CanWaCH

Building Capacity and Confidence in Gender Transformative Programing
A Virtual Learning Experience

Module 1 – Facilitator's Guide

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Session 1: Introduction

#	Facilitator Steps	Technology Support
	Introduction	

| 1 | Begin the session by introducing yourself as the training facilitator. Tell them your name and position or relationship to the organization. | • 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. |

Explain to the group:

- This training program is about **strengthening the confidence and capacity** for both gender equality experts and non-experts in the application of gender transformative programming in women's and children's health
- 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.
- We will also follow a set of Training Principles 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.
- 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.

• Let the facilitator introduce the training, explain the training objectives and key messages to the participants.

> 📎 **Note:** 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.

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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. *Ask participants* 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.	• Progress through accompanying slide **!** **Tip!** Switch to gallery view for introductions!
3	Present the training agenda and bring attention to the **Participant Resource Package**. *Explain* the importance of the **Participant Resource Package** 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.	• Progress through accompanying slide(s)
4	Now that everyone knows each other, ask them to refer to the 'Training Principles' in their **Participant Resource Package.** Review the training principles together, and you can ask participants to volunteer to read out and reflect on each principle. *Ask participants* 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.	• Progress through accompanying slide(s)

Activity 1.1: Our Participation

5	*Explain to the group:* 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.	• Progress through accompanying slide(s)
6	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. Guide participants to Activity 1 : Our Participation of their **Participant Resource Guide**. Ask participants to follow the Sli.do link indicated under 'Activity 1.1 Instructions'. The link is also posted in the Zoom group chat. 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.so 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. **Note:** Use this activity to introduce SLIDO to participants (take it slow, give participants time to get familiar with the tool, have participants ask questions)	• Progress through accompanying slide(s) • Populate the Sli.do link into the Zoom chat when prompted by the facilitator • Provide instruction on how to access and use the Sli.do online feature & word cloud poll
7	*Explain to the group:* 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.	• Share the final word cloud poll on the Zoom call

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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[1]

Exercise Name	Exercise Instructions
Two Truths and a Lie	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. (**Note:** you may need to budget extra time for this one!) 1. Ask each participant to write down two truths and one lie. 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.) 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. 4. Ensure you are in gallery view on Zoom for this activity. 5. The participant can then share the lie for everybody's reference. 6. Continue this activity with all participants (or those who are comfortable sharing)
Miscellaneous Question	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.
Desert Island Movies/Books	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.

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[1] 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[2]:

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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[2] Adapted from: https://www.ndi.org/sites/default/files/Sample-Workshop-Groundrules.pdf

Session 2: Gender 101

Learning Objectives	Participants understand and feel confident using basic terminology and definitions related to gender.
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.
Facilitator's Notes	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!
Duration	45 minutes
Activities	Activity 2.1: Word/term Quiz (30 minutes)
Resources	- Participant Resource Package - Terms "Sex" and "Gender" found under Session 2 of their **Participant Resource Package** for helpful reference throughout training - PowerPoint
Technology	- Mural - PowerPoint presentation - Zoom

Process

#	Facilitator Steps	Technology Support
1	*Explain to participants* 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. **These will include:** • Gender • Sex • Gender Blind • Gender Unaware • Gender Sensitive • Gender Aware • Gender Responsive • Gender Transformative • Empowerment	• Start the PowerPoint and share the screen. • Follow along with the facilitator and go through the slides using cues from the facilitator when to switch slides. • Let the Facilitator explain the learning objective and key messages to the participants.

Activity 2.1: 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 - Answer Key**) 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 2.1—Concepts and Terminology

Annex 2a: Terminology Word Quiz—Activity

MATCH		TERM
		Gender
		Sex
		Gender Equality
		Gender Equity
		Gender Unaware / Blind
		Gender Sensitive
		Gender Neutral
		Gender Aware
		Gender Responsive
		Gender Transformative
		Feminism
		Power
		Women and Girls' Empowerment

LETTER		DEFINITIONS
A		The expansion of choice and the strengthening of voice through the transformation of power relations so that women and girls have more control over their lives and futures.
B		The state of being equal in status, rights and opportunities, and of being valued equally, regardless of sex or gender identity and/or expression.
C		The socially and culturally constructed ideas of what it is to be male or female in a specific context.
D		A policy or program that ignores gender norms, roles and relations and very often reinforces or aggravates gender-based discrimination.

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E	A policy/program that addresses the causes of gender-based inequities by including specific ways to shift harmful gender norms, roles and relations with explicit intentions to change unequal power relations (i.e. seeking to change social position/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.
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 biological categorization of a person as male, female, or intersex.
I	Fairness in treatment of all people regardless of sex or gender identity and/or expression.
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—Activity **ANSWER KEY**

MATCH	TERM	DEFINITION
C	Gender	The socially and culturally constructed ideas of what it is to be male or female in a specific context.[3]
B	Gender Equality	The state of being equal in status, rights and opportunities, and of being valued equally, regardless of sex or gender identity and/or expression.[4]
D	Gender Unaware/Blind	A policy or program that ignores gender norms, roles and relations and very often reinforces or aggravates gender-based discrimination.[5]
M	Gender Neutral	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.[6]
L	Gender Responsive	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.[7]
A	Women and Girls' Empowerment	The expansion of choice and the strengthening of voice through the transformation of power relations so that women and girls have more control over their lives and futures.[8]

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[3] https://www.gatesgenderequalitytoolbox.org/definitions-concepts/gender-equality-lexicon/
[4] https://www.gatesgenderequalitytoolbox.org/definitions-concepts/gender-equality-lexicon/
[5] World Health Organization https://www.who.int/gender/mainstreaming/GMH_Participant_GenderAssessmentScale.pdf
[6] Rutgers https://www.rutgers.international/sites/rutgersorg/files/Manuals/Rutgers-GTA-guide-to-theory.pdf
[7] Gender and Environment Resource Centre https://genderandenvironment.org/2015/08/stop-being-so-sensitive-the-shift-from-gender-sensitive-to-gender-responsive-action/
[8] https://www.gatesgenderequalitytoolbox.org/definitions-concepts/gender-equality-lexicon/

H	Sex	The biological categorization of a person as male, female, or intersex.[9]
I	Gender Equity	Fairness in treatment of all people regardless of sex or gender identity and/or expression.[10]
G	Gender Sensitive	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.[11]
K	Gender Aware	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).[12]
E	Gender Transformative	A policy/program that addresses the causes of gender-based inequities by including specific ways to shift harmful gender norms, roles and relations with explicit intentions to change unequal power relations (i.e. seeking to change social position/how they are valued in society.)
F	Power	The capacity of an individual to influence the actions, beliefs, or behaviour of others and exercise control over social and physical environments.[13]
J	Feminism	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.[14]

[9] https://www.gatesgenderequalitytoolbox.org/definitions-concepts/gender-equality-lexicon/
[10] https://www.gatesgenderequalitytoolbox.org/definitions-concepts/gender-equality-lexicon/
[11] World Health Organization https://www.who.int/gender/mainstreaming/GMH_Participant_GenderAssessmentScale.pdf
[12] http://downtozeroplatform.com/dtz/files/Plan%20Netherlands%20Gender%20Equality%20Programma%20Criteria.pdf
[13] OECD https://www.oecd.org/site/oecdgfd/39447872.pdf
[14] https://en.wikipedia.org/wiki/Feminism

Session 3: 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 3.1: 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	*Explain to participants*: 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. 🔍 **What is Gender Transformative Change?** Gender transformative change is defined as a deep **structural change** achieved by addressing the **root causes** of gender inequality. *Source: UN: Economic and Social Commission for Western Asia.*	• Start the PowerPoint and share the screen. • Follow along with the facilitator and go through the slides using cues from the facilitator when to switch slides. • Let the Facilitator explain the learning objective and key messages to the participants.
2	*Explain to the group*: 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[15]. Make sure that everyone grasps the concept of gender-transformative change because it is important for the activity. Allow space for questions/further explanation. ! **Tip!** As a facilitator, be prepared to provide examples from your own experience that can contrast gender aware and gender transformative.	• Progress through accompanying slide(s)

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[15] Care USA, Measuring gender-transformative change, 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 3.1: 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**.

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

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5	Under Activity 3.1 instructions in their **Participant Resource Package**, participants will find out which Zoom breakout group they're in, along with the concept and definition their group is assigned. Direct them to the Mural link found assigned to their group in the **Participant Resource Package**. Explain that they will have **15 minutes** to work together, and that they should nominate one person in their group to explain their creation in plenary. 📎 **Note:** 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	• Progress through accompanying slide(s)
6	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: 1. Explain why this concept is important to understanding gender equality 2. And how this concept is illustrative of gender transformative change	• End Zoom breakout rooms and move all participants back to the plenary Zoom discussion • Display accompanying slide(s)
7	*Explain to the group:* Ask the group if there are other concepts or imagery that they find useful to describe changes in gender equality? *Ask:* 1. How could you use this concept to explain gender transformative change? 2. What would be some practical examples that illustrate these concepts in real-world projects?	• Progress through accompanying slide(s) ❗ **Tip:** Return to gallery view!

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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**: 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.[16]	
Condition vs. Position[17]	**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 10ounces. 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[18]	**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.	**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)

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[16] Economic and Social Commission for Western Asia

[17] CEDPA: Mobilizing for Equity: Gender and Reproductive Health Considerations
http://www.nzdl.org/gsdlmod?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=HASH f0f5085aa2803c9757ee6b.12.3&gt=1

[18] CEPDA: Mobilizing for Equity: Gender and Reproductive Health Considerations
http://www.nzdl.org/gsdlmod?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=HASH f0f5085aa2803c9757ee6b.12.3&gt=1

| Control over resources[19] | **Control over resources** refers to the decision-making power attached to how and when those resources are used, by whom, etc. |

Annex 3b: Detailed 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.[20]	
Condition vs. Position[21]	**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[22]	**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.

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[19] CEPDA: Mobilizing for Equity: Gender and Reproductive Health Considerations
http://www.nzdl.org/gsdlmod?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=HASH
f0f5085aa2803c9757ee6b.12.3&gt=1
[20] Economic and Social Commission for Western Asia
[21] CEDPA: Mobilizing for Equity: Gender and Reproductive Health Considerations
http://www.nzdl.org/gsdlmod?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=HASH
f0f5085aa2803c9757ee6b.12.3&gt=1
[22] CEPDA: Mobilizing for Equity: Gender and Reproductive Health Considerations
http://www.nzdl.org/gsdlmod?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=HASH
f0f5085aa2803c9757ee6b.12.3&gt=1

	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[23] and relate to status in society, i.e. access to employment, inheritance, mobility, political or social participation – based on gender.
Access to vs. Control over resources[24]	**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.

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[23] CEPDA: Mobilizing for Equity: Gender and Reproductive Health Considerations
http://www.nzdl.org/gsdlmod?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=HASH f0f5085aa2803c9757ee6b.12.3&gt=1
[24] CEPDA: Mobilizing for Equity: Gender and Reproductive Health Considerations
http://www.nzdl.org/gsdlmod?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=HASH f0f5085aa2803c9757ee6b.12.3&gt=1

Session 4: 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	- The diversity of gender expression and sexual identity is global, and work towards gender equality should reflect the rights and experiences of these groups - 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.** 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
Duration	70 minutes
Activities	- Introduction (15 minutes) - Activity 4.1: Videos (20 minutes) - Gender Diversity and Development Work: Break-Out Rooms discussion (15 minutes) - Wrap-up/plenary discussion (20 minutes)
Resources	- Participant Resource Package - Plenary presentation
Technology	- Mural - PowerPoint presentation - Zoom

Process

#	Facilitator Steps	Technology Support
1	*Explain to participants* that this session will explore different types of diversity and what they mean from a gender perspective.	● Start the PowerPoint and share the screen. ● Follow along with the facilitator and go through the slides using cues from the facilitator when to switch slides. ● Progress through accompanying slides.
2	*Ask participants* to refer to their **Participant Resource Package**. They can refer to '**Annex 4a**: **Important Definitions**' where they will find definitions of terminologies associated with gender diverse people and their experiences. *Explain* 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.	● Progress through accompanying slide(s)
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)

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4 Guide participants to their **Participant Resource Package** to refer to the Gender Unicorn, 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.

- 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)*

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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.

Side note:
- Maintain gallery view in Zoom during this discussion

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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.

Side note:
- 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?

7

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[25].

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.

Direct participants to '**Annex 4b: LGBT+ Inclusion in International Development Programming**' in their **Participant Resource Package**. *Explain* that they will have **15 minutes** in breakout rooms to discuss the following questions:
- 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. Give each group about 5 minutes to share one activity from the checklist they could/should integrate into their programming cycle, and why.

- 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
- Return to gallery view for this discussion

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[25] https://www.cdacollaborative.org/wp-content/uploads/2018/04/Do-No-Harm-and-Gender-A-Guidance-Note.pdf

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Annexes

Annex 4a: Important Definitions[26]

Ally	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.
Asexuality	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.
Bisexual	A person whose primary sexual and affectional orientation is toward people of the same and other genders, or towards people regardless of their gender.
Cisgender	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.
Cross Dresser	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.
Drag	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.[27]
Gay	A sexual orientation toward people of the same gender.
Gender Expression	How one expresses oneself, in terms of dress, mannerisms and/or behaviors that society characterizes as "masculine" or "feminine."

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[26] https://lgbtq.ucsf.edu/glossary-terms

[27] Outsaskatoon.ca

Genderqueer	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.
Heterosexuality	A sexual orientation in which a person feels physically and emotionally attracted to people of a gender other than their own.
Homosexual/Homosexuality	An outdated term to describe a sexual orientation in which a person feels physically and emotionally attracted to people of the same gender.
Intersex	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.
Lesbian	A woman whose primary sexual orientation is toward people of the same gender.
2SLGBTQ+	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.
Pansexual	Terms used to describe people who have romantic, sexual or affectional desire for people of all genders and sexes.
Nonbinary	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.
Queer	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."

Sexuality	The components of a person that include their biological sex, sexual orientation, gender identity, sexual practices, etc.
Sexual Orientation	An enduring emotional, romantic, or sexual attraction. Sexual orientation is fluid. Asexuality is also considered a sexual orientation (See above definition of asexuality).
Transgender	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.
Transsexual	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.
Transvestite	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 (Checklist)

Directly taken from: https://www.ukaiddirect.org/wp-content/uploads/2017/03/LGBT-Inclusion-Checklist-UK-Aid-Connect.pdf
(however, the link is no longer active)

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 to 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.ukaiddirect.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

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

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

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

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

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

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

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

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 5: 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 5.1: Power Walk (25 minutes) • Wrap-up (15 minutes)
Resources	• Participant Resource Package • Plenary presentation
Technology	• Mural • PowerPoint presentation • Zoom

Process

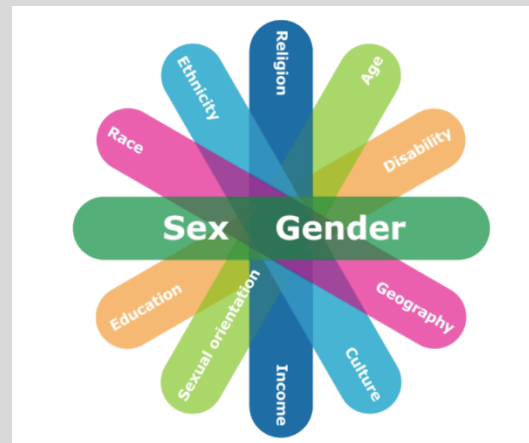| #	Facilitator Steps	Technology Support
1	*Explain to participants* that this session will explore the concept of intersectionality and how the interconnected nature of social characterizations (i.e. race, class, ability, gender) overlap to create systems of discrimination, disadvantage and oppression for certain individuals or groups while also creating systems of privilege, status and position for others. 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.[28] 🔍 **Intersectionality** 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.	• Start the PowerPoint and share the screen. • Follow along with the facilitator and go through the slides using cues from the facilitator when to switch slides. • Progress through accompanying slide(s) • Let the Facilitator explain the learning objective and key messages to the participants.
2	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 Sl.ido. Refer to your **Participant Resource Package** 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.	• Maintain accompanying slide • Populate Sli.do link in the Zoom group chat

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[28] 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)

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Activity 5.1: Power Walk

5	*Explain to the group:* 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.	● Progress through accompanying slide
6	*Ask participants* to refer to Activity 5.1 in their **Participant Resource Package**. 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. Participants who are listed as observers in the **Participant Resource Package** are to pay close attention and take notes on what they're observing. 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. **!** **Tip!** 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, outcomes.	● Progress through accompanying slide(s) ● Participants are to refer to their Participant Resource Package to learn their assigned identity (if they're assigned an identity)

39

7

Explain to the group that you will read out a series of statements. 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.

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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.[29]

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[30]

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

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[29] Intersectionality - Gender and Development Network, https://gadnetwork.org/issues/intersectionality
[30] 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.

Activity 5.1: Identity and Power—Power Walk
Activity Instructions

1. Not all participants will be active players. Active players will be assigned a "Power Walk Identity" (see below).
2. Participants will login to Mural [facilitators insert link]. They should see a graphic that looks like this. ----------------------> Each sticky note has a different identity written on it.
3. The facilitator is going to read out the "Power Walk Statements," one statement at a time.
4. If the statement is likely to be true for a participant's power walk identity, they should move their assigned sticky note on MURAL one space forward on the grid.

BACKWARDS FORWARDS

NOTE: 1 square = 1 step   NOTE: 1 sticky note = 1 identity
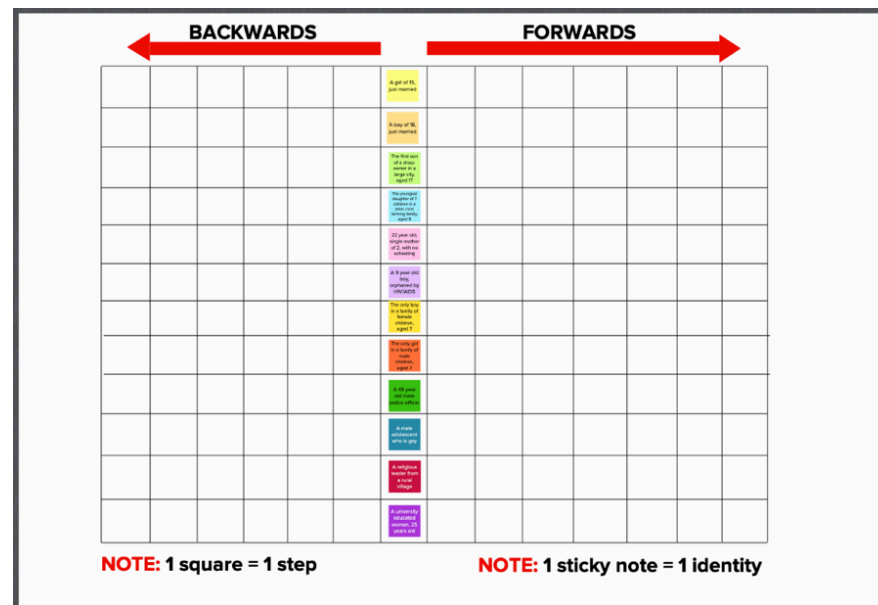
5. If the statement is likely to be false for their identity, they should move their assigned sticky note on MURAL one space backward on the grid.

6. If they are unsure, keep the sticky note in the same place.

> **!** **Tip!** If you're an active player, zoom out so that you can see the full whiteboard!

Context: We're in a fictional land-locked country with an agrarian rural economy and a couple of thriving advanced urban centres. Communities are mostly conservative or traditional, with urban centers gradually becoming more progressive. Key gender-related issues include early marriage, high levels of HIV, tensions between customary and formal legal systems, and low representation of women in key governance and decision-making positions at the community and national levels.

	Identities
1	A boy of 18, just married
2	The first son of a shop-owner in a large city, aged 17
3	A male religious leader from a rural village
4	The youngest daughter of 7 children in a religiously conservative family, aged 9
5	Single mother of 2, with no schooling, aged 22
6	Urban young female who is blind
7	Female foreign head of a local NGO
8	9-year-old boy orphaned by HIV/AIDs

9	Transgender woman who belongs to a racial minority, aged 40
10	A girl of 15, just married

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 can go to the doctor/health clinic without permission from anyone else (ie family member)."
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 family's 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 am able to access contraception easily and with no stigma"
13	"I am not afraid that people in my life might physically hurt me"