussion within the team of participants as well as it involves the whole community. All team members should observe the mapping exercise because it provides an overall orientation to the features of the community and its resources. At the end of the exercise the participants should be informed about the villagers' perception of what kind of natural resources are found in the community and how they are used.
Objectives	To learn more about the community and its resources' base.
With whom	It is useful to do this exercise in separate groups of men and women. This is because women and men may use different resources and it reveals gender differences. The women will map the resources they think are important (such as water sources, firewood sources, etc.). The men will map the resources they think are important (such as grazing land, infrastructure, etc.). Maps may include infrastructure (roads, houses, buildings, bridges, etc.), water sites and sources, agricultural lands (crop varieties and locations), soils, slopes, elevations, forest lands, grazing areas, shops, markets, health clinics, schools, churches, special places (sacred sites, cemeteries, bus stops, etc.).
Time	1 hour
Key questions	<ul style="list-style-type: none"> - Which resources are abundant? - Which resources are scarce? - Does everyone have equal access to land? - Do women have access to land? - Do the poor have access to land? - Who makes decisions on land distribution? - Where do people go to collect water? - Who collects water? - What do people use for heating? - Who collects heating material? - Where do people graze cattle? - What kind of development activities do you carry out as a whole community? Where? - With which resources do you have the most problem?
How to facilitate	<p><u>Step 1. Work in groups (30 minutes).</u></p> <p>Start by drawing a map of the village (or use the one of the previous exercise) for each group. Ask the participants to draw all the things on the map that they find important. Do not interrupt the participants until they stop drawing. Once they stop, you can ask whether there is anything else important that should be added.</p> <p><u>Step 2. Open discussion (30 minutes).</u></p> <p>When the map (or maps in case of different groups) is (are) completed, the trainer should ask the participants to describe it. Ask questions about anything that is unclear. Use the key questions to guide a discussion about resources in the village. While asking the questions make notes or ask anybody to assist you in taking notes about the key remarks and outcomes.</p>

³⁶ PRA Tool Box.

5.3 Control over resources: Problem gallery.

Description	This exercise is meant to provide information about the problems in the community. Each group should write down all problems they feel they face on a sheet of paper.
Objectives	To let the community members identify the different problems they experience.
Time	1 hour
How to facilitate	<p><u>Step 1. Work in groups (25 minutes).</u></p> <p>Split the participants up in groups of men/boys and women/girls and ask them to make a list of their current problems. It is important that the men/boys and women/girls sit in different groups, since women might feel more comfortable talking with women and men more comfortable discussing the problems with men. Furthermore, men and women might experience different problems. Make an even number of male and female groups, so that both sexes are given the same importance. If there are fewer women than men, make the groups of women smaller than the groups of men in order to ensure that there are as many female groups as male ones.</p> <p>Hints for the trainer: do not help the groups – they are usually very well capable of formulating the problems they find important. Sometimes the participants tend to walk around and interfere with the work of other groups. Kindly ask these people to return to their own group.</p> <p><u>Step 2. Brainstorming (10 minutes).</u></p> <p>While each group is still discussing and writing problems on a piece of paper the trainer gives 5 cards to each group. The trainer explains that the participants can choose from their list of problems 5 problems they feel are the most important ones and write each of these problems down on a separate card. Explain again that they can write only one problem per card.</p> <p><u>Step 3. Open discussion (25 minutes).</u></p> <p>After 5 minutes collect the cards. Then ask the participants to come together in one large group again.</p> <p>Identify 6 highest priority problems.</p> <p>Call for attention: ask everybody to listen.</p> <p>Compile similar problems. Make sure that you involve the groups by asking loudly for their advice regarding each card, for example: “Can I relate the problem of water pipes to health problems?” Put the cards on the ground or table and pile them up, each card on the pile it fits most (or forming a new pile when a card does not fit to any of the existing piles).</p> <p>Write all the indicated categories (names of the piles) down on 1 flip chart paper. There may be many piles but each should be considered as a problem, write them all on the flip chart. Count (loudly!) the number of cards in each pile and write this number next to the problem.</p> <p>Identify 6 problems with the largest number of cards. Again, make sure everybody hears and sees the result.</p> <p>If in the end there are some piles with an even number of cards, ask people to decide what problems they find more important (ask women separately as they may not be as loud or confident as men).</p> <p>After this exercise the problem ranking exercise can be conducted.</p>

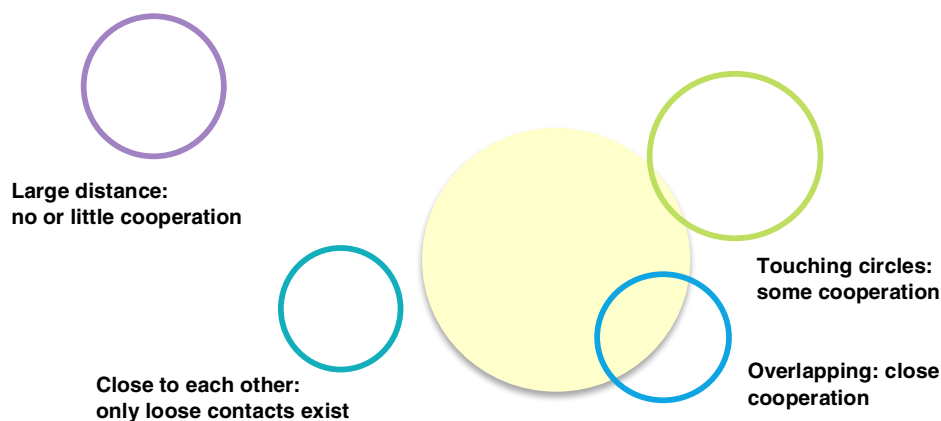
5.4 Control over resources: Problem ranking.

Description	This exercise is meant to provide information about the problems in the community, prioritising these problems. Each group should write down all problems they feel they have on a sheet of paper.
Time	40 min – 1 hour
How to facilitate	<p><u>Step 1. Individual work (30 minutes).</u></p> <p>Preparations: draw symbols on a flip chart paper that represent the 6 problems identified during the Problem Gallery exercise (prioritizing the problems, see above). For example: a bottle represents water pipes, red cross represents a hospital, a book represents a school, etc. Leave enough space between the symbols; otherwise it gets too crowded when people start voting.</p> <p>Distribute 6 voting pieces (e.g. coloured papers) to each person. Explain that the participants can vote with these 6 voting papers for the problems they find important. They can do this by putting the paper next to the problems of their choice. The people can vote as they like. They can vote with all their 6 voting pieces for one problem, underlining its significance and priority, or distribute the pieces between several problems. Explain that the participants should think carefully about their choice beforehand. Repeat the explanation of the voting (how one can indicate the choice, distribution of voting material, no external influence) during the actual voting.</p> <p>Count the votes. Ask a few community members to help you with the counting. It is important that all participants clearly see that the counting of the votes is done properly. Write the results (the number of votes per problem) on a flip chart paper and announce the results to the participants. Indicate which problem has received most votes, which problem was ranked second, etc.</p> <p>Hint for the trainer: Make sure that people do not influence others during the voting. Make sure that you have enough material to distribute to all. The facilitator and the person responsible for taking notes should not influence the participants; neither can the participants help them to write down the listed problems.</p> <p><u>Step 2. Open discussion (10 minutes).</u></p> <p>Hold a brief discussion about the prioritised problems. Ask the participants to explain shortly the nature and the causes of each problem prioritised. For instance if people mention “health issues” as a problem, try to find out what the causes of this problem are. Herewith make sure that all the statements are recorded. Taking notes is very important.</p> <p>Finalise the activity by asking whether everybody agrees with the priorities given to the different problems.</p>

5.5 Control over resources and decision-making: Stakeholder Analysis

Description	<p>Drawing a circle of influence can easily identify stakeholders. A stakeholder analysis shows institutions, organisations, groups and important individuals who can be found in the village as well as the villagers' views of their importance and role in the community. Additionally the Circle of Influence explains who participates in these groups in terms of gender and social status.</p> <p>Hint for the trainer: If the participants find it difficult to understand this tool, it will be helpful to provide them with a simple example. Make sure that you have all material that is needed. You can use a BIG sheet of paper, pencils and markers. If you decide to use paper, people should first use a pencil to be able to still change the size of the circles that the participants will draw.</p>
Objectives	<p>To identify external and internal institutions/groups/important persons active in the community, to clarify who participates in local institutions by gender and social status, to find out how the different organisations and groups are related to each other in terms of contact, cooperation, information flow and provision of services.</p>
Time	1 hour
Key questions	<ul style="list-style-type: none"> - Which organisations/institutions/groups are working in or with the community? - Which organisations/institutions/groups do the villagers consider the most important, and why? - Which stakeholder groups address the issues of household food security and nutrition? - Which organisations work together and cooperate? - Are there groups that are only women or men-oriented? - Are some particular groups or people excluded from being members of certain institutions or receiving related services?
How to facilitate	<p>Step 1. Work in small groups (30 minutes).</p> <p>The exercise should be done in groups. If time allows it will be good to form separate focus groups for women and men. Make sure that the poorest and most affected participants also join the group work. Explain the objectives of this exercise on stakeholders.</p> <p>Ask the participants which organisations/institutions/groups exist/can be found in the village and which external ones (from elsewhere) are working in collaboration with them. Make sure that they also think of the small informal groups like e.g. water committees. The following questions might also be useful:</p> <ul style="list-style-type: none"> - How do people assist each other? - Which local groups are focused on environmental issues (water, arable land), economic issues (saving, credit, agriculture, livestock), social issues (health, literacy, religion, traditions, education, sports)? - Are these political groups? - Who takes the important decisions in the village? <p>Ask the participants to draw a big circle in the centre of the paper (see the picture below). This circle represents the participant (individually) or the community. Discuss in which way the participants benefit from different organisations, how important is each organisation/institution for them. The most important ones are then drawn as a big circle and the less important ones as smaller circles. Ask the participants to compare</p>

	<p>the sizes of the circles and to adjust them so that the sizes of the circles represent the importance of the institution, organisation or group.</p> <p>Ask the participants to show the degree of contact/cooperation between themselves and those institutions by distance between the circles. Institutions which they do not have much contact with them should be far away from their own big circle. Institutions that are in close contact with the participants and with whom they co-operate mostly, should be inside their own circle. The contact between all other institutions should also be shown by a distance between the circles on the map (see Figure 2 below).</p> <p>Step 2. Open discussion (30 minutes).</p> <p>Ask the groups which institutions are only accepting women or men as members. Are there any institutions or groups that do provide services either only for men or only for women? Show the answers by marking the circles with a common symbol for men or women.</p> <p>Ask them to discuss in which organisations poor people do not participate and why. Ask if there are any services of certain organisations from which the poorer people are usually excluded. Mark these institutions on the map by using a symbol for poor. You might also ask if there are other groups of people that usually are excluded from some of these institutions or services.</p> <p>Only if time and the motivation of the participants allows, ask the group to discuss and take notes on the declared strengths and weaknesses of those institutions which were reported as most important.</p> <p>The facilitator has to listen very carefully and write down, why the different organisations are considered more or less important.</p>
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Circle of influence: the size and distance reflect the importance of certain institutions and the level of cooperation with them

5.6 A case study on gender mainstreaming

Description	Analysing how to mainstream gender at a local level:
Time	1½-2 hours
How to facilitate	<p><u>Step 1: Work in small groups and read the case</u></p> <p>Divide the participants in 2-3 groups and distribute the case study. Let them assign a rapporteur first who will report on the findings of the group in plenary. Let the participants read the case and let them discuss about the questions for about 30 minutes.</p> <p><i>The inhabitants of the slums in Tiruchirapalli district in Tamil Nadu, India are mostly poor people of the lowest caste. They live separated from the rest of society that considers them to be unclean. Typical occupations for men would be labourers and manual workers, whereas the women would work as maidservants and homemakers.</i></p> <p><i>As in the past, members of the community have often been exploited by people from outside of the slums, so they tend to mistrust outsiders. There is no communication link between the people living in the slums and government officials. Men do interact with outsiders, but women lack awareness of government services and schemes and are afraid to meet government officials. Gender beliefs hold that wives should obey their husbands, and the only power women have is to manage the family on whatever funds their husbands choose to give them.</i></p> <p><i>There are only 6 community dry latrines where human waste falls into an open pit, and 2 latrines with septic tanks constructed by the municipal corporation. However, these 8 latrines have all become unserviceable because of poor maintenance by the municipal infrastructures. Even so the broken toilets are still used for defecation, as well as the pavement area or open drains in front of the houses. The generated waste is collected from the pits and swept to the side by people of a lower caste. This creates a huge mound of human waste, which is a hazard to community health. After rainfall, the waste floats around in the streets and into the homes, as there is no drainage system.</i></p> <p><i>Women from Viragupettai report, “the non-maintenance of the latrines causes faecal worms to generate and reproduce, and they can be found nearby the water taps, and even inside the walls of our houses”. The poor sanitation and contaminated water affects all families with disease, increasing not only their medical expenses but also the workload of women who need to take care for the ill.</i></p> <p><i>Local government does not clear blocked latrine complexes and if waste or sanitation related construction work is to be carried out, they do so without involving the community. A lack of supervision has led to unfinished work but also to new toilets that stayed locked for two years. Requests to local governments for better services were to no avail. The state authorities for urban affairs in Tiruchirapalli district wants to start a programme “Namakku Name Thittam” (We for Ourselves) to encourage peoples’ participation and to empower women, involving NGOs.³⁷</i></p> <p><u>Step 2: Open Discussion</u></p> <p>Come back in the plenary and let every group present their findings in 5-10 minutes. Discuss the findings and summarise the conclusions. Use the following questions to help guide the discussion:</p> <ol style="list-style-type: none"> 1. What are the gender issues in this case? (Think of how different groups of people will be or are affected differently, and who will benefit from proposed developments, and who will be negatively impacted.) 2. What strategies and approaches can the project adopt to address these issues?

³⁷ Manual for flexible and tailor-made Capacity Building, Training and Coaching on Gender and Water

Annexes



Evaluation

To assess the value and applicability of the training to the participants' work, to analyse the efficiency of applied methods and tools and to understand how future training may need to be adjusted to best respond to participants' needs, evaluation at the end of the training is required. For this purpose, prepare feedback forms (sample form provided below). Upon the completion of the training distribute the forms among the participants, collect and review them and analyse the given responses.

Training feedback form

We would like to receive feedback regarding the training you have attended. Please answer the questions below.

How do you rate the relevance of the training you have attended (please mark)?

Very relevant	Somehow relevant	Relevant	Irrelevant

Please rate the following by ticking the appropriate box below:

	Very good	Good	Fair	Poor
Timing				
Content				
Methods				
Facilitation				

1. Which topics did you find useful for your work? How do you hope to change your practice as a result of this training?

2. Which topics were least applicable for your work?

3. What did you like most about this training?

4. What aspects of the training could be improved?

5. Please leave any other comments or suggestions that you may have:

Thank you for your response

Glossary of gender terms

Access and Control	Productive, reproductive and community roles require the use of resources. In general, women and men have different levels of both access (the opportunity to make use of something) to the resources needed for their work, and control (the ability to define its use and impose that definition on others) over those resources.
Culture	The distinctive patterns of ideas, beliefs, and norms, which characterise the way of life and relations of a society or group within a society.
Discrimination (indirect or direct)	“Any distinction, exclusion or restriction made on the basis of sex...in the political, economic, social, cultural, civil or any other field.” ³⁸ Direct discrimination refers to acts that specifically discriminate certain groups in society. Indirect discrimination occurs when neutral laws and rules fail to address the unequal starting point of individuals to whom the law applies. ³⁹
Empowerment	An increase in a person’s “ability to make strategic life choices in a context where this ability was previously denied to them.” ⁴⁰
Gender	Identifies the social relations between men and women. It refers to the relationship between men and women, boys and girls, and how this is socially constructed. Gender roles are dynamic, change over time and vary within different societies and traditions.
Gender Analysis	Gender analysis is the process of analysing information in order to ensure that development benefits and resources are effectively and equitably targeted to all genders, and to successfully anticipate and avoid any negative impacts development interventions may have on women and men or on existing gender relations. Gender analysis is conducted through a variety of tools and frameworks. It includes a methodology for collecting and processing information about gender.
Gender Awareness	An understanding that there are socially determined differences between women and men based on learned behaviour, which affects access to and control over resources. This awareness needs to be applied through the gender analysis into projects, programmes and policies.
Gender Based Violence	Gender based violence is defined as any act that results in a bodily, psychological, sexual and/or economic harm to somebody just because he is a man or she is a woman. Such act results in the deprivation of freedom, a violation of other rights and has negative consequences on the personal development.
Gender-blind	A failure to recognise that gender is an essential determinant of social outcomes impacting on projects, programmes and policies. A gender-blind approach assumes that gender is not an influencing factor in nearly every activity.

³⁸ *Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)*.

³⁹ Christodoulou, J. (edt. By Anna Zobnina 2009). 2005. *Glossary of Gender-related Terms*.

⁴⁰ *CEDAW*

Gender Discrimination	The systematic, unfavourable treatment of individuals on the basis of their gender, which denies them rights, opportunities and/or resources. Women's differential access to power and control of resources is central to this discrimination in all institutional spheres, i.e. the household, education, community, market, and state.
Gender Division of Labour	The socially determined ideas and practices that define what roles and activities are seen as appropriate for women and men, what types of work can men and women do. While the gender division of labour tends to be seen as natural and immutable, in fact, these ideas and practices are socially constructed.
Gender Equality	Equality between men and women refers to the enjoyment of equal rights, opportunities and treatment by men and women of all ages in all spheres of life and work. It implies that all human beings are free to develop their personal abilities and make choices without the limitations set by stereotypes and prejudices about gender roles or the characteristics of men and women. It means that the different behaviour, aspirations and needs of women and men are considered, valued and favoured equally.
Gender Equity	Entails the provision of fairness and justice in the distribution of benefits and responsibilities between women and men. The concept recognises that women and men have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalances between the sexes (equality of outcomes).
Gender Mainstreaming	The process of ensuring that women and men have equal access to and control over resources, development benefits and decision-making, at all stages of development process, projects, programmes or policy. It means the integration of equality concerns into all policies, programmes and activities.
Gender Needs	Leading on from the fact that women and men have differing roles based on their gender, they will also have differing gender needs. These needs can be classified as either strategic or practical needs.
Gender Planning	Refers to the process of planning developmental programmes and projects that are gender sensitive and which take into account the impact of differing gender roles and gender needs of women and men in the target community or sector. It involves the selection of appropriate approaches to address not only women's and men's practical needs, but also identifies entry points for challenging unequal relations (i.e. strategic needs) and for enhancing the gender-responsiveness of a policy dialogue.
Gender Relations	Hierarchical relations of power between women and men that tend to disadvantage women. These gender hierarchies are often accepted as 'natural', but are socially determined relations, culturally based, and are subject to change over time. They can be seen in a range of gendered practices, such as the division of labour and resources and gendered ideologies, such as ideas of acceptable behaviour for women and men.
Gender Roles	Learned behaviours in a given society/community, or other group, that condition which activities, tasks and responsibilities are perceived as male and female. Gender roles are affected by age, class, race, ethnicity, religion and by the geographical, economic and political environment. Changes in gender roles often occur in response to changing economic, natural or political circumstances, including development efforts. People of all genders play multiple roles in society.

Gender Sensitivity	Encompasses the ability to acknowledge and highlight existing gender differences, issues and inequalities and incorporate these into strategies and actions.
Gender Stereotypes	Stereotypes are a structured set of beliefs about the personal attributes, behaviours and roles of a specific social group. Gender stereotypes are biased and often exaggerated images of women and men which are used repeatedly in everyday life.
Intersectionality	The understanding that there are multiple interconnected factors of discrimination (racism, sexism, homophobia, transphobia, xenophobia, classism, speciesism) affecting individuals. These factors make up individuals' experience of the world and cannot be looked at separately from another. ⁴¹
Patriarchy	Systemic societal structures that institutionalise male physical, social and economic power over women. The concept of patriarchy tries to explain the systematic subordination of women by both overarching and localised structures. These structures work to the benefit of men by constraining women's life choices and chances.
Resources	Resources can be economic: such as land or equipment, loans and credits; political: such as representation, leadership and legal structures; social: such as child care, family planning, education; and also time—a critical but often scarce resource.
Sex	Identifies the biological differences between men and women, such as women giving birth, and men providing sperm. Sex roles are universal.
Sex-disaggregated Data	For a gender analysis, all data should be separated by sex in order to allow differential impacts on men and women to be measured.
Socialisation	It is a process of informal learning, which imparts certain values, attitudes. Socialisation is a continuous and life long process and several institutions starting with the family we are born in help in perpetuating gender based behaviour. Often the socialisation process is subtle and the only time we realise its working is when we go against the prescribed norms.
Women's Empowerment	A 'bottom-up' process of transforming gender power relations, through individuals or groups developing awareness of women's subordination and building their capacity to challenge it. Empowerment is sometimes described as being about the ability to make choices, but it must also involve being able to shape what choices are on offer. What is seen as empowering in one context may not be in another.

⁴¹ Christodoulou, pp. 19-20.

List of additional gender training tools

Gender Equality Training: Gender Mainstreaming Toolkit

European Institute for Gender Equality, 2016

<http://eige.europa.eu/rdc/eige-publications/gender-equality-training-gender-mainstreaming-toolkit>

Gender Mainstreaming in Higher Education Toolkit

INASP, 2016

http://www.inasp.info/uploads/filer_public/93/f6/93f69fa7-5e2c-47df-824e-4606df9d5db8/inasp_gender_toolkit.pdf

Mainstreaming Gender into Agricultural Innovation Platforms

Forum for Agricultural Research in Africa, 2016

<http://faraafrica.org/wp-content/uploads/2017/01/Mainstreaming-Gender-into-Agricultural-Innovation-Platforms.pdf>

Pacific Gender and Climate Change Toolkit

<https://genderinsite.net/sites/default/files/pacificgenderclimatechange.pdf>

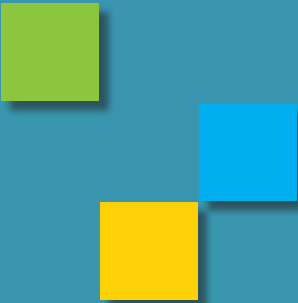
Land Access for Women Program (Vietnam)

International Center for Research on Women, 2015

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- Glossary of Key Gender Terms and Concepts. World Meteorological Organization. <https://public.wmo.int/en/resources/gender-equality>.
- Manual for flexible and tailor-made Capacity Building, Training and Coaching on Gender and Water. GWA 2016.
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- Ministry of Gender, Children and Social Development of Kenya. Training Manual on Gender Mainstreaming. Department of Gender and Social Development, 2008.
- Ministry of Gender and Family Promotion. Gender Training Module. Rwanda: 2011.
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This manual addresses trainers of gender trainings in order to assist them in designing their individual training sessions and in choosing relevant exercises to deepen the learning experience of participants. The aim is to ensure that participants of a respective trainings get an introductory knowledge on the subject, and start to reflect on gender issues and determine how these issues should be addressed within the context of their work related to sustainable development. Conducting gender trainings according to the proposed scenarios will promote gender-responsive, result-oriented planning, implementing, monitoring and evaluating of activities, programmes and policies. The presented tools and exercises can also be helpful in enhancing leadership skills.

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