



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

Participant Resource Package

Module 1: Sessions 1 – 5

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Training 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, the facilitator, and 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:¹

1. **Participation:** You are your own best resource. Much of the training content will be provided by 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 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 and must respect diversity in all its forms, including gender diversity, religious diversity, ethnic and cultural diversity, and 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 their opinions and concerns. Please see frank discussions about politics as healthy exchanges rather than personal attacks. There will be a tolerance for differences in approaches and strategies. Everyone should contribute to a safe/non-judgemental environment.
5. **Punctuality:** Arrive on time for each workshop session. Arriving late is a sign of disrespect to the trainer and to your fellow participants.
6. **Minimize Disturbances:** Cell phones should be turned off at the beginning of the workshop and 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.

¹ Adapted from: <https://www.ndi.org/sites/default/files/Sample-Workshop-Groundrules.pdf>

Session 1: Introduction

Activity 1.1 Instructions: Our Participation

1. Click on the **Sli.do link** to join the “word cloud poll”. [\[Facilitators to create Sli.do link\]](#)
2. Think about *three examples* that describe the way they participate in group settings. For example, you could describe yourself as quiet, respectful, and eager.
3. Once in the Sli.do word cloud, populate 1 example at a time where prompted.
4. You will have 3 minutes to independently brainstorm and populate your responses. Feel free to type more than 3 examples!
5. Once you populate your examples, return to the Zoom call. The final word cloud will be screenshared.

Session 2: Gender 101

Activity 2.1 Instructions: Concepts and Terminology

1. Independently, you will take 10 minutes to complete Annex 2a: Terminology Word Quiz.
2. This quiz will not be marked as intended to ensure we're all on the same page.
3. You can use Annex 2b to check your work and test your own understanding.

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.
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. ²
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. ³
D	Gender Unaware/Blind	A policy or program that ignores gender norms, roles and relations and very often reinforces or aggravates gender-based discrimination. ⁴
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. ⁵
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. ⁶
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. ⁷
H	Sex	The biological categorization of a person as male, female, or intersex. ⁸
I	Gender Equity	Fairness in treatment of all people regardless of sex or gender identity and/or expression. ⁹

² <https://www.gatesgenderequalitytoolbox.org/definitions-concepts/gender-equality-lexicon/>

³ <https://www.gatesgenderequalitytoolbox.org/definitions-concepts/gender-equality-lexicon/>

⁴ World Health Organization https://www.who.int/gender/mainstreaming/GMH_Participant_GenderAssessmentScale.pdf

⁵ Rutgers <https://www.rutgers.international/sites/rutgersorg/files/Manuals/Rutgers-GTA-guide-to-theory.pdf>

⁶ Gender and Environment Resource Centre <https://genderandenvironment.org/2015/08/stop-being-so-sensitive-the-shift-from-gender-sensitive-to-gender-responsive-action/>

⁷ <https://www.gatesgenderequalitytoolbox.org/definitions-concepts/gender-equality-lexicon/>

⁸ <https://www.gatesgenderequalitytoolbox.org/definitions-concepts/gender-equality-lexicon/>

⁹ <https://www.gatesgenderequalitytoolbox.org/definitions-concepts/gender-equality-lexicon/>

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. ¹⁰
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). ¹¹
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. ¹²
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. ¹³

¹⁰ World Health Organization https://www.who.int/gender/mainstreaming/GMH_Participant_GenderAssessmentScale.pdf

¹¹ <http://downtozeroplatform.com/dtz/files/Plan%20Netherlands%20Gender%20Equality%20Programma%20Criteria.pdf>

¹² OECD <https://www.oecd.org/site/oecdgfd/39447872.pdf>

¹³ <https://en.wikipedia.org/wiki/Feminism>

Session 3: Gender Equality and Change—Understanding Transformative Change

Activity 3.1 Illustrating Gender Transformative Concepts

Activity 3.1: Instructions

1. For this activity, participants will be divided into 6 groups: 1) Conditions vs Position; 2) Practical vs Strategic Needs; and 3) Access vs Control. Each group will have access to their Mural link (see the table below), each with its virtual whiteboard.
2. According to the group assignments, participants will be moved into Zoom break-out rooms. Each group member will enter their assigned mural link, and together, they will have **25 minutes** to agree on how they can, without words, illustrate their assigned concept. Using the virtual whiteboard tool, they can draw a picture, use symbols, or create a tableau that shows how this concept illustrates gender transformative change. Participants will also think about how their concept relates to power and what kind of power (see definitions of power in the “Dig In” box below).
3. After **15 minutes**, participants will be brought back to the plenary. Each group will have an opportunity to explain:
 - a. why this concept is important to understanding gender equality and
 - b. how this concept is illustrative of gender transformative change.

Dig in! 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

Remember! This activity is your first time using Mural. Take time to play around with Mural’s many interactive features! Have fun playing around and engaging with your group members. Take time to get comfortable with this platform. Don’t hesitate to contact your facilitator(s) if you have questions or need support!

Note: see [Annex 3b](#) for a full explanation of these concepts.

Activity 3.1: Group Assignments

GROUP 1: Condition vs. Position	GROUP 2 Practical vs. Strategic Needs	GROUP 3: Access to vs. Control Over Resources
MURAL LINK [Facilitators to create link]	MURAL LINK [Facilitators to create link]	MURAL LINK [Facilitators to create link]
•	•	•

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. ¹⁴	
Condition vs. Position¹⁵	<p>Condition is the state of somebody's being—it refers to the features of their physical or emotional state.</p> <p>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.</p> <p>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.</p>

¹⁴ Economic and Social Commission for Western Asia

¹⁵ CEDPA: 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>=1>

	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 Needs¹⁶	<p>Practical needs describe those needs that are related to survival and safety: i.e. access to immediate needs like food, water, shelter, work, etc.</p> <p>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.</p>
Access to vs. Control over resources¹⁷	<p>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)</p> <p>Control over resources refers to the decision-making power attached to how and when those resources are used, by whom, etc.</p>

¹⁶ 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>=1>

¹⁷ 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>=1>

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. ¹⁸	
Condition vs. Position ¹⁹	<p>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.</p> <p>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.</p>
Practical vs. Strategic Needs ²⁰	<p>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.</p>

¹⁸ Economic and Social Commission for Western Asia

¹⁹ CEDPA: 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>=1>

²⁰ 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>=1>

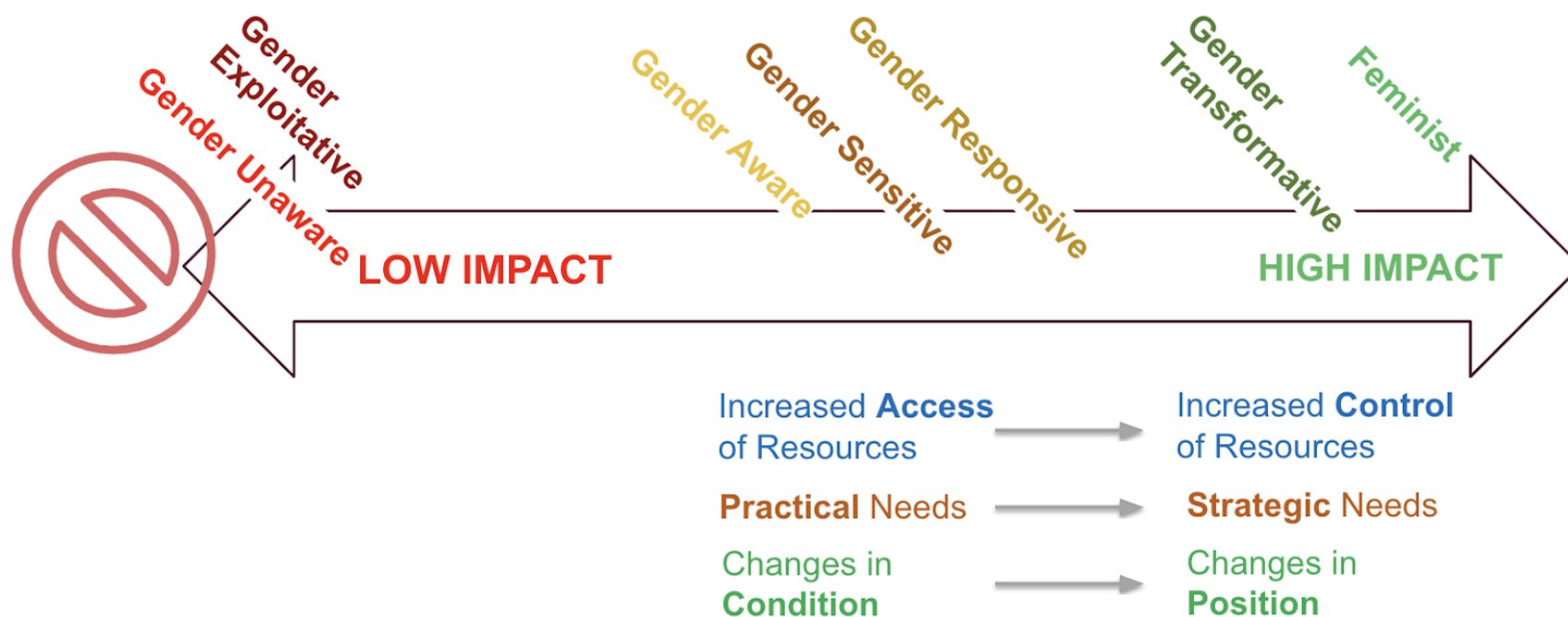
	<p>Strategic needs concern the position of women and men in relation to each other in a given society. Strategic interests may involve decision making power or control over resources. Addressing strategic gender interests assists women and men to achieve greater gender equality and change existing gender roles and stereotypes.</p> <p>Gender interests generally involve issues of position, control and power²¹ and relate to status in society, i.e. access to employment, inheritance, mobility, political or social participation – based on gender.</p>
<p>Access to vs. Control over resources²²</p>	<p>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.</p> <p>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.</p>

²¹ CEPDA: Mobilizing for Equity: Gender and Reproductive Health Considerations

<http://www.nzdl.org/gsdllmod?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>=1>

²² CEPDA: Mobilizing for Equity: Gender and Reproductive Health Considerations

<http://www.nzdl.org/gsdllmod?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>=1>



Session 4: Gender Diversity

Unpacking Non-Binary Gender Identity

Annex 4a: Important Definitions²³

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
Gay	A sexual orientation toward people of the same gender.

²³ <https://lgbtq.ucsf.edu/glossary-terms>

	gender, whether through a critical or playful lens. A person of any gender can perform as a Drag King, Queen, or Thing. ²⁴
Gender Expression	How one expresses oneself, in terms of dress, mannerisms and/or behaviors that society characterizes as "masculine" or "feminine."
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.

²⁴ Outsaskatoon.ca

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.

LGBTTTQQIAA Guide²⁵

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

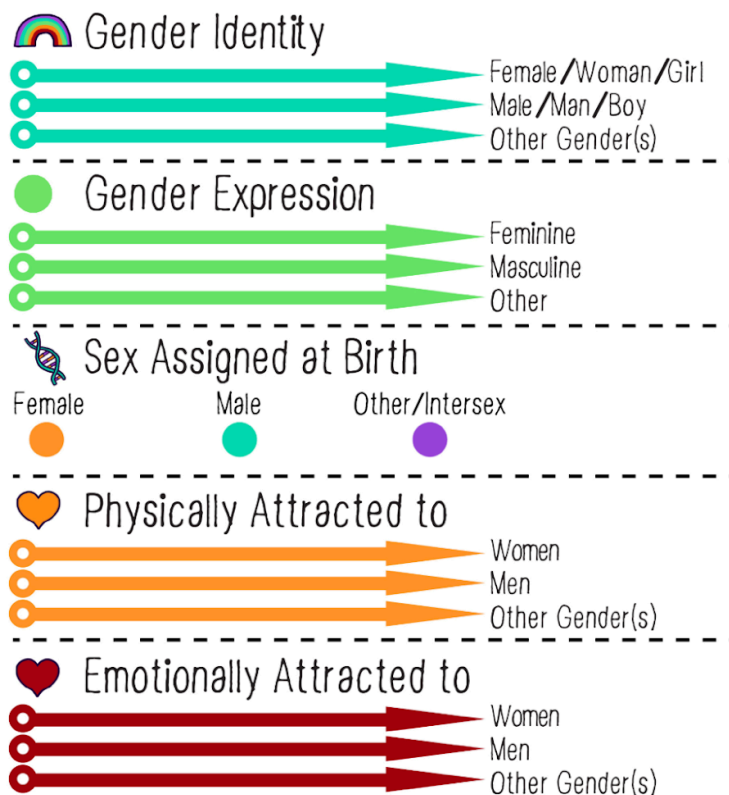
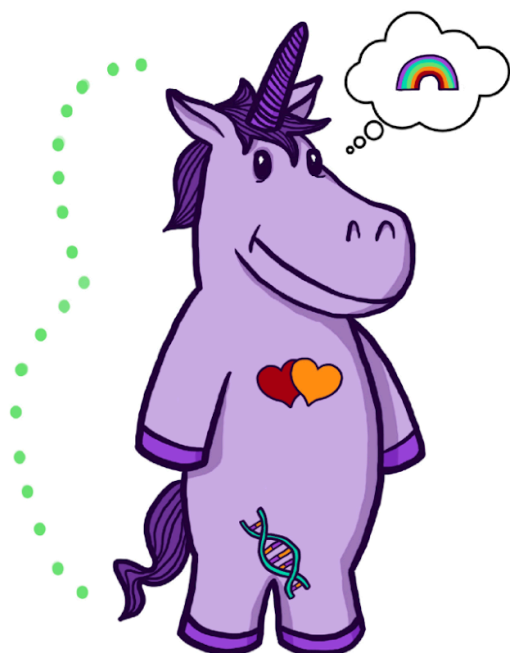
Lesbian	+ Pansexual
Gay	+ Agender
Bisexual	+ Gender Queer
Transgender	+ Bigender
Transsexual	+ Gender Variant
2/Two-Spirit	+ Pangender
Queer	
Questioning	
Intersex	
Asexual	
Ally	

²⁵ <https://ok2bme.ca/resources/kids-teens/what-does-lgbtq-mean/>

The Gender Unicorn²⁶

The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore

²⁶ <https://transstudent.org/gender/>

Activity 4.1: Video and Reflection

1. Follow this link to an article from the **Guardian's Global Development Professionals network** and take a moment on your own computer 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>
2. **Reflect:**
 - a. How did these videos make you feel?
 - b. What is the first emotion that came to mind?
3. We will come back together in plenary for a group reflection and discussion.

Annex 4b: LGBT+ Inclusion in International Development Programming (Checklist)

Directly taken from: <https://www.ukaidirect.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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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

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).

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Session 5: Intersectionality

Activity 5.1: Our Identities

1. Let's reflect on our own identities. Think about some words you would use to describe your identity.
2. Click the below Sli.do link to join the "word cloud poll."
3. **Sli.do link: [Facilitators to create Sli.do link]**
4. Once in the Sli.do word cloud, populate 1 example at a time when prompted. You will have **3 minutes** to independently brainstorm and populate your responses. Feel free to type as many responses as you'd like!
5. Once you populate your examples, return to the Zoom call. The final word cloud will be screen-shared by the hosts

Activity 5.2: Power Walk

Mural Link: [Facilitators to create Mural link - see below for example]

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"

The Powerwalk Activity

BACKWARDS

FORWARDS

[illegible]

One Square = One Step

One Sticky Note = One Identity

THE 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.