



**CanWaCH**

Building Capacity and Confidence in  
Gender Transformative Programming  
**A Virtual Learning Experience**

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Module 1 – Facilitator's Guide

## Table of Contents

<b><i>Session One: Introduction</i></b>	<b>3</b>
<b>Process</b>	<b>4</b>
<b>Annexes</b>	<b>8</b>
Annex 1a: Introduction—Additional Warm Up Exercises	8
Annex 1b: Principles	10
<b><i>Session Two: Gender 101</i></b>	<b>11</b>
<b>Process</b>	<b>12</b>
<b>Activity 2.1—Concepts and Terminology</b>	<b>17</b>
Annex 2a: Terminology Word Quiz – Activity	17
Annex 2b: Terminology Word Quiz Answer Key	20
Annex 2c: Gender Glossaries – Activity	23
<b><i>Session Three: Gender Equality and Change—Understanding Transformative Change</i></b>	<b>27</b>
<b>Process</b>	<b>28</b>
<b>Annexes</b>	<b>32</b>
Annex 3a: Explanations for Gender Transformative Concepts – Worksheet	32
Annex 3b: Explanations for Gender Transformative Concepts	33
<b><i>Session Four: Gender Diversity</i></b>	<b>35</b>
<b>Process</b>	<b>36</b>
<b>Annexes</b>	<b>42</b>
Annex 4a: Terminology	42
Annex 4b: LGBT+ Inclusion in International Development Programming	45
Annex 4c: Tools	47
Annex 4d: Research/Editorial	48
<b><i>Session 5: Intersectionality</i></b>	<b>48</b>
<b>Process</b>	<b>50</b>
<b>Annexes</b>	<b>56</b>
Annex 5a: Identity and Power—Power Walk	56

## Session One: Introduction

### Learning Objectives

- By the end of this session, participants should be:
- Familiar with the training agenda for Day 1.
  - Familiar with the instructor(s) and other participants.

### Key Messages

- This training will take a project cycle approach and cover a lot of ground - through instruction and a lot of participation.
- The training room is a 'safe space' where all participants' views and opinions are welcome and respected. Participants can show their respect by listening to each other, participating and asking questions.

### Facilitator's Notes

Feel free to adapt this session as you wish. Use your favourite icebreaker or have participants introduce themselves in another creative way (or see [Annex 1a](#) for other virtual icebreakers). The purpose is to set the positive tone of the training and that the key messages come out: this training will be a lot of work, but hopefully a lot of fun.

### Duration

60 minutes

### Activities

- Activity 1: Introductions (45 minutes)
- Activity 2: Our Participation (15 minutes)


### Resources

- Participant Resource Package
- PowerPoint

### Technology


- Sli.do
- PowerPoint presentation
- Zoom

# Process

#	Facilitator Steps	Technology Support
Activity 1: Introduction		
1	<p>Begin the session by introducing yourself as the training facilitator. Tell them your name and position or relationship to the organization (and pronouns, see <b>note</b>).</p> <p><i>Explain to the group:</i></p> <ul style="list-style-type: none"> <li>• This training program is about <b>strengthening the confidence and capacity</b> for both gender equality experts and non-experts in the application of gender transformative programming in women’s and children’s health</li> <li>• This is a 3-day training program, consisting of 3 Core Modules:               <ul style="list-style-type: none"> <li>○ Gender Equality Concepts and Terminology</li> <li>○ Elements of Gender Transformative Programming</li> <li>○ Gender Based Analysis and Monitoring and Evaluation</li> </ul> </li> <li>• In this training program, we will discuss some very interesting and sometimes difficult topics. It is important for our training room to be a ‘safe space’ where all participants feel comfortable and encouraged to share their ideas.</li> <li>• We will also follow a set of Principles (see <b>Annex 1b</b>) that have been developed to ensure that we are having a productive dialogue and are being vulnerable in our knowledge growth but are on the same page with some basic standards that apply to this whole training.</li> <li>• We will be utilizing different technology throughout this training, such as Zoom, Mural and Sli.do. We will have a chance early on to try our hand at each of these to get comfortable with them. Please don’t hesitate to ask questions throughout if you need technology support.</li> </ul> <div data-bbox="323 1279 1423 1416" style="background-color: #fff9c4; padding: 10px; border-radius: 10px;"> <p> <b>Note:</b> if your organization is in the practice of sharing pronouns/or if you feel comfortable introducing yourself this way please do so! It’s a great way to create a safe space and you will set an example for the rest of participants to follow.</p> </div>	<ul style="list-style-type: none"> <li>• Start the PowerPoint and share the screen. Follow along with the facilitator and go through the slides using the cues from the facilitator when to switch slides.</li> <li>• Let the facilitator introduce the training, explain the training objectives and key messages to the participants.</li> </ul>

<p>2 If everyone online doesn't already know each other, you can take a moment to ask participants to share their names (and pronouns if they feel comfortable sharing) and introduce themselves to the group in an interesting way.</p> <p><i>Ask participants</i> to share their name and position and briefly describe what they would like to strengthen in their own work as it relates to gender equality.</p> <p>You can go about this in different ways:</p> <ul style="list-style-type: none"> <li>• Have participants introduce themselves in alphabetical order</li> <li>• Have 1 participant start off and then "pass the mic" to another participant; participants then have to pay close attention to know who has already introduced themselves and who hasn't in order to know who to "pass the mic" to.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress through accompanying slide</li> </ul> <p><b>! Tip!</b> Switch to gallery view for introductions!</p>
<p>3 Present the training agenda and bring attention to the <b>Participant Resource Package</b>.</p> <p><i>Explain</i> the importance of the <b>Participant Resource Package</b> as it acts as their number one tool for following along the training. This package is where participants will find their virtual 'handouts', group assignments, activity links (Mural; Sli.do; Google Docs; Google Sheets), additional resources, etc.</p>	<ul style="list-style-type: none"> <li>• Progress through accompanying slide(s)</li> </ul>
<p>4 Now that everyone knows each other, ask them to refer to the 'Training Principles' in their <b>Participant Resource Package</b>. Review the training principles together, and you can ask participants to volunteer to read out and reflect on each principle.</p> <p><i>Ask participants</i> to share if there is anything that we have missed. They can share verbally or type it to the group chat. Take a moment to add to the training principles based on participant's feedback, with everyone's agreement.</p>	<ul style="list-style-type: none"> <li>• Progress through accompanying slide(s)</li> </ul>

## Activity 2: Our Participation

- |   |   |
|---|---|
| <p><b>5</b> <i>Explain to the group:</i> Before diving into the first part of the training we are going to do some self-reflection and goal setting to make the next three days as successful as possible. The purpose of this activity is to build connections with other participants and individual goals for ourselves.</p>   | <ul style="list-style-type: none"> <li>• Progress through accompanying slide(s)</li> </ul>  |
| <p><b>6</b> Ask the group: think about three examples that describe the way you participate in group settings/training. For example, three ways that I would describe myself are: quiet, respectful, eager.</p> <p>Guide participants to Activity 1.2: Our Participation of their <b>Participant Resource Guide</b>. Ask participants to follow the Sli.do link indicated under 'Activity 1.2 Instructions'. The link is also posted in the Zoom group chat.</p> <p>Give participants a few minutes to log into the Sli.do "word cloud" poll. Explain to participants how to use the Sli.do "word cloud" feature and ask participants to enter the words that best describe the way they participate in group settings/trainings. The Sli.do link will prompt participants where to type their responses. Give participants 3 minutes to write their responses down before calling their attention back to the front of the room.</p> <p> <b>Note:</b> Use this activity to introduce SLIDO to participants (take it slow, give participants time to get familiar with the tool, have participants ask questions)</p> | <ul style="list-style-type: none"> <li>• Progress through accompanying slide(s)</li> <li>• Populate the Sli.do link into the Zoom chat when prompted by the facilitator</li> <li>• Provide instruction on how to access and use the Sli.do online feature &amp; word cloud poll</li> <li>• Refer to the '<b>Tech Guide</b>' for a better understanding of Sli.do and its functions</li> </ul> |
| <p><b>7</b> <i>Explain to the group:</i> You are probably wondering why you had to write these down! Everyone brings different strengths and energies to a group setting and in order for us to work together smoothly it is important to recognize how these different traits can play off one another. This activity helps us recognize all the differences in the room and ensures that we are aware of different comfort levels, learning styles and personalities so that we can make sure that this training room is safe, collaborative and a positive experience for everyone.</p>  | <ul style="list-style-type: none"> <li>• Share the final word cloud poll on the Zoom call to emphasize the different strengths and energies</li> </ul>  |

Bring attention to the final Sli.do word cloud to show the differences amongst everyone. Ensure the final Sli.do word cloud is screen shared for the participants to reference.

8

*Explain to participants:* The next part of the activity is to take these adjectives and turn them into some goals for ourselves. Adapt as necessary, for example:

- *"I shared earlier that one of the adjectives I would use to describe myself is quiet. This means that in a group my shy personality sometimes has me not feeling confident about sharing to the group. My goal for this training is to recognize this as a safe space where I can share my opinion without being uncomfortable."*

*Explain to participants:* In your own notes, please take a few minutes to set a couple goals for yourself about things you would like to achieve over the next three days.

*Ask participants* if anyone would be willing to share one of their goals. As a facilitator, begin by sharing one of your own (how would you like to strengthen your own role in this training as a facilitator?).

- Progress through accompanying slide(s)
- Move the Zoom call to gallery view for this discussion

9

*Explain to the group:* Thank you all for participating in this activity and for being open to goal setting. Now that we have met each other and gotten to know a little more about our journeys with gender and our goals for this training, we are going to begin by going over the agenda and the objectives for today's session (agenda and objectives will be on the plenary PowerPoint).

We will begin by covering some gender concepts and terminology, and make sure that everyone is on the same page when it comes to our understanding of basic gender terminology. This is important because the concepts and terminology we discuss today helps build the foundation of knowledge we need for the other two sessions.

- Progress through accompanying slide(s)

## Annexes

### Annex 1a: Introduction—Additional Warm Up Exercises<sup>1</sup>

Exercise Name	Exercise Instructions
<p><b>Two Truths and a Lie</b></p>	<p>Ask each participant to come up with two truths and one lie about themselves and have the rest of the participants guess which is the lie. (<b>Note:</b> you may need to budget extra time for this one!)</p> <ol style="list-style-type: none"> <li>1. Ask each participant to write down two truths and one lie.</li> <li>2. When it is each participant's turn, ask them to type their two truths and one lie in the team chat and ensure they number each statement. (example: 1. I love spicy food; 2. I have a pet dog; 3. I hate listening to music.)</li> <li>3. Ask the rest of the participants to signify which statement they believe is the lie by displaying the corresponding number using their fingers onto the screen.</li> <li>4. Ensure you are in gallery view on Zoom for this activity.</li> <li>5. The participant can then share the lie for everybody's reference.</li> <li>6. Continue this activity with all participants (or those who are comfortable sharing)</li> </ol>
<p><b>Miscellaneous Question</b></p>	<p>Take a few minutes to have everyone write a miscellaneous question (example: what is your favourite movie of all time? What is your favourite book? What is your favourite colour?) and add all the questions to a Google Doc. Before each meeting, pick one question at random to ask at the top of your meeting for an easy, fast icebreaker.</p>
<p><b>Desert Island Movies/Books</b></p>	<p>Have each participant share the three movies or books that they would bring to a desert island for this fun. Tip! You can swap out movies and books for anything that would apply to your participant group. For example, three songs or three meals, etc.</p>

<sup>1</sup> <https://www.owllabs.com/blog/ice-breakers>



**Where are you joining us from?**

Take a few minutes to have participants introduce themselves and where they are joining the training from. An opportunity for participants to show off their “home office/workspace” should they feel comfortable to share. Be cautious this activity doesn’t put anybody on the spot to share their personal workspace!

**One Word Summary**

Have each team member summarize their week so far in one word. The person whose word has the highest Scrabble score gets to pick the icebreaker for the next meeting!

**Dance Break!**

Have every participant hit play on either the same synched up jam or their own dance classic and bust a move! The perfect icebreaker to get blood pumping, even moving as small as head nods count as dancing!

**Coffee/Tea Cooldown**

For an early morning training/session, do a coffee mug/tea mug catwalk. Each team member can show off their strong mug game while taking turns to say their ideal coffee/tea order.

**Emoji Check-in**

For text-only virtual team bonding, have each team member send 1 emoji that expresses how they feel that day for a quick, cute icebreaker.

**Sketch Sesh**

Ask your remote team a prompt question that can be answered visually, have participants draw their answers, and have the other team members guess what they drew. Questions like “Who is your favorite fictional character?” or “What is your favourite animal?” are perfect for this icebreaker. The less artistically talented your team is, the better!

**Ten Things in Common**

Have your remote team work together to determine 10 things that you collectively have in common. Starting with “we are all wearing jeans” seems easy, but soon it can grow to become a fun challenge.

## Annex 1b: Principles

Principles of behaviour help to set the tone for your training. These are often developed in a participatory manner – asking everyone in the training to contribute to a list that outlines the kind of tone they expect from each other, from the facilitator, and from themselves. For a training on Gender Equality, it is especially important to set a tone of respect, inclusion, and acceptance. These often include the following<sup>2</sup>:

1. **Participation:** You are your own best resource. Much of the content of the training will be coming from you. Each one of you brings a wealth of experience to the program. The workshop can only be successful if it is a two-way process and if everyone participates fully. Give everyone a chance to contribute and encourage others to do so.
2. **Respect Others:** Respect each other, yourselves, and the trainer. Do not speak when someone else is speaking. Listen actively. The trainer will be facilitating the discussions with your assistance.
3. **Support an Inclusive Environment:** Participants in this training must support an environment of inclusion, must respect diversity in all its forms, including gender diversity, religious diversity, ethnic and cultural diversity, social and economic diversity. Discrimination or exclusion of any kind will not be accepted.
4. **Agree to Disagree:** During this workshop everyone must feel free to express opinions and concerns. Please see frank discussions about politics as healthy exchanges rather than personal attacks. There will be a tolerance of differences in approaches and strategies. Everyone should contribute to a safe/non-judgemental environment.
5. **Punctuality:** Arrive on time to each workshop session to show respect to the time investment of your facilitators and your colleagues. If for some reason lateness is unavoidable, send a note to the facilitator to let them know.
6. **Minimize Disturbances:** Cell phones should be turned off at the beginning of the workshop and should remain off until the end except during breaks. Avoid side conversations – if you are unclear about the topic being discussed or the instructions, please ask the facilitator to clarify.
7. **Ask Questions:** There are no stupid questions. If you do have a question you don't want to ask in front of others, ask it privately during a break. Please do not think any question you have is unimportant - your understanding of this content is the entire purpose of the training and the single marker of its success!

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<sup>2</sup> Adapted from: <https://www.ndi.org/sites/default/files/Sample-Workshop-Groundrules.pdf>

# Session Two: Gender 101

<p><b>Learning Objectives</b></p>	<p>Participants understand and feel confident using basic terminology and definitions related to gender.</p>
<p><b>Key Messages</b></p>	<ul style="list-style-type: none"> <li>• Terminology is a 'tool, not a rule': use it to understand not undermine</li> <li>• This section might be a refresher for you or an introduction of key terms and their meanings; basic gender terminology will be introduced to establish a shared understanding that will align and guide us through the rest of the training program</li> <li>• Terminology will vary across the sector in different ways (and in different languages) and having a strong foundational understanding can help navigate those differences.</li> </ul>
<p><b>Facilitator's Notes</b></p>	<ul style="list-style-type: none"> <li>• Make sure that you have a good understanding of the basic gender terminology being introduced in this section. In particular, the difference between sex and gender and the meaning of gender equality and be ready to answer questions and give examples of each. If you are working with a co-facilitator make sure that you share the same understanding as it is important that together, you are delivering the same message to the group!</li> <li>• Refer participants to the definitions for sex and gender after activity 1 is complete, found on page X of their <b>Participant Resource Package</b>. These definitions will be helpful to reference throughout the training.</li> </ul>
<p><b>Duration</b></p>	<p>60 minutes</p>
<p><b>Activities</b></p>	<ul style="list-style-type: none"> <li>• Activity 1: Word/term Quiz (30 minutes)</li> <li>• Activity 2: Compare and Contrast (30 minutes)</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Participant Resource Package</li> <li>• Terms "Sex" and "Gender" found under Session 2 of their <a href="#">Participant Resource Package</a> for helpful reference throughout training</li> <li>• PowerPoint</li> </ul>
<p><b>Technology</b></p>	<ul style="list-style-type: none"> <li>• Mural</li> <li>• PowerPoint presentation</li> <li>• Zoom</li> </ul>

## Process

#	Facilitator Steps	Technology Support
1	<p><i>Explain to participants</i> that this session is intended as an introduction and refresher for the terminology they may or may not have encountered before. We are going to begin the session with a terminology quiz. The purpose is to develop a shared language and understanding for key terms and concepts that will be used throughout the training.</p> <p><b>These will include:</b></p> <ul style="list-style-type: none"> <li>• Gender/Sex</li> <li>• Equality and Equity</li> <li>• Gender Blind</li> <li>• Gender Unaware</li> <li>• Gender Aware</li> <li>• Gender Responsive</li> <li>• Gender Transformative</li> <li>• Feminist</li> <li>• Power</li> </ul>	<ul style="list-style-type: none"> <li>• Start the PowerPoint and share the screen.</li> <li>• Follow along with the facilitator and go through the slides using cues from the facilitator when to switch slides.</li> <li>• Progress through accompanying slides.</li> <li>• Let the Facilitator explain the learning objective and key messages to the participants.</li> </ul>

## Activity 1: Word/Term Quiz

2 Please refer to '[Annex 2a: Terminology Quiz](#)' in your **Participant Resource Package**.



**Reminder!** Let participants know that this quiz will not be marked as it is intended to make sure that everyone is on the same page. This is an opportunity for them to mark their own quiz and test their own understanding.

*Explain* that participants will need to match the word with its corresponding definition. They can do this by populating the "match" column with the correct definition "letter" found in red in the definition column. Give participants **10 minutes** to complete the quiz on their own.

- Progress through accompanying slide(s)

3 Make sure that while you take up the quiz that you are establishing a shared understanding of the terms and their definitions. Allow adequate time for questions, reflection and explanation. This is particularly important for some of the more difficult terms (equity vs. equality) Remember, this session is important because it creates the foundation on which the remainder of the training is built.

As a group, take up the quiz. Try to have participants themselves read out the definitions. Remind participants they are to mark their own work for reference. The answer key ([Annex 2b](#)) can be found in their **Participant Resource Package**.

- Progress through accompanying slide(s)

4 *Explain to participants:* The next step after establishing a shared understanding of the concepts and gender terminology will be exploring different uses across the sector. This is important because terminology will vary across the sector in different ways (and in different languages). Having a strong foundational understanding can help navigate these differences.



**Reminder!** Remind participants to keep their corrected word/term quiz as these definitions will be continuously referenced throughout our training.

- Progress through accompanying slide(s)

## Activity 2: Compare and Contrast

**5** *Explain to the group:* This activity will focus on deepening the basic understanding of concepts and gender terminology established in the previous activity by examining some *variations* on these concepts/terms from different sources. While we are using definitions here from specific sources, for example the WHO, participants will have seen many variations on these definitions.

- Progress through accompanying slide(s)

**6** To complete this activity participants will need to be divided into small groups. Each group has definitions in their resource pack—2 different definitions for the same term, with each group looking at a couple of terms. Guide participants to '[Annex 2c: Glossaries](#)' in their **Participant Resource Package**.

- Using the plenary presentation, go to the slide that corresponds with the instructions to this activity: Compare and Contrast - Sector Terminology.

**7** Each group has been given 2 different glossaries from a variety of international sources in the development sector. These glossaries can be found in their **Participant Resource Package**.

- As a group you will need to read through the glossaries and compare/contrast their definitions from one glossary to the next.
- You will see that each glossary uses words/terms in a slightly different way. For example, you might notice some glossaries using gender unaware while others use gender blind.

- Progress through accompanying slide(s)



**Reminder!** Use your critical thinking to dig deep—it is not just about noting the differences between glossaries, but also thinking about *whether these differences are meaningful and how*.

8 Have each participant follow the group work instructions found under Activity 2.2 in their **Participant Resource Package**. Participants are to compare and contrast with their group members assigned. Participants will automatically be moved into Zoom breakout rooms for this discussion and they will have **15 minutes** for this activity.

- Using the Zoom breakout rooms feature, move participants into pre-assigned groups listed in the Participant Resource Guide
- Move the facilitator in and out of the different Zoom breakout rooms to ensure each group understands their tasks and are kept guided on the right track
- Assign 15 minutes to each Zoom breakout room utilizing the Zoom timing feature, and give participants 3-minute notice

9 After 15 minutes, bring participants back to the plenary and ask 1 participant from each group to share the definition of their terms *in their own words*.



**Note:** As facilitator, make sure that you gently make any adjustments to their definitions if needed: it is important that these are well understood and clearly defined!

- End Zoom breakout rooms and move all participants back to the plenary Zoom discussion
- Display accompanying slide (terms will be animated in order by group 1, 2 then 3. Ensure participants present their terms in the following order:  
**Group One:** Equality; Equity; Feminist Principles  
**Group Two:** Gender norms; gender relations  
**Group Three:** Gender stereotypes; Empowerment)

- 10** After the plenary discussion, lead the group in a brief discussion about the differences or similarities in these international glossaries highlighting how terminology is context specific and varies across the sector (and in different languages) in different ways.

Ask participants to reflect on the following questions:

- What do these differences mean?
- Do these differences matter?
- Do these differences affect the root meaning/definition of the word?

At the end of this discussion make sure that you have created a solid foundation of participants' understanding of terminology and how it can differ across the sector.

- Progress through accompanying slide(s)

- 11** Close the session by revisiting the key messages:

- Terminology is a 'tool, not a rule': use it to understand not undermine
- This section might be a refresher for you or an introduction of key terms and their meanings; basic gender terminology will be introduced to establish a shared understanding that will align and guide us through the rest of the training program
- Terminology will vary across the sector in different ways (and in different languages) and having a strong foundational understanding can help navigate those differences.

- Display accompanying slide of the PowerPoint presentation to wrap up the session.



## Activity 2.1—Concepts and Terminology

### Annex 2a: Terminology Word Quiz – Activity

MATCH	TERM
_____	<b>Gender</b>
_____	<b>Gender equality</b>
_____	<b>Gender unaware/blind</b>
_____	<b>Gender neutral</b>
_____	<b>Gender Responsive</b>
_____	<b>Feminism</b>
_____	<b>Empowerment</b>
_____	<b>Sex</b>
_____	<b>Gender Equity</b>
_____	<b>Gender Sensitive</b>
_____	<b>Gender Aware</b>
_____	<b>Gender Transformative</b>
_____	<b>Power</b>

## DEFINITION

- A.** A multidimensional social process that enables people to gain control over their lives. It often challenges existing power allocations and relations to give disadvantaged groups more power. With respect to women's health, this concept has often meant, for example, increasing education opportunities and access to relevant information to enable women to make informed decisions about their health, improve self-esteem and equip them with communication and negotiation skills.
- B.** Refers to equal chances or opportunities for women, men, girls, boys and gender diverse people, to access and control social, economic, and political resources, and protects these opportunities under law (i.e. health services, education or voting rights).
- C.** The socially constructed characteristics of women, men, girls, boys and gender diverse people– including the norms, roles, behaviours, activities, attributes, power and relationships that exist between them. These characteristics vary from society to society and are not fixed.
- D.** A policy or program that ignores gender norms, roles and relations and very often reinforces or aggravate gender-based discrimination.
- E.** A policy or program that addresses the causes of gender-based health inequities by including specific ways to shift harmful gender norms, roles and relations with explicit intentions to change unequal power relations. The focus goes beyond improving the condition of women, girls and gender diverse individuals and seeks to improve their social position (i.e. how they are valued in society).
- F.** The capacity of an individual to influence the actions, beliefs, or behaviour of others and exercise control over social and physical environments. It is perceived as legitimate by the social structure in which it operates.
- G.** A policy or program that acknowledges the impact of gender norms, roles and relations but does not go beyond this surface-level acknowledgement to include remedial action.
- H.** The physical and biological characteristics that distinguish male, female, and intersex people. These include things like reproductive organs, hormones, chromosomes, etc.

## DEFINITION

- I.** Refers to the different needs, preferences and interests of men, women, girls, boys and gender diverse people, which may mean that different treatment is needed to ensure equality of opportunity. Its overall objective is to reduce unjust and avoidable inequality between individuals that affects health status, access to health services and contributions to the health workforce.
- J.** A range of social movements, political movements, and ideologies that aim to define, establish, and achieve the political, economic, personal, and social equality of the sexes. It incorporates the position that societies prioritize the male point of view, and that women are treated unjustly within those societies. Efforts to change that include fighting against gender stereotypes and establishing educational, professional, and interpersonal opportunities and outcomes for women that are equal to those for men.
- K.** A policy or program that seeks to improve the daily conditions of women, girls and gender diverse people by addressing practical gender issues and needs. These policies or programs don't address gender relations or improve the social position of girls, women and gender diverse individuals (i.e. how they are valued in society).
- L.** A policy or program that goes beyond identifying gender issues or work under the "do no harm" principle to integrate measures for promoting gender equality and women's empowerment, foster women's inclusion and provide equal opportunities for women and men to derive social and economic benefits. Women and men's experiences become fundamental elements in the design, implementation and monitoring evaluation processes or programs/policies.
- M.** A policy or program that does not respond to gender-specific needs of individuals but seeks to do no harm in the way that messages/programming is framed. They fail to acknowledge the role of gender in their theory of change and by ignoring socio-economic and political gender inequalities they might, often unintentionally, reinforce inequalities.

## Annex 2b: Terminology Word Quiz Answer Key

MATCH	TERM	DEFINITION
<b>C</b>	<b>Gender</b>	The socially constructed characteristics of women, men, girls, boys and gender diverse people—including the norms, roles, behaviours, activities, attributes, power and relationships that exist between them. These characteristics vary from society to society and are not fixed <sup>3</sup> .
<b>B</b>	<b>Gender Equality</b>	Refers to equal chances or opportunities for women, men, girls, boys and gender diverse people, to access and control social, economic, and political resources, and protects these opportunities under law (i.e. health services, education or voting rights) <sup>4</sup> .
<b>D</b>	<b>Gender Unaware/Blind</b>	A policy or program that ignores gender norms, roles and relations and very often reinforces or aggravate gender-based discrimination <sup>5</sup> .
<b>M</b>	<b>Gender Neutral</b>	A policy or program that does not respond to gender-specific needs of individuals but seeks to do no harm in the way that messages/programming is framed. They fail to acknowledge the role of gender in their theory of change and by ignoring socio-economic and political gender inequalities they might, often unintentionally, reinforce inequalities <sup>6</sup> .
<b>L</b>	<b>Gender Responsive</b>	A policy or program that goes beyond identifying gender issues or work under the “do no harm” principle to integrate measures for promoting gender equality and women’s empowerment, foster women’s inclusion and provide equal opportunities for women and men to derive social and economic benefits. Women and men’s experiences become fundamental elements in the design, implementation and monitoring evaluation processes or programs/policies <sup>7</sup> .

<sup>3</sup> World Health Organization <https://www.who.int/gender-equity-rights/knowledge/glossary/en/>

<sup>4</sup> <https://www.who.int/gender-equity-rights/knowledge/glossary/en/>

<sup>5</sup> World Health Organization [https://www.who.int/gender/mainstreaming/GMH\\_Participant\\_GenderAssessmentScale.pdf](https://www.who.int/gender/mainstreaming/GMH_Participant_GenderAssessmentScale.pdf)

<sup>6</sup> Rutgers <https://www.rutgers.international/sites/rutgersorg/files/Manuals/Rutgers-GTA-guide-to-theory.pdf>

<sup>7</sup> Gender and Environment Resource Centre <https://genderandenvironment.org/2015/08/stop-being-so-sensitive-the-shift-from-gender-sensitive-to-gender-responsive-action/>

MATCH	TERM	DEFINITION
<b>J</b>	<b>Feminism</b>	A range of social movements, political movements, and ideologies that aim to define, establish, and achieve the political, economic, personal, and social equality of the sexes. It incorporates the position that societies prioritize the male point of view, and that women are treated unjustly within those societies. Efforts to change that include fighting against gender stereotypes and establishing educational, professional, and interpersonal opportunities and outcomes for women that are equal to those for men <sup>8</sup> .
<b>A</b>	<b>Empowerment</b>	A multidimensional social process that enables people to gain control over their lives. It often challenges existing power allocations and relations to give disadvantaged groups more power. With respect to women’s health, this concept has often meant, for example, increasing education opportunities and access to relevant information to enable women to make informed decisions about their health, improve self-esteem and equip them with communication and negotiation skills <sup>9</sup> .
<b>H</b>	<b>Sex</b>	The physical and biological characteristics that distinguish male, female, and intersex people. These include things like reproductive organs, hormones, chromosomes, etc <sup>10</sup> .
<b>I</b>	<b>Gender Equity</b>	Refers to the different needs, preferences and interests of men, women, girls, boys and gender diverse people, which may mean that different treatment is needed to ensure equality of opportunity. Its overall objective is to reduce unjust and avoidable inequality between individuals that affects health status, access to health services and contributions to the health workforce <sup>11</sup> .
<b>G</b>	<b>Gender Sensitive</b>	A policy or program that acknowledges the impact of gender norms, roles and relations but does not go beyond this surface-level acknowledgement to include remedial action <sup>12</sup> .

<sup>8</sup> <https://en.wikipedia.org/wiki/Feminism>

<sup>9</sup> World Health Organization <https://www.who.int/gender-equity-rights/knowledge/glossary/en/>

<sup>10</sup> World Health Organization <https://www.who.int/gender-equity-rights/knowledge/glossary/en/>

<sup>11</sup> <https://www.who.int/gender-equity-rights/knowledge/glossary/en/>

<sup>12</sup> World Health Organization [https://www.who.int/gender/mainstreaming/GMH\\_Participant\\_GenderAssessmentScale.pdf](https://www.who.int/gender/mainstreaming/GMH_Participant_GenderAssessmentScale.pdf)

MATCH	TERM	DEFINITION
K	<b>Gender Aware</b>	A policy or program that seeks to improve the daily conditions of women, girls and gender diverse people by addressing practical gender issues and needs. These policies or programs don't address gender relations or improve the social position of girls, women and gender diverse individuals (i.e. how they are valued in society) <sup>13</sup> .
E	<b>Gender Transformative</b>	A policy or program that addresses the causes of gender-based health inequities by including specific ways to shift harmful gender norms, roles and relations with explicit intentions to change unequal power relations. The focus goes beyond improving the condition of women, girls and gender diverse individuals and seeks to improve their social position (i.e. how they are valued in society) <sup>14</sup> .
F	<b>Power</b>	The capacity of an individual to influence the actions, beliefs, or behaviour of others and exercise control over social and physical environments. It is perceived as legitimate by the social structure in which it operates <sup>15</sup> .

<sup>13</sup> <http://downtozeroplatform.com/dtz/files/Plan%20Netherlands%20Gender%20Equality%20Programma%20Criteria.pdf>

<sup>14</sup> <http://downtozeroplatform.com/dtz/files/Plan%20Netherlands%20Gender%20Equality%20Programma%20Criteria.pdf>

<sup>15</sup> OECD <https://www.oecd.org/site/ocdgd/39447872.pdf>

## Annex 2c: Gender Glossaries – Activity

### Group One Terms

#### EQUALITY

**Definition #1** The expression “equality between the sexes” is used to mean that women and men should have equal conditions for realizing their full rights and potential and making a contribution to the political, economic, social, and cultural evolution of their country, while benefiting equally from such changes<sup>16</sup>.

**Definition #2** Is the state or condition that affords women and men equal enjoyment of human rights, socially valued goods, opportunities, and resources<sup>17</sup>.

#### EQUITY

**Definition #1** Gender equity means being fair to women and men alike. To ensure equity, it is frequently necessary to adopt measures that compensate for historic and social disadvantages that have prevented women and men from having equal opportunities. Equity leads to equality<sup>18</sup>.

**Definition #2** Is the process of being fair to women and men. To ensure fairness, measures must be taken to compensate for historical and social disadvantages that prevent women and men from operating on a level playing field<sup>19</sup>.

<sup>16</sup> Association Québécoise des organismes de coopération internationale (AQOCI) Gender and Development Training Kit

<sup>17</sup> Johns Hopkins <https://gender.jhpiego.org/analysistoolkit/gender-concepts-and-definitions/>

<sup>18</sup> Association Québécoise des organismes de coopération internationale (AQOCI) Gender and Development Training Kit

<sup>19</sup> Johns Hopkins <https://gender.jhpiego.org/analysistoolkit/gender-concepts-and-definitions/>

## FEMINIST PRINCIPLES

**Definition #1** A framework that shapes and guides approaches to work – with partners, programs, humanitarian work, policy and campaigns and organizational culture and behaviour. Examples include:

- Support transformative change
- Recognize power and privilege
- Put women’s rights actors at the centre of our work
- Honour context and complexity
- Celebrate diversity and challenge discrimination through an intersectional approach
- ‘Nothing about me without me’
- Do no harm
- Balance learning and accountability
- Support knowledge for transformative change
- Commit to organizational transformation<sup>20</sup>

**Definition #2** Are a positive and inclusive use of power to build an organisation that is capable of changing the world. Feminist principles are embodied through behaviour at the workplace and the way we behave helps create a workplace culture. Examples include:

- Self-awareness
- Self-care and caring for others
- Dismantling bias
- Inclusion
- Sharing power
- Responsible and transparent use of power
- Accountable collaboration
- Respectful feedback
- Courage
- Zero tolerance<sup>21</sup>

<sup>20</sup> Oxfam Canada <https://www.oxfam.ca/publication/oxfam-canadas-feminist-principles/>

<sup>21</sup> Action Aid <https://www.actionaid.org.uk/about-us/how-we-practise-feminism-at-work>



*Group Two Terms*

**GENDER NORMS**

**Definition #1** Refer to beliefs about women and men, boys and girls that are passed from generation to generation through the process of socialization. They change over time and differ in different cultures and populations. Gender norms lead to inequality if they reinforce: a) mistreatment of one group or sex over the other; b) differences in power and opportunities<sup>22</sup>.

**Definition #2** Accepted attributes and characteristics of male and female gendered identity at a particular point in time for a specific society or community. They are the standards and expectations to which gender identity generally conforms, within a range that defines a particular society, culture and community at that point in time. Gender norms are ideas about how men and women should be and act. Internalized early in life, gender norms can establish a life cycle of gender socialization and stereotyping<sup>23</sup>.

**GENDER RELATIONS**

**Definition #1** Refers to social relations between and among women and men that are based on gender norms and roles. Gender relations often create hierarchies between and among groups of men and women that can lead to unequal power relations, disadvantaging one group over another<sup>24</sup>.

**Definition #2** A specific subset of social relations uniting men and women as social groups in a particular community. Gender relations intersect with all other influences on social relations – age, ethnicity, race, religion – to determine the position and identity of people in a social group. Since gender relations are a social construct, they can be changed<sup>25</sup>.

<sup>22</sup> World Health Organization Glossary of Terms and Tools

<sup>23</sup> UNICEF Gender Glossary and Terms

<sup>24</sup> World Health Organization Glossary of Terms and Tools

<sup>25</sup> UNICEF Gender Glossary and Terms

### Group Three Terms

#### GENDER STEREOTYPES

**Definition #1** Images, beliefs, attitudes or assumptions about certain groups of women and men. Stereotypes are usually negative and based on assumed gender norms, roles and relations<sup>26</sup>.

**Definition #2** Ascribing certain attributes, characteristics and roles to people based on their gender. Gender stereotypes can be negative (i.e., women are bad drivers, men can't change diapers) and benign (i.e., women are better caregivers, men are stronger). Gender stereotyping becomes harmful when it limits a person's life choices, such as training and professional path, and life plans. Compounded gender stereotypes occur when layered with stereotypes about other characteristics of the person, such as disability, ethnicity or social status<sup>27</sup>.

#### EMPOWERMENT

**Definition #1** Empowerment is about women, men and gender diverse people taking control over their lives: setting their own agendas, gaining skills, building self-confidence, solving problems and developing self-reliance. No one can empower another: only the individual can empower themselves to make choices<sup>28</sup>.

**Definition #2** Refers to increasing the personal, political, social or economic strength of individuals and communities. Empowerment of women and girls concerns women and girls gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality<sup>29</sup>

<sup>26</sup> World Health Organization Glossary of Terms and Tools

<sup>27</sup> UNICEF Gender Glossary and Terms

<sup>28</sup> UNESCO's Gender Mainstreaming Implementation Framework

<sup>29</sup> UNICEF Gender Glossary and Terms

## Session Three: Gender Equality and Change — Understanding Transformative Change

### Learning Objectives

Participants will gain a deeper understanding, beyond terminology, of gender equality concepts.

### Key Messages

- Learning terminology is just one part of the skills needed to advance gender equality in your programming, it is equally as important (perhaps more!) to understand the *concepts behind the change* you are proposing/supporting, and that gender transformative change is really about *changing unequal power dynamics*.

### Facilitator's Notes

- Make sure that you have a good understanding of the basic gender terminology that was introduced in the section prior. This is necessary because here we build off of these terms to dive deeper into concepts that help describe and illustrate gender transformative change.

### Duration

60 minutes

### Activities

- Introduction (25 minutes)
- Activity 1: Illustrating Gender Transformative Concepts (20 minutes)
- Wrap-up (15 minutes)

### Resources

- Participant Resource Package
- Plenary presentation

### Technology

- Mural
- PowerPoint presentation
- Zoom

## Process

#	Facilitator Steps	Technology Support
1	<p><i>Explain to participants:</i> This session builds on the terminology and looks at how we need to go beyond simply learning terminology and definitions in order to integrate or advance gender equality in programming. What is also important is understanding how concepts help describe or illustrate gender equality changes. In this session we will further explore these concepts and unpack how they inform how we understand gender transformative change.</p> <div style="background-color: #fff9c4; padding: 10px; border-radius: 10px;"> <p><b>What is Gender Transformative Change?</b>                      Gender transformative change is defined as a deep <b>structural change</b> achieved by addressing the <b>root causes</b> of gender inequality.</p> <p><i>Source: UN: Economic and Social Commission for Western Asia.</i></p> </div>	<ul style="list-style-type: none"> <li>• Start the PowerPoint and share the screen.</li> <li>• Follow along with the facilitator and go through the slides using cues from the facilitator when to switch slides.</li> <li>• Progress through accompanying slide(s)</li> <li>• Let the Facilitator explain the learning objective and key messages to the participants.</li> <li>• Progress through accompanying slide(s)</li> </ul>
2	<p><i>Explain to the group:</i> Gender-transformative approaches go beyond symptoms of gender inequality to address “the social norms, attitudes, behaviors, and social systems that underlie them” and are ultimately about transforming unequal power relations and the structures and norms (both visible and invisible) that uphold them<sup>30</sup>.</p> <p>Make sure that everyone grasps the concept of gender-transformative change because it is important for the activity. Allow space for questions/further explanation.</p> <div style="background-color: #fff9c4; padding: 10px; border-radius: 10px;"> <p><b>! Tip!</b> As a facilitator, be prepared to provide examples from your own experience that can contrast gender aware and gender transformative.</p> </div>	

<sup>30</sup> Care USA, Measuring gender-transformative change, [https://care.org/wp-content/uploads/2020/05/working\\_paper\\_aas\\_gt\\_change\\_measurement\\_fa\\_lowres.pdf](https://care.org/wp-content/uploads/2020/05/working_paper_aas_gt_change_measurement_fa_lowres.pdf)

- 3 *Explain to the group:* Now that we have an understanding of gender-transformative approaches and a working definition of gender transformative change, we can move forward to explore some concepts that illustrate this change.

- Progress through accompanying slide(s)

### Activity 1: Illustrating Gender Transformative Concepts

- 4 *Explain* that they have been assigned a group. Each group will have 15 minutes to agree on how they can, without words, illustrate their concept. Ask participants to reflect on what they learned earlier and brainstorm and how each of these concepts illustrate gender transformative change.


Groups will use Mural to illustrate their concept. They can draw a picture, symbols or create an idea tableau that shows how this concept illustrates gender transformative change.

- Condition vs. Position
- Practical vs. Strategic Needs
- Access to vs control over Resources

Participants can refer to '[Annex 3a: Explanations for Gender Transformative Concepts – Worksheet](#)' in their [Participant Resource Package](#).


 **Note:** Facilitators can find a full explanation for these concepts in [Annex 3b](#)

*Ask* the group to think about how these concepts relate to power and what kind of power. Use the definitions of power in the '[Dig In!](#)' section below.

 **Dig In!** When having group discussions make sure that you are guiding the group to really dig in and go deep. In particular, guide the group to explore how these concepts have a relationship to power:

- Power over people, resources and decisions
- Power to act and to realize one's aspirations
- Power with others that comes out of cooperation and collaboration.
- Power within that comes from a sense of self-worth and self-knowledge

- Using the *Zoom breakout rooms* feature, move participants into pre-assigned groups listed in the [Participant Resource Guide](#)
- Move the facilitator in and out of the different *Zoom breakout rooms* to ensure each group understands their tasks and are kept guided on the right track
- Assign 15 minutes to each *Zoom breakout room* utilizing the Zoom feature, and give participants a 5-minute and 1-minute notice

<p><b>5</b> Under Activity 3.1 instructions in their <b>Participant Resource Package</b>, participants will find out which Zoom breakout group they're in, along with the concept and definition their group is assigned.</p> <p>Direct them to the Mural link found assigned to their group in the <b>Participant Resource Package</b>. Explain that they will have <b>15 minutes</b> to work together, and that they should nominate one person in their group to explain their creation in plenary.</p> <p> <b>Note:</b> This activity is a great opportunity to introduce Mural and to have participants play around with Mural's many interactive features. Please budget time into this activity if you want to do a quick demo with the group</p>	<ul style="list-style-type: none"> <li>• Progress through accompanying slide(s)</li> </ul>
<p><b>6</b> After 15 minutes, participants will come back to the plenary Zoom session. Ask each group to briefly show and discuss their illustration. Ask participants to:</p> <ol style="list-style-type: none"> <li>1. Explain why this concept is important to understanding gender equality</li> <li>2. And how this concept is illustrative of gender transformative change</li> </ol>	<ul style="list-style-type: none"> <li>• End Zoom breakout rooms and move all participants back to the plenary Zoom discussion</li> <li>• Display accompanying slide(s)</li> </ul>
<p><b>7</b> <i>Explain to the group:</i> Ask the group if there are other concepts or imagery that they find useful to describe changes in gender equality?</p> <p><i>Ask:</i></p> <ol style="list-style-type: none"> <li>1. How could you use this concept to explain gender transformative change?</li> <li>2. What would be some practical examples that illustrate these concepts in real-world projects?</li> </ol>	<ul style="list-style-type: none"> <li>• Progress through accompanying slide(s)</li> </ul> <p><b>!</b> <b>Tip:</b> Return to gallery view!</p>

8

Do a quick check-in: are we all on the same page? Utilize the zoom “raise hand” feature to get a sense of participants understanding.

Allow a few minutes for collective consensus and/or questions if anyone is unclear with any of the content covered earlier. This is important because this section builds off their understanding of the basic terms and concepts and how they apply to gender transformative change explored in earlier sessions.

- Progress through accompanying slide(s)
- Keep an eye out for any “hands raised” to attend to any participant that needs support or clarification

9

Close the session by revisiting the **key message**:

1. Learning terminology is just one part of the skills needed to advance gender equality in your programming, it is equally as important (perhaps more!) to understand the *concepts behind the change* you are proposing/supporting and that gender transformative change is really about *changing unequal power dynamics*.

- Display accompanying slide of the PowerPoint presentation to wrap up the session.

## Annexes

### Annex 3a: Explanations for Gender Transformative Concepts – Worksheet

#### ***What is transformative change?***

Transformative change is defined as deep structural change achieved by addressing the root causes of gender equality<sup>31</sup>.

#### **Condition vs. Position<sup>32</sup>**

- Condition is the state of somebody’s being—it refers to the features of their physical or emotional state.
- Position is a person’s state in relation to other things or compared to someone else. The environment is needed to describe one’s position.

For example, the position of a “cup of coffee” is in your hands or on a table; but the condition of a “cup of coffee” is that it’s dark roast, it’s steaming hot, and it’s 10 ounces. To describe the condition of the “cup of coffee” you don’t need to know where it is, but you need to understand its features. To describe the position of the “cup of coffee” you need to know where it is located—and that is in relation to other items.

#### **Practical vs. Strategic Needs<sup>33</sup>**

- Practical needs describe those needs that are related to survival and safety: i.e. access to immediate needs like food, water, shelter, work, etc.
- Strategic needs or interests describe those elements that are required to improve one’s position: they often involve decision making power or control over resources.

#### **Access to vs. Control over resources<sup>34</sup>**

- Access refers to the ability to use resources, and even benefit from them (for example, access to cash or transportation, healthcare because there is a healthcare clinic nearby)
- Control over resources refers to the decision-making power attached to how and when those resources are used, by whom, etc.

<sup>31</sup> Economic and Social Commission for Western Asia

<sup>32</sup> CEPDA: Mobilizing for Equity: Gender and Reproductive Health Considerations <http://www.nzdl.org/gsdImod?e=d-00000-00---off-0cdl--00-0----0-10-0---0---0direct-10---4-----0-0l--11-en-50---20-about---00-0-1-00-0--4----0-0-11-10-OutfZz-8-10&cl=CL2.19&d=HASHf0f5085aa2803c9757ee6b.12.3&gt=1>

<sup>33</sup> CEPDA: Mobilizing for Equity: Gender and Reproductive Health Considerations <http://www.nzdl.org/gsdImod?e=d-00000-00---off-0cdl--00-0----0-10-0---0---0direct-10---4-----0-0l--11-en-50---20-about---00-0-1-00-0--4----0-0-11-10-OutfZz-8-10&cl=CL2.19&d=HASHf0f5085aa2803c9757ee6b.12.3&gt=1>

<sup>34</sup> CEPDA: Mobilizing for Equity: Gender and Reproductive Health Considerations <http://www.nzdl.org/gsdImod?e=d-00000-00---off-0cdl--00-0----0-10-0---0---0direct-10---4-----0-0l--11-en-50---20-about---00-0-1-00-0--4----0-0-11-10-OutfZz-8-10&cl=CL2.19&d=HASHf0f5085aa2803c9757ee6b.12.3&gt=1>



## Annex 3b: Explanations for Gender Transformative Concepts

### *What is transformative change?*

Transformative change is defined as deep structural change achieved by addressing the root causes of gender equality<sup>35</sup>.

#### Condition vs. Position<sup>36</sup>

- **Condition** refers to a person’s state of being. While improving the conditions/daily needs of women and girls is beneficial it is more of a short-term solution because there has been no attempt to address social norms, attitudes, behaviours or social systems in which these conditions exist. As a result, unequal gender and power relations will still persist despite the outward appearance or improvement of women/girls’ daily needs.
- **Position** refers to the value or status of women and girls in society. This concept is representative of gender transformative change because it seeks to transform the inherent structures that influence power dynamics that effect their social position/value/status in society. This will ultimately shift unequal power relations that influence both visible and invisible structures/norms that impact women’s social position.

#### Practical vs. Strategic Needs<sup>37</sup>

- **Practical needs** are the needs of women or men that relate to responsibilities and tasks associated with their traditional gender roles. Responding to practical needs can improve the quality of life but does not challenge gender divisions or men’s and women’s positions in society. Practical needs generally involve issues of condition or access, i.e., access to immediate needs like food, water, shelter, work, etc.
- **Strategic needs** concern the position of women and men in relation to each other in a given society. Strategic interests may involve decision making power or control over resources. Addressing strategic gender interests assists women and men to achieve greater gender equality and change existing gender roles and stereotypes. Gender interests generally involve issues of position, control and power<sup>38</sup> and relate to status in society, i.e., access to employment, inheritance, mobility, political or social participation – based on gender.

<sup>35</sup> Economic and Social Commission for Western Asia

<sup>36</sup> CEPDA: Mobilizing for Equity: Gender and Reproductive Health Considerations <http://www.nzdl.org/gsdImod?e=d-00000-00---off-0cdl--00-0---0-10-0---0---0direct-10---4-----0-0l--11-en-50---20-about---00-0-1-00-0--4---0-0-11-10-0utfZz-8-10&cl=CL2.19&d=HASHf0f5085aa2803c9757ee6b.12.3&gt=1>

<sup>37</sup> CEPDA: Mobilizing for Equity: Gender and Reproductive Health Considerations <http://www.nzdl.org/gsdImod?e=d-00000-00---off-0cdl--00-0---0-10-0---0---0direct-10---4-----0-0l--11-en-50---20-about---00-0-1-00-0--4---0-0-11-10-0utfZz-8-10&cl=CL2.19&d=HASHf0f5085aa2803c9757ee6b.12.3&gt=1>

<sup>38</sup> CEPDA: Mobilizing for Equity: Gender and Reproductive Health Considerations <http://www.nzdl.org/gsdImod?e=d-00000-00---off-0cdl--00-0---0-10-0---0---0direct-10---4-----0-0l--11-en-50---20-about---00-0-1-00-0--4---0-0-11-10-0utfZz-8-10&cl=CL2.19&d=HASHf0f5085aa2803c9757ee6b.12.3&gt=1>

**Access to vs. Control over resources<sup>39</sup>**

- Access in this case indicates that unequal power dynamics are still prevalent, as nothing is done to transform the power dynamics and structures that serve to reinforce gendered inequalities that come with accessing resources. While gender inequalities might be lessened with policies that give women and other marginalized identities accessing resources it isn't truly transformative change because they are not able to actively control and make decisions regarding the resources without interference from governing bodies/other people in positions of power and access can easily be revoked.
- Control over resources is the concept that illustrates transformative change because this concept is about transforming power dynamics by shifting the power to groups/individuals ensuring the ability to make their own choices about when/how/where to use resources vs. only having access.

<sup>39</sup> CEPDA: Mobilizing for Equity: Gender and Reproductive Health Considerations <http://www.nzdl.org/gsdImod?e=d-00000-00---off-0cdl--00-0----0-10-0---0---0direct-10---4-----0-0l--11-en-50---20-about---00-0-1-00-0--4----0-0-11-10-0utfZz-8-10&cl=CL2.19&d=HASHf0f5085aa2803c9757ee6b.12.3&gt=1>

## Session Four: Gender Diversity

### Learning Objectives

Participants will understand the complexities and diversity that exists within and around gender, with a deeper look into identities that fall outside of the binary understanding of gender and how this can be applied to our work.

### Key Messages

- Understanding the complexities that exist within gender identity and expression is an important step to unpacking the impact of power and gender
- Exploring factors of diversity within and around gender will help participants move towards an understanding of intersectionality and of gender as non-binary

### Facilitator's Notes

- Make sure that you have a good understanding of different gender concepts, definitions and identities (ex. cisgender, trans, non-binary, gender expression) being discussed in this session. In particular, the differences between **gender** and **sex** and **gender identity** and **gender expression (Annex 3a)**. Be ready to answer questions about gender as a socially constructed concept and how to move towards an understanding of gender as complex and diverse .
- Make sure that if you are working with a co-facilitator make sure that you share the *same understanding* as it is important that together, you are delivering the same message to the group!
- It is very important that the facilitator reviews all the resources included in the Annexes so that they can support the discussions that emerge from Activity 1.

### Duration

80 minutes

### Activities

- Introduction (15 minutes)
- Videos (20 minutes)
- Activity 1: Gender Diversity and Development Work (25 minutes)
- Wrap-up/plenary discussion (20 minutes)

### Resources

- Participant Resource Package
- Plenary presentation

### Technology

- Mural
- PowerPoint presentation
- Zoom

## Process

#	Facilitator Steps	Technology Support
1	<p><i>Explain to participants</i> that this session will explore different types of diversity and what they mean from a gender perspective.</p>	<ul style="list-style-type: none"> <li>• Start the PowerPoint and share the screen.</li> <li>• Follow along with the facilitator and go through the slides using cues from the facilitator when to switch slides.</li> <li>• Progress through accompanying slides.</li> <li>• Let the Facilitator explain the learning objective and key messages to the participants.</li> </ul>
2	<p><i>Ask participants</i> to refer to their <b>Participant Resource Package</b>. They can refer to '<a href="#">Annex 4a: Important Definitions</a>' where they will find definitions of terminologies associated with gender diverse people and their experiences. They can also utilize '<a href="#">Annex 4c: Tools</a>' where there are a 2 more links available to guide them to more exhaustive terminology lists.</p> <p><i>Explain</i> that there will be many terms that are new to participants, but most will be familiar with those terms used in the acronym 2SLGBTQ+: Two Spirit, Lesbian, Gay, Bisexual, Transgender, Queer (or Questioning), and the plus represents those gender identities that aren't included in the acronym.</p>	<ul style="list-style-type: none"> <li>• Progress through accompanying slide(s)</li> </ul>

A longer acronym might look like this:

People often use LGBTQ+ to mean all of the communities included in the “LGBTQQIAA”:

- |              |                  |
|--------------|------------------|
| Lesbian      | + Pansexual      |
| Gay          | + Agender        |
| Bisexual     | + Gender Queer   |
| Transgender  | + Bigender       |
| Transsexual  | + Gender Variant |
| 2/Two-Spirit | + Pangender      |
| Queer        |                  |
| Questioning  |                  |
| Intersex     |                  |
| Asexual      |                  |
| Ally         |                  |

<https://ok2bme.ca/resources/kids-teens/what-does-lgbtq-mean/>

**As a facilitator**, you will know your group and how to ensure an open and respectful discussion. Consider whether it is helpful at the beginning of this session to emphasize that this is a safe space, and everyone is encouraged to participate and be vulnerable in their growth (refer back to Principles in **Annex 4b**). This session is not intended to become a debate around personal beliefs about 2SLGBTQ+ rights but rather a space for collective knowledge and growth about diversity and gender in the international development sphere.

**3** *Ask participants:* why is there such a broad range of identities under the 2SLGBTQ+ umbrella?

*Explain to participants:* gender identity, expression and sexual orientation are complex and diverse, they are fluid – meaning they can change over time – and they are individual.

- Progress through accompanying slide(s)

- 4 Guide participants to their **Participant Resource Package** to refer to the Gender Elephant<sup>40</sup>, created by the Canadian Centre for Gender and Sexual Diversity (CCGSD), and also to **Annex 4a** for a list of related terminology.)

Ask questions the group to reflect on:

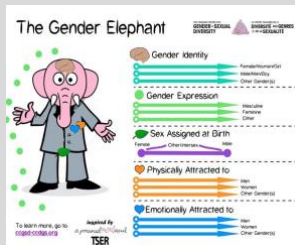
- What are the differences between gender and sex?
- What is the difference between gender identity and gender expression?

Ask the group to reflect on their own experience/exposure or challenges related to gender diversity with questions like:

*What has been your experience/exposure with gender diversity?*

- *In your personal life?*
- *At your place of employment?*
- *In your work?*

**! Tip!** Make sure throughout this discussion you are reinforcing the idea that gender is as complex as people are, how it is important to understand how different identities intersect with gender, and how categories within gender (male/female/other) are socially constructed and can be limiting in and of themselves.



<https://www.doyoutools.org/breaking-the-box>


- Progress through accompanying slide(s)
- For this discussion, it's beneficial to go to gallery view (*it is important for building a connection between participants and facilitator*)

<sup>40</sup> <https://www.doyoutools.org/breaking-the-box>

- 5 *Ask* the group to pause and consider: When talking about equality in session one - who did we mention and who did not get mentioned?
- When talking about gender and gender diversity, the way that power is distributed drives the nature of discrimination which maintains unequal power structures.
  - Importantly, power revolves around binary gender norms – power inequality between men and women, boys and girls, typically with men and boys as the powerholders.

As a result:

- People whose gender identity and expression are gender non-conforming (meaning they are not cis-gendered), often have limited power or influence. They lack the ability and freedom to participate and contribute to decisions that affect their lives either because they are not seen or acknowledged, or because they are actively discriminated against.
- Because the power structures that reinforce gender inequality are based on a binary and cisgender understanding of gender, **movements for greater gender equality have historically used binary language** in their work. While this is in response to discrimination framed against one half of a perceived binary (females), it often excludes gender non-conforming individuals from the conversation and from the movement.

 **Note:** This is an opportunity for facilitators to invite comment and encourage discussion amongst participants.

- Maintain gallery view in Zoom during this discussion

- 6 *Explain to participants:* one of the biggest myths about gender diversity is that it is an expression of Western culture, and that inclusion is a Western idea. However, movements for equality and rights of gender diverse people are vibrant and growing around the world and are a reflection of this shared experience of diversity.

- Share the video on the Zoom platforms for participants to watch
- Turn gallery view on for the discussion portion of this activity, following the videos

*Ask participants* to follow this link to an article from the Guardian’s Global Development Professionals Network and take a moment on their own computers to choose 2 videos to watch from the selection:

<https://www.theguardian.com/global-development-professionals-network/2016/feb/12/seven-videos-that-will-give-you-hope-about-lgbti-rights-around-the-world>

- Reflect: How did these videos make you feel? What is the first emotion that came to mind?
- OR: Put your hand up in zoom if you watched X video, and can you share how that video made you feel?

**Note:** In the future if this link is no longer live: you can find a selection of videos that showcase the diverse global experience of LGBTQ+ people

7

*Explain to participants:* As with the rights of women and girls, the movement for greater recognition and protection of 2SLGBTQI+ rights is growing around the world.

Direct participants to their **Participant Resource Package** for **Annex 4d: Resources—‘PEW Research Center’s June2020 Report: The Global Divide on Homosexuality Persists: But increasing acceptance in many countries over past two decades’** that shows a growing acceptance of gender and sexual diversity, especially amongst educated and younger populations.

- Progress through accompanying slide(s)

8

*Explain:* As practitioners and professionals looking to advance gender equality, our challenge is to reflect gender in all its diversity in our work. Inclusion needs to be embedded in our work on the grounds of both ethics and effectiveness<sup>41</sup>.

While it might not be possible in every circumstance to push for broad spectrum, systemic change, the importance of identifying opportunities for incremental change is paramount. And these opportunities are already being identified by development practitioners around the world. See **Annex 4c** and **Annex 4d** for a list of resources and research that showcase these efforts and provide tools to support gender inclusive development. These include resources such as legal frameworks and analysis, guiding principles, checklists, and an LGBTI Index to guide monitoring and evaluation.

- Progress through accompanying slide(s)

<sup>41</sup> <https://www.cdacollaborative.org/wp-content/uploads/2018/04/Do-No-Harm-and-Gender-A-Guidance-Note.pdf>



9 A simple tool that can support a discussion about gender diversity inclusion is a checklist that follows the project cycle. Direct participants to '[Annex 4b: LGBT+ Inclusion in International Development Programming: A checklist for UK Aid Connect proposals](#)' in their **Participant Resource Package**.

Tell participants that they have been divided into different groups to review and discuss how this checklist might apply to their own work. Participants will automatically be moved into Zoom breakout rooms for this activity. Participants can find these groups in their **Participant Resource Package**. *Explain* that they will have **15 minutes** to discuss the following questions:

- As you go through the checklist, can you identify actions that your organization already takes?
- Which of these would be a challenge in your programming - and why?
- Which of these actions could you do consistently or at least more often? What tools would help you include more of these actions in your programming?

Assign each group to come back to plenary with at least one idea for how they could integrate activities from the checklist into their work - and how it would add value to their programming.

- Using the Zoom breakout rooms feature, move participants into pre-assigned groups listed in the Participant Resource Package
- Move the facilitator in and out of the different Zoom breakout rooms to ensure each group understands their tasks and are kept guided on the right track
- Assign 15 minutes to each Zoom breakout room utilizing the Zoom feature, and give participants 3-minute

10 Bring everyone back to plenary. Before you ask them to share their one activity, ask to the group in general whether they would like to share any actions they already do and what successes and challenges they've encountered.

Give each group about 5 minutes to share one activity from the checklist they could/should integrate into their programming cycle, and why.

- Return to gallery view for this discussion.

11 Thank everyone for their participation in this session – and explain that in the next activity you'll be exploring other factors of identity that can intersect with gender to aggravate discrimination and exclusion.

- Display accompanying slide of the PowerPoint presentation to wrap up the session.

## Annexes

### Annex 4a: Terminology<sup>42</sup>

<b>Ally</b>	A person who confronts heterosexism, sexism, homophobia, biphobia, transphobia and heterosexual privilege in themselves and others out of concern for the well-being of 2SLGBTQ+ people.
<b>Asexuality</b>	Generally characterized by not feeling sexual attraction or a desire for partnered sexuality. Asexuality is distinct from celibacy, which is the deliberate abstention from sexual activity.
<b>Bisexual</b>	A person whose primary sexual and affectional orientation is toward people of the same and other genders, or towards people regardless of their gender.
<b>Cisgender</b>	The prefix cis- means "on this side of" or "not across." A term used to call attention to the privilege of people who are not transgender.
<b>Cross Dresser</b>	A word to describe a person who dresses, at least partially, as a member of a gender other than their assigned sex; carries no implications of sexual orientation.
<b>Drag</b>	An artform and important part of queer culture that allows people to express themselves through makeup, performance, attire, dance, and music. Drag is often a way for a person to explore gender, whether through a critical or playful lens. A person of any gender can perform as a Drag King, Queen, or Thing. <sup>43</sup>

<sup>42</sup> <https://lgbt.ucsf.edu/glossary-terms>

<sup>43</sup> [Otsaskatoon.ca](https://www.otsaskatoon.ca)

<b>Gay</b>	A sexual orientation toward people of the same gender.
<b>Gender Expression</b>	How one expresses oneself, in terms of dress, mannerisms and/or behaviors that society characterizes as "masculine" or "feminine."
<b>Genderqueer</b>	A person whose gender identity and/or gender expression falls outside of the dominant societal norm for their assigned sex, is beyond genders, or is some combination of them.
<b>Heterosexuality</b>	A sexual orientation in which a person feels physically and emotionally attracted to people of a gender other than their own.
<b>Homosexual/Homosexuality</b>	An outdated term to describe a sexual orientation in which a person feels physically and emotionally attracted to people of the same gender.
<b>Intersex</b>	People who, without medical intervention, develop primary or secondary sex characteristics that do not fit "neatly" into society's definitions of male or female. Many visibly intersex people are mutilated in infancy and early childhood by doctors to make the individual's sex characteristics conform to society's idea of what normal bodies should look like. Intersex people are relatively common, although society's denial of their existence has allowed very little room for intersex issues to be discussed publicly.
<b>Lesbian</b>	A woman whose primary sexual orientation is toward people of the same gender.
<b>2SLGBTQ+</b>	Abbreviation for Two Spirit, Lesbian, Gay, Bisexual, Transgender, Queer (or Questioning), and the plus represents those gender identities that aren't included in the acronym.

<b>Pansexual</b>	Terms used to describe people who have romantic, sexual or affectional desire for people of all genders and sexes.
<b>Nonbinary</b>	A gender identity that embraces full universe of expressions and ways of being that resonate with an individual. It may be an active resistance to binary gender expectations and/or an intentional creation of new unbounded ideas of self within the world.
<b>Queer</b>	This can include, but is not limited to, gay, lesbian, bisexual, transgender, intersex and asexual people. This term has different meanings to different people. Some still find it offensive, while others reclaim it to encompass the broader sense of history of the gay rights movement. Can also be used as an umbrella term like LGBT, as in "the queer community."
<b>Sexuality</b>	The components of a person that include their biological sex, sexual orientation, gender identity, sexual practices, etc.
<b>Sexual Orientation</b>	An enduring emotional, romantic, or sexual attraction. Sexual orientation is fluid. Asexuality is also considered a sexual orientation (See above definition of asexuality).
<b>Transgender</b>	Used most often as an umbrella term, some commonly held definitions: 1. Someone whose gender identity or expression does not fit (dominant-group social constructs of) assigned birth sex and gender. 2. A gender outside of the man/woman binary. 3. Having no gender or multiple genders.
<b>Transsexual</b>	A person who lives full-time in a gender different than their assigned birth sex and gender. Some pursue hormones and/or surgery while others do not. Sometimes used to specifically refer to trans people pursuing gender or sex confirmation.
<b>Transvestite</b>	This is an outdated and problematic term due to its historical use as a diagnosis for medical/mental health disorders. Cross Dresser has replaced transvestite, see above definition.

## Annex 4b: LGBT+ Inclusion in International Development Programming

Directly taken from: <https://www.ukaidirect.org/wp-content/uploads/2017/03/LGBT-Inclusion-Checklist-UK-Aid-Connect.pdf>

### Programme Design

Analyse how the issues addressed by your programme potentially affect LGBT+ communities and consider relevant interventions or activities

Address LGBT+ inclusion in your Business Case or programme proposal

Widen the scope of your programme to address related specific issues that LGBT+ people face

Ensure your programme does not unintentionally perpetuate exclusion

- Does your understanding of, and approach to, gender equality and social inclusion take LGBT+ people into account?
- Does your operational definition of 'gender', 'women' or 'men' exclude trans people or the wider LGBT+ community?
- Does the programme include normative assumptions about families, relationships and other factors that exclude LGBT+ people?

### Consultation

Consult with LGBT+ organisations and movements, who know the context, in the design phase

Build opportunities to keep consulting with LGBT+ organisations/movements throughout the lifecycle of the programme, in order to monitor ongoing impact

- The LGBT+ community is a very diverse one. Are you engaging with a representative movement—in particular, one that includes the voices of women and trans communities?

### Partnership

- Partner directly with LGBT+ organisations and movements in programme countries, where possible
- Provide direct support and funding to LGBT+ organisations and movements
- Create opportunities through the programme to improve the evidence base on LGBT+ inclusion
- Build in opportunities to support LGBT+ advocacy (nationally, regionally and/or internationally), where appropriate

### Staff Sensitivity

- Proactively ensure that your colleagues and delivery partners do not discriminate against LGBT+ people in policy or in practice, or perpetuate homophobia, biphobia and transphobia
- Create opportunities through the programme to increase the sensitivity of staff and delivery partners to sexual orientation and gender identity
- Empower LGBT+ staff working on the programme by building a supportive and inclusive environment

### Do No Harm

- Conduct a robust risk analysis to ensure that planned activities do not inadvertently harm LGBT communities, and adjust plans accordingly
  - Is there a risk of backlash? Can activities be modified to reduce this risk?
  - Remember that 'do no harm' is not the same as 'do nothing'. Even in the most challenging contexts, there may be small, discrete steps you can take. Doing nothing to support LGBT+ communities can in fact reinforce their discrimination.
- Ensure the security of any LGBT+ partners (physical, digital and emotional)

## Annex 4c: Tools

Daniels, Mannion and UK Aid Direct. LGBT+ Inclusion in International Development Programming: A checklist for UK Aid Connect proposals (2017).

<https://www.ukaidirect.org/wp-content/uploads/2017/03/LGBT-Inclusion-Checklist-UK-Aid-Connect.pdf>

Egale. LGBTQI2S Glossary of Terms.

<https://egale.ca/awareness/glossary-of-terms/>

Global Affairs Canada: The human rights of lesbian, gay, bisexual, transgender, queer, 2-spirit and intersex persons.

[https://www.international.gc.ca/world-monde/issues\\_development-enjeux\\_developpement/human\\_rights-droits\\_homme/rights\\_lgbti-droits\\_lgbti.aspx?lang=eng](https://www.international.gc.ca/world-monde/issues_development-enjeux_developpement/human_rights-droits_homme/rights_lgbti-droits_lgbti.aspx?lang=eng)

IPPF Humanitarian. *LGBTIQ+ Inclusion in Humanitarian Action* (2019).

[https://www.ippf.org/sites/default/files/2019IPPFHumanitarian\\_LGBTICapabilityStatement.pdf](https://www.ippf.org/sites/default/files/2019IPPFHumanitarian_LGBTICapabilityStatement.pdf)

Park, Andrew and Lucas Ramon Mendos. *Guiding Principles on the Inclusion of Lesbian, Gay, Bisexual, Transgender, and Intersex (LGBTI) People in Development Policy and Programs* (November 2018).

[https://www.rfsl.se/wp-content/uploads/2018/11/RFSL\\_Guiding-Principles\\_final\\_digital.pdf](https://www.rfsl.se/wp-content/uploads/2018/11/RFSL_Guiding-Principles_final_digital.pdf)

DCHA/DRG/HR. *Suggested Approaches for Integrating Inclusive Development Across the Program Cycle and in Mission Operations* (July 2018).

[https://usaidearninglab.org/sites/default/files/resource/files/additional\\_help\\_for\\_ads\\_201\\_inclusive\\_development\\_180726\\_final\\_r.pdf](https://usaidearninglab.org/sites/default/files/resource/files/additional_help_for_ads_201_inclusive_development_180726_final_r.pdf)

Lee Badgett, M.V. and Randall Sell. A Set of Proposed Indicators for the LGBTI Inclusion Index (March 2019).

<https://www.undp.org/content/undp/en/home/librarypage/hiv-aids/lgbti-index.html>

United Nations General Assembly. *Resolution adopted by the Human Rights Council on 20 June 2016. 32/2 Protection against violence and discrimination based on sexual orientation and gender identity* (July 2016).

[https://www.un.org/en/ga/search/view\\_doc.asp?symbol=A/HRC/RES/32/2](https://www.un.org/en/ga/search/view_doc.asp?symbol=A/HRC/RES/32/2)

USAID. *LGBT Vision for Action: Promoting and Supporting the Inclusion of Lesbian, Gay, Bisexual, and Transgender Individuals* (March 2020).

[https://www.usaid.gov/sites/default/files/documents/1874/LGBT\\_Vision.pdf](https://www.usaid.gov/sites/default/files/documents/1874/LGBT_Vision.pdf)

## Annex 4d: Research/Editorial

Bergenfielf, Rachel and Alice Miller. *Queering International Development? An Examination of New 'LGBT Rights' Rhetoric, Policy, and Programming among International Development Agencies* (March 2014). LGBTQ Policy Journal, Harvard Kennedy School.

[https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2514066](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2514066)

JMIR Public Health Surveill. *Population Size Estimation of Gay and Bisexual Men and Other Men Who Have Sex with Men Using Social Media-Based Platforms* (February 2018).

<https://pubmed.ncbi.nlm.nih.gov/29422452/#affiliation-1>

Mills, Elizabeth. *'Leave No One Behind': Gender, Sexuality and the Sustainable Development Goals* (October 2015).

[https://opendocs.ids.ac.uk/opendocs/bitstream/handle/20.500.12413/7104/ER154\\_LeaveNoOneBehindGenderSexualityandtheSDGs.pdf](https://opendocs.ids.ac.uk/opendocs/bitstream/handle/20.500.12413/7104/ER154_LeaveNoOneBehindGenderSexualityandtheSDGs.pdf)

Park, Andrew and Lucas Ramon Mendos. *For All: The Sustainable Development Goals and LGBTI People* (February 2019).

[https://www.rfsl.se/wp-content/uploads/2019/04/FINAL\\_FORALL\\_RFSL\\_2019.pdf](https://www.rfsl.se/wp-content/uploads/2019/04/FINAL_FORALL_RFSL_2019.pdf)

Poushter, Jacob and Nicholas O. Kent. Pew Research Center. *The Global Divide on Homosexuality Persists: But increasing acceptance in many countries over past two decades* (June 2020)

[https://www.pewresearch.org/global/wp-content/uploads/sites/2/2020/06/PG\\_2020.06.25\\_Global-Views-Homosexuality\\_FINAL.pdf](https://www.pewresearch.org/global/wp-content/uploads/sites/2/2020/06/PG_2020.06.25_Global-Views-Homosexuality_FINAL.pdf)

Sexual and Reproductive Health Matters, Volume 28, 2020 – Issue 1. *Regional legal and policy instruments for addressing LGBT exclusion in Africa* (January 2020).

<https://www.tandfonline.com/doi/full/10.1080/26410397.2019.1698905>



## Session Five: Intersectionality

### Learning Objectives

Participants will understand how power and social privilege can be used to marginalize particular groups, specifically those composed of intersecting identities.

### Key Messages

- This session will unpack the concept of intersectionality and how people will experience different barriers depending on many elements of their identities—factors like their sexuality, race, gender identity, ability, and age. Pursuing true equality means recognizing and meeting all peoples’ diverse needs

### Facilitator’s Notes

- Make sure that you have a good understanding of intersectionality as a concept.
- Make sure that if you are working with a co-facilitator make sure that you share the same understanding as it is important that together, you are delivering the same message to the group!

### Duration

60 minutes

### Activities

- Introduction (10 minutes)
- Sli.do (10 minutes)
- Activity 1: Power Walk (25 minutes)
- Wrap-up (15 minutes)


### Resources

- Participant Resource Package
- Plenary presentation

### Technology

- Mural
- PowerPoint presentation
- Zoom

## Process

#	Facilitator Steps	Technology Support
1	<p><i>Explain to participants</i> that this session will explore the concept of intersectionality and how the interconnected nature of social characterizations (i.e. race, class, ability, gender) overlap to create systems of discrimination, disadvantage and oppression for certain individuals or groups while also creating systems of privilege, status and position for others.</p> <p>Understanding intersectionality is important because these outcomes do not occur in silos – forms of oppressions and privilege reinforce each other, and these intersecting identities influence how they are experienced. For example, we cannot understand how a woman experiences sexism without also taking into account her race, sexuality, class, ability, etc.<sup>44</sup></p> <div style="background-color: #fff9c4; padding: 10px; border-radius: 10px;"> <p> <b>Intersectionality</b> is a theoretical framework for understanding how aspects of a person’s identity (race, class, gender, sex, ability, religion, etc.) combine to create unique modes of discrimination or privilege. The term was coined by black feminist scholar Kimberlé Williams Crenshaw in 1989.</p> </div>	<ul style="list-style-type: none"> <li>• Start the PowerPoint and share the screen.</li> <li>• Follow along with the facilitator and go through the slides using cues from the facilitator when to switch slides.</li> <li>• Progress through accompanying slide(s)</li> <li>• Let the Facilitator explain the learning objective and key messages to the participants.</li> </ul>
2	<p>With this in mind – let’s start off by reflecting on our own identities. What are some words you would use to describe your identity? We will conduct this activity using Sli.do. Refer to your <b>Participant Resource Package</b> for the link, but it will also be shared in the Zoom chat. Click on the Sli.do link identified. Follow the prompt to type in words that you use to describe your own identity.</p>	<ul style="list-style-type: none"> <li>• Maintain accompanying slide</li> <li>• Populate Sli.do link in the Zoom group chat</li> </ul>

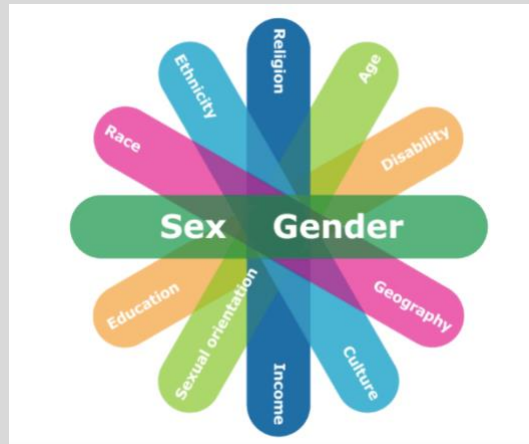
<sup>44</sup> <http://lgbtq2stoolkit.learningcommunity.ca/training/intersectionality/>

- 3 *Ask* for a show of hands (utilizing the Zoom raise hand feature): how many participants have more than 5 words in their Identity Word Web? More than 10? Open up the Zoom discussion and let people share *if they wish*.

As a facilitator, you might like to share first to create a safe space. When everyone has had a chance to participate, thank them for their contributions.

- Progress through accompanying slide(s)
- Pay attention to the participants who are contributing to the discussion to ensure they can mute/unmute and share accordingly

- 4 *Explain to the group*: The importance of this exercise is to get you to start thinking about your own identities and how the social and historical contexts of our own individual identities make up multiple parts of an identity. This is a good starting point for where we are going next – how to understand these identities and the systems of power and privilege in which they exist.




- Progress through accompanying slide(s)

## Activity 1: Power Walk

- |  |  |
|--|--|
| <p><b>5</b> <i>Explain to the group:</i> To build off this we are going to do an interactive exercise to highlight how different, intersecting identities compound and impact an individual’s ability to participate in society, contribute to decisions and to have access to and control over resources. We began this conversation earlier by looking at the role of gender diversity, and now we examine diversity from other points, and how they intersect with gender.</p>  | <ul style="list-style-type: none"> <li>• Progress through accompanying slide</li> </ul>  |
| <p><b>6</b> <i>Ask participants</i> to refer to Activity 5.1 in their <b>Participant Resource Package</b>. Explain that while everyone can’t actively participate in this activity, they can watch the Zoom shared screen to see the activity take place in Mural.</p> <p>Participants who are listed as observers in the <b>Participant Resource Package</b> are to pay close attention and take notes on what they’re observing.</p> <p>Those who are listed as active participants are to find their name and their “identity”. During the activity, the active participants are to represent the ‘identity’ assigned to them by moving their assigned ‘identity’ either forward or backwards on the Mural grid.</p> <div style="background-color: #fff9c4; padding: 10px; border-radius: 10px; margin-top: 10px;"> <p><b>! Tip!</b> It is important to adapt the identities for your Power Walk to reflect the locality of your training, so participants have a point of reference about the person whose identity they are taking. When you adapt, make sure you’re capturing diversity and that you select intersecting identities that will demonstrate the gap in access, opportunities,</p> </div> | <ul style="list-style-type: none"> <li>• Progress through accompanying slide(s)</li> <li>• Participants are to refer to their Participant Resource Package to learn their assigned identity (if they’re assigned an identity)</li> </ul> |

**7** *Explain* to the group that you will read out a series of statements (see [Annex 5a](#)). Instruct them to think as the identity/person they're assigned via their Participant Resource Package. If the statement is likely to be true for their identity, they should move their assigned 'identity sticky note' on MURAL one space forward on the grid – if the statement is likely to be false, they should move their assigned 'identity sticky note' on Mural one space backwards on the grid. If they are not sure, they should stay in place.


 **Note:** Facilitators should choose a geographical location to situate their characters. The location should be one that everyone in the group is familiar with - it can be Canada or another country.

- Mural Link provided in Participant Resource Package
- Screenshare the Mural link so that the observers can actively engage

**8** Once the group is ready and all the active participants have found their identities on the Mural

After the first statement is read, pause and ask each person to read out the description of their identity. Ask the question "why did you move the way you did?" and let each participant respond. Ask the group to collectively agree/disagree with that person's choice.

Continue reading out the rest of the questions. Pause and take time to discuss a character's move only when it seems unlikely or if there is disagreement.

 **Remember!** At the end of this exercise, most of the "girl" and 'gender diverse' identities will be way back, and most of the "boy" identities will be ahead. Ensure that each participant is carefully thinking about each statement and whether their identity *really* has the power to either make that decision or have access to that resource.

- Continue to screenshare the Mural link that the activity is taking place on.

- 9 Once you have read all the statements, note that those who are furthest ahead benefit the most from the power/privilege their sex/gender identity/race/ability/economic status, etc. provides them in society.

*Ask* the following discussion questions:

- Are participants surprised to see where each identity is in relation to the starting point? Why/why not?
- How does this activity illustrate the discussion we had around power/privilege in relation to gender and binary language?

- Continue to screenshare the Mural link that the activity is taking place on.

- 10 Close by revisiting the **key messages** from this session with the group:

*What is intersectionality?*

1. Intersectionality refers to the way in which multiple forms of discrimination – based on gender, race, sexuality, disability and class, etc. – overlap and interact with one another to shape how different individuals and groups experience discrimination.<sup>45</sup>

*How can we take an intersectional approach in our work?*

2. Acknowledging that gender discrimination goes beyond gender to include other factors such as race, socio-economic class and other factors (ability, language, sexuality, gender identity, etc.). All of these factors compound to shape an individual's experiences of discrimination, oppression and marginalization
3. Recognizing that an individual's particular experience of intersecting discriminations is unique; it is not simply the sum of different discriminations<sup>46</sup>

- End screen sharing of the Mural activity
- Resume the PowerPoint presentation and display accompanying slide

<sup>45</sup> Intersectionality - Gender and Development Network, <https://gadnetwork.org/issues/intersectionality>

<sup>46</sup> Intersectionality - Gender and Development Network, <https://gadnetwork.org/issues/intersectionality>

*What this all circles back to is unequal power relations, which are at the root of gender inequality and exclusion/discrimination.*

4. They are important because they often determine who gets what, who makes decisions, or who benefits from development/access to key resources.
5. They also drive the nature of discrimination for women and other marginalized identities. These inequalities can be seen at all levels, from household to the highest levels of political decision making. Wider structures and institutions can also shape the distribution of power by reinforcing and relying on gender roles/norms, or excluding gender diverse populations entirely.

- 11 Wrap up the session by inviting questions from the group, make sure that everyone shares a common understanding of the basic terms and concepts covered in session 1 and how they link to understanding gender transformative change and the non-binary/intersectionality sessions and how they apply to international development.

- Display accompanying slide of the PowerPoint presentation to wrap up the session.

## Annexes

### Annex 5a: Identity and Power—Power Walk

#### Activity Instructions

1. The Power Walk exercise will include a variety of statements and identities including a mix of different ages, ethnicities, genders, abilities, family environments, methods of living, economic status, education levels, etc. that facilitators can choose the ones most relevant to their training situation.
2. These attributes can also be combined in a single identity to illustrate how multiple factors can compound to affect an individual's power/privilege/access.
3. Identities for the powerwalk should also include a few people with decision-making power. These can be religious leaders, people in positions of authority, and people from your own work environment.
4. **\*Note:** The list below is just to get you started, feel free to add to or adjust any of the identities to suit your training.

#### Power Walk Identities

- A girl of 15, just married
- A boy of 18, just married
- The first son of a shop-owner in a large city, aged 17
- The youngest daughter of 7 children in a poor, rural farming family, aged 9
- 22 year old, single mother of 2, with no schooling
- A 9 year old boy, orphaned by HIV/AIDS
- The only boy in a family of female children, aged 7
- The only girl in a family of male children, aged 7
- A rural young male who is physically disabled
- An urban young female who is blind
- A religious leader from a rural village
- The foreign head of a local NGO
- A male adolescent who is gay
- A 40 year old transgender adult
- A young female adult who is a lesbian
- A 45 year old male police officer
- A university educated woman, 25 years old

#### Powerwalk Statements

- Ensure that all the statements you are using relate to a holistic range of rights and cover economic, social, cultural, civil and political areas. For the purpose of this training the majority of these statements will be health related.
- There should also be questions that relate to access - access to food, shelter, clothing, health services, education, etc.
- You can select, add or adapt from the statements below.



## Powerwalk Statements

- 1 "I will choose who and when I marry"
- 2 "I am likely to receive equal attention and time from my teachers in school"
- 3 "I can walk safely on my own at night"
- 4 "I can access primary health services if/when I need them"
- 5 "I do not need permission to go to the doctor/health clinic."
- 6 "My family prioritizes my education"
- 7 "I am encouraged to speak my opinion"
- 8 "I expect to participate in community decision-making when I am older"
- 9 "When resources are low my health and well-being is my families priority"
- 10 "It is expected that I will attend and complete school"
- 11 "I can afford the basic necessities in life/provide for my family"
- 12 "I do not want children – I am able to access contraception easily and with no stigma"
- 13 "I do not want children – I share household decision making power with my partner and we are in agreement about using contraception to prevent pregnancy"
- 14 "I am not afraid that people in my life might physically hurt me"
- 15 "I have never felt degraded, controlled, humiliated or intimidated by someone's words or actions towards me"