GENDER INTEGRATION TOOLKIT

TO SUPPORT THE INTEGRATION OF GENDER-SENSITIVE AND TRANSFORMATIVE APPROACHES IN SOCIAL DEVELOPMENT PROGRAMS

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Acknowledgements

About ABAAD

Founded in 2011, ABAAD – Resource Centre for Gender Equality is a UN ECOSOC-accredited organization that aims to achieve gender equality as an essential condition to sustainable, social and economic development in the Middle East and North Africa region. The dynamic team is comprised of dedicated activists, lawyers, consultants, social workers, volunteers and researchers who creatively test new approaches as part of a larger effort to achieve an equitable society free of hegemonic masculinities and violence against women.

About Strengthening Civil Courage

Funded by the Dutch Ministry of Foreign Affairs, the 'Strengthening Civil Courage' (SCC) alliance is formed by ABAAD, Amnesty International Netherlands, DefendDefenders and PAX. Active in countries in Sub-Saharan Africa and the Middle East, the alliance is named 'Strengthening Civil Courage' because we regard our support to the resilience of people and the ability of citizens and their communities to realize sustainable change on the ground, as the core of our work. Running from 2021 to 2025, the programme has the following key objectives: protect and strengthen civic space; pursue gender equality; support activists and youth leaders working on peace and human rights; and push for international regulation of external stress factors which facilitate/exacerbate violent conflict.

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ANNEX OF ADDITIONAL TOOLS

Introduction

Purpose of this Toolkit

The purpose of the ABAAD Gender Integration Toolkit is to serve as a training guide to ABAAD technical staff who lead training and capacity development for their partner organizations.

More specifically, it aims to:
- Build participants' skills and knowledge on how socially constructed gender norms affect the lives of women, men, and people of diverse gender identities and sexual orientations;
- Create space for participants to analyze how these gender norms impact their own programs and the contexts where they work;
- Provide participants with tools to integrate a gender perspective across the program cycle.

This toolkit approaches gender integration as generally as possible. That is, it aims to be adaptable whether a staff member is training an organization working on agriculture, in peacebuilding, in education, or another area. For this reason, many of the examples provided are set in diverse contexts. However, there are notes to the trainer in the sessions where they will need to adapt examples to their specific context. Such adaptation is necessary to ensure the training's relevance to the organization's work.

Many of the sessions included in this training were adapted from other well-known gender integration manuals and guides such as JHPIEGO's Seven Steps to a Gender Analysis, the United States Institute of Peace's Gender Inclusive Framework and Theory guide, and USAID and Interagency Gender Working Group's (IGWG) Manual for Integrating Gender Into Reproductive Health and HIV Programs. References to these resources are included in footnotes throughout the toolkit.

What is Gender Integration?

'Gender integration' is the process of considering the impact of gender inequitable norms across program planning, assessment, design, implementation, and M&E, and developing strategies to address those norms.

Though often used interchangeably, gender integration is different from 'gender mainstreaming'. Gender mainstreaming is a broad process of incorporating a gender perspective across an organization as well as in their programs. It includes incorporating a gender lens in administrative functions and the institutional culture of the organization.

Though gender mainstreaming is an important task, the focus of this toolkit is on 'gender integration' within projects and programs.

How to Use This Toolkit

This toolkit is to be used with participants who have had recent, previous gender training and are already familiar with basic gender concepts such as gender, sex, masculinities, and femininities. If participants have little or no gender training, it will be necessary to incorporate at least 1 day on 'gender basics'

The Gender Integration Toolkit is divided into seven sessions that take participants step-by-step to build their skills and awareness of basic gender concepts, how to do a basic gender analysis, to know the differences between different types of gender-aware and gender-blind programs, and how to apply all of these frameworks to their own projects and programs. The toolkit can be used to design a training of two and a half days, but it is recommended that if there is greater flexibility, to implement the sessions across 3 full days. This will allow participants more time to digest the learning in the training and ensure you are not rushing through any of the sessions. In addition, some organizations may have less gender background than others, and you may surprised as to how much more time you spend on the basic sessions. Again, if participants have had little or no gender trainings, then more time will be needed.

Each session lists the Objectives, Activities in the session, Time, Materials, Preparation Needed, and Directions to carry out the activities. Here is an overview of the sessions this Toolkit will cover.

Toolkit Overview

Session	Objectives	Activities	Estimated Time
Welcome to the Training	• For participants' to introduce themselves and get to know their colleagues. • To better understand participants' expectations of the training. • To present the objectives of the training and what they will accomplish by the end.	• Activity 1: Let's Introduce Ourselves • Activity 2: Administration of Pre-Test • Activity 3: Setting Expectations • Activity 4: Setting Group Agreements	1 hour
Session 1: Let's Talk Gender Basics	• To understand the definitions of basic gender terminology. • To critically reflect on the division of labor and how this impacts men's and women's lives.	• Activity 1: What Is This Thing Called Gender? • Activity 2: The 24-Hour Day	2 hours

Session	Objectives	Activities	Estimated Time
Session 2: Why Integrate a Gender Lens into My Program?	• To understand the difference between gender integration and gender mainstreaming. • To understand the consequences of gender blindness on programmatic interventions. • To analyze the gendered root causes within assigned case studies.	• **Activity 1:** The Consequences of 'Gender Blindness' • **Activity 2:** The Problem Tree	1.5 hours
Session 3: Gender Analysis	• To increase participants' knowledge and skills to do a strong gender analysis	• **Presentation:** The Gender Analysis Framework • **Activity:** Gender Analysis Group Work	2-3 hours
Session 4: The Gender Integration Continuum	• Understand the continuum of gender as it relates to integrating gendered approaches in projects/activities. • Understand the different approaches to gender integration in project/activities. • Identify strategies to move a project along the Continuum towards a gender-sensitive or gender-transformative approach.	• **Presentation:** Overview of the Gender Integration Continuum • **Activity 1:** Case Study Analysis • **Activity 2:** Review of Current Projects	2-3 hours
Session 5: Designing Gender-Sensitive and Transformative Activities and Outcomes	• To design gender-sensitive and transformative activities that respond to identified gender-based constraints and opportunities • To brainstorm potential outcomes that would result from the proposed activities	• **Activity:** Designing Gender Sensitive and Transformative Activities and Outcomes	1.5 hours
Session 6: Monitoring and Evaluation Basics	• Understand the difference between monitoring and evaluation • Become aware of some of the monitoring and evaluation indicators that measure gender-specific outcomes • Develop outcome evaluation indicators that measure progress and impact of the program on gender equality	• **Presentation:** Monitoring and Evaluation Overview • **Activity:** Gender Equitable Men (GEM) Scale • **Group Work:** Developing Gender Indicators	2.5 hours

Session	Objectives	Activities	Estimated Time
Session 7: Action Plan for Gender Integration Throughout the Program Cycle	• Review the key terms and concepts from the last 6 sessions of the training • Design an action plan on how they will move forward on gender integration once the training is over	• **Activity 1:** LJeopardy Game • **Activity 2:** Gender Action Planning • **Activity 3:** Post-Test Administration and Training Evaluation	2 hours

Some sessions require making copies of handouts, handout examples, and other materials to carry out the activities. These materials need are provided at the end of each session.

All the sessions require the use of PowerPoint slides that provide definitions, examples, and other important information to further the learning in your training. The PowerPoint Slides that accompany the Gender Integration Toolkit are located in a separate .PPTx file entitled, *Gender Integration PPT Slides*.

Four Key Questions: Doing a Pre-Training Assessment

Before putting your training agenda together, it is important to determine with your partner what they hope to get out of the training. Set up a meeting and be sure to ask the following questions to inform your training design. This will also help avoid any miscommunication or potential dissatisfaction about what ABAAD will accomplish with the participants by the end of the training.

.1

Who will be the participants in your training, and what will they be expected to do after your training is over?

It is important to know, for example, what previous gender training these participants have had so you aren't repeating basic information they already know. It's also useful to know if you will have to spend a lot of time 'convincing' people that gender equality is important.

It is also to good know how they will apply what they learn in the training to their own work. Will they be designing new projects? This will allow you to better tailor your program examples to their context.

.2

Have these individuals worked together before? If yes, in what ways?

It is important to know, for example, what previous gender training these participants have had so you aren't repeating basic information they already know. It's also useful to know if you will have to spend a lot of time 'convincing' people that gender equality is important.

.3

What languages do the participants speak? What is their comfort level in the language of instruction? Are there other issues (e.g. people with disabilities, need for simultaneous translation), etc. that would also impact how the training is organized and implemented? It is also important to look at the translator's gender-related experience – do they know how to translate words such as "gender" and "masculinities" into the local language?

The answers to this will affect your estimated budget, and the overall time needed to conduct the training (e.g. you will need more time to deliver the training if there will be consecutive translation).gender training these participants have had so you aren't repeating basic information they already know. It's also useful to know if you will have to spend a lot of time 'convincing' people that gender equality is important.

Below is a suggested 3-day agenda for the Gender Integration Training. However, this is just a suggestion as the partner you train may prefer to do 4 half-day trainings in the afternoon, or may only need 4 of the 7 sessions.

.4

What are the support mechanisms for trainers / facilitators once the training is over? What kind of monitoring and supervision will be in place? What role will ABAAD play in this?

The answers to this will affect your estimated budget, and the overall time needed to conduct the training (e.g. you will need more time to deliver the training if there will be consecutive translation).gender training these participants have had so you aren't repeating basic information they already know. It's also useful to know if you will have to spend a lot of time 'convincing' people that gender equality is important.

Sample 3-Day Gender Integration Training Agenda

Day 1 of Training

Hour	Session Time	Sessions
9:00	1 hour	Welcome to the Training Administration of Pre-Test
10:00	2 hours	Session 1: Let's Talk Gender Basics *Suggestion: Include a 15-minute break in-between activities.*
12:00	1 hour	Lunch
13:00	2 hours	Session 2: Why Integrate a Gender Lens into My Program?
15:00	15 min	Break
15:15	2 hours	Session 3: Gender Analysis
17:15	15 min	Day 1 Take Aways + Evaluation of the Day
17:30		Close

Day 2 of Training

Hour	Session Time	Sessions
9:00	15 min	Welcome back and Check-In
09:15	2 hour + 15 min break	Session 4: The Gender Integration Continuum *Suggestion: Include a 15-minute break in-between activities.*
11:30	30 min	Session 5: Designing Gender-Sensitive and Transformative Activities and Outcomes (Part 1)
12:00	1 hour	Lunch
13:00	1 hour	Session 5: Designing Gender-Sensitive and Transformative Activities and Outcomes (Part 2)
14:00	2 hours	Session 6: Monitoring and Evaluation Basics Session *Suggestion: Include a 15-minute break in-between activities.*
16:15	15 min	Day 2 Take Aways + Evaluation of the Day
16:30		Close

Day 3 of Training

Hour	Session Time	Sessions
9:00	15 min	Welcome back and Check-In
09:15	2 hours	Session 7: Action Plan for Gender Integration Throughout the Program Cycle *Suggestion: Include a 15-minute break in-between activitie.s*
11:30	30 min	Planning Next Steps for Gender Integration Planning Next Steps for Gender Integration *Note: This is not in the Toolkit, but rather a recommendation. This should be led by the host organization.*
12:00		Close

Gender Integration Training Sessions

Welcome to the Training!

Objectives of the Session:
- For participants' to introduce themselves and get to know their colleagues
- To better understand participants' expectations of the training
- To present the objectives of the training and what they will accomplish by the end

Activities:
- Activity 1: Let's Introduce Ourselves
- Activity 2: Pre-Test Administration
- Activity 3: Setting Expectations
- Activity 4: Setting Group Agreements

Materials needed:
- Pre-Test Questionnaires, enough for all participants
- Flipchart Paper
- Markers
- Tape
- Sticky Post-it notes (enough so that each participant can have 3 pieces)
- PowerPoint Slides

Time:
- 1.5 hours

Preparations:
- Make copies of Pre-Tests for all participants
- **For Activity 1**- Write down the introduction questions listed below:
    - *Your name*
    - *Where you are from*
    - *What is your role at the organization*
    - *What is your favorite thing to do at home when you are not working*
- **For Activity 2** - Write down one question per flipchart:
    - *What do you hope will be accomplished by the end of this training;*
    - *What difficulties do you anticipate having during the training?*
    - *How will this training help you in your work?*

Activity 1: Let's Introduce Ourselves
(30 minutes)

1. Invite the Director, or another organizational leader, to give a warm welcome to everyone. This warm welcome should make the connection between this training and why it is important for the organization's work. This welcome should take no more than 5 minutes.

2. Welcome everyone warmly again to the workshop by saying, "You are all here because you want to build skills and awareness on gender integration and how this approach can strengthen your work. At ABAAD, we look forward to working with you over these next days to accomplish this objective. We have been working on gender equality issues for several years."

3. Present the "About ABAAD" PowerPoint slides to give a brief introduction to who you are.

4. Say that you would now like to know more about the participants.

5. Pair up participants and say that they will interview one another by asking the questions written on your flipchart (see "Preparation"). Say that after 10 minutes, they will be asked to introduce one another to the larger group.

6. After 10 minutes have gone by, go one-by-one asking everyone to introduce their partner.

7. Thank everyone for taking the time to get to know their colleagues.

Activity 2: Pre-Test Administration
(15 minutes)

Facilitator Tip: It is a personal preference of the author of this toolkit that pre-tests be done after participant introductions. It's more polite. However, if you prefer to administer the pre-test as the first activity then you can make this first.

- Pass out copies of the Pre-Tests to each participant. Give them 15 minutes to fill it out.

- Have all participants hand back their pre-tests to you after they have finished.

- Put the pre-tests in a safe place as you will analyze the results together with the post-tests, and put the results in your final training report.

Activity 3: Setting Expectations
(30 minutes)

1. Say that you would like to know more about participants' expectations for this training.

2. Tape up the flipcharts you prepared with the following questions:
   - *What do you hope will be accomplished by the end of this training?*
   - *What difficulties do you anticipate having during the training?*
   - *How will this training help you in your work?*

3. Give each participant 3 post-it notes. Tell them that they should answer one question per post-it note and then stick their answers on the corresponding flipchart paper.

4. While you move on to the next activity, assign a volunteer from the group, or have your co-trainer (if you have one), go through the flipcharts and prepare to say a short summary of each flipchart to present to the group. They can do this while you are facilitate Activity 4: Setting Group Agreements.

Activity 4: Setting Group Agreements
(15 minutes)

1. Ask the participants what are the common agreements they would like to have in place so they feel free to express their opinions and perspectives over the next days of the training.

2. Write down these group agreements and ask for clarification where necessary.

3. Add any other important agreements that you find helpful to maintain respect in your training.

4. Tape up the Group Agreements to a wall or another visible part of the space. Be sure to keep these agreements up for the rest of the training.

5. Go back to your co-trainer or volunteer who reviewed the three flipcharts in Activity 3. Ask them to provide a short summary of the responses and highlight any interesting patterns (e.g. did several people respond to one question in a similar way?). Be sure to point out what expectations will be met by the end of the training, and what is outside the scope.

Close

Go to the PPT Slide which presents the objectives, and say that the Gender Integration Training's objectives are to:

Gender Integration Training Objectives

- Build participants' skills and knowledge on how socially constructed gender norms affect the lives of women, men, and people of diverse gender identities;
- Create space for participants to analyze how these gender norms impact their own programs and the contexts where they work;
- Provide participants with tools to integrate a gender perspective into their program activities.

- Build participants' skills and knowledge on how socially constructed gender norms affect the lives of women, men, and people of diverse gender identities;

- Create space for participants to analyze how these gender norms impact their own programs and the contexts where they work;

- Provide participants with tools to integrate a gender perspective into their program activities.

Say that they will accomplish this by doing lots of discussion, group work, and individual exercises. Your role as a trainer is to provide them with tools, information, and a space to think thoughtfully about gender issues, but that you will count on them to do the hard work of applying learning to their work.

Let's get started!

Session 1: Let's Talk Gender Basics

Objectives of the Session:
- To understand the definitions of basic gender terminology
- To critically reflect on the division of labor and how this impacts men's and women's lives

Activities:
- Activity 1: What Is This Thing Called Gender?
- Activity 2: The 24-Hour Day

Materials needed:
- Flipchart Paper
- Markers
- Tape
- PPT Slides
- Handout 1 – Gender Basics Definitions, enough for all participants
- PowerPoint Slides

Time:
2 hours

Preparations:
None

Activity 1: What Is this Thing Called 'Gender'[1]?
## (45 minutes)

Instructions:

1. Explain to the group that the purpose of the activity is to discuss what 'gender' means and how societal expectations impact men, women, and their relationships.

2. Divide the participants into smaller groups of 4-5 individuals. These groups should have a mix of men and women, but should include at least one person who can write.

3. Provide each group with two pieces of flipchart paper and a marker.

4. Tell each group to write the word 'MAN' on the top of the first piece of paper.

5. Ask the groups to write down on their flipchart paper what comes to their mind when they hear the phrase:
   "Act Like a Man".

   Participants should make a list of words describing how a man should look, act, believe, and behave.

6. Give participants 5 minutes to work on their list.

7. After 5 minutes, tell each group to write the word 'WOMAN on the top of the second piece of paper.

8. Ask the groups to write down on their flipchart paper what comes to their mind when they hear the phrase: "Act Like a Woman".

   Participants should make a list of words describing how a woman should look, act, believe, and behave.

9. Give participants 5 minutes to work on their list.

10. As they work, make a flipchart with two columns – at the top of one column, write 'MAN'. At the top of the second column, write 'WOMAN'
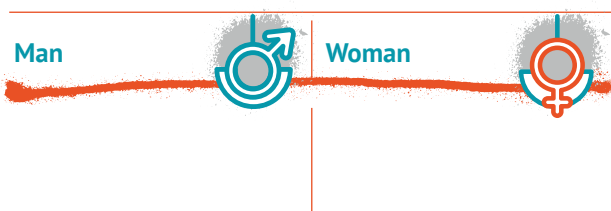
11. After the groups have finished, ask everyone to come back to the circle. Ask each of the groups to report their responses from their 'MAN' flipcharts. As the facilitator, you should write down their responses on your flipchart under the column titled 'MAN'.

12. After all of the characteristics of a man have been provided, ask the groups to report back what they discussed about the characteristics of a woman Write their responses on a separate flipchart titled 'WOMAN'.

13. By the end, your flipchart should look something like this:

Man	Woman
Strong	Beautiful
Has a penis	Emotional
Head of the family	Gives birth to children
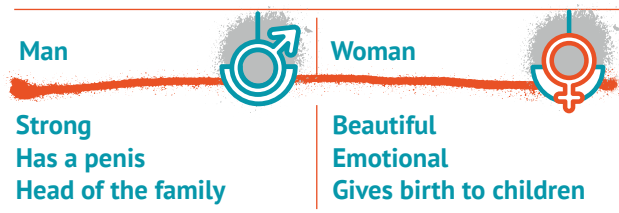
14. After all of the responses have been recorded, cross off the word 'man' on the first flipchart and write the word 'woman.'

~~Man~~ Woman	~~Woman~~ Man
Strong	Beautiful
Has a penis	Emotional
Head of the family	Gives birth to children
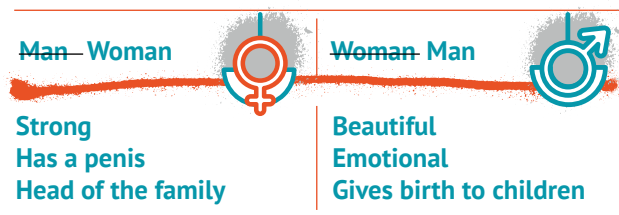
15. Going one-by-one down the list for 'man', ask the group: "Can this characteristic also apply to women?" or "Can women also be [characteristic]?"

16. Go through each characteristic and ask the group which characteristics absolutely cannot apply to women. Cross off any characteristics that cannot apply to women (For example, biological women do not have a penis).

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[1]Adapted from the activity "What is this thing called Gender?" in the Program M Manual: Promundo, Instituto PAPAI, ECOS Salud y Genero, World Education, 2007

.17 Next, repeat the same step for men. Cross off the word 'woman' on the second flipchart and write the word 'man.' Repeat the previous steps.

.18 By the end, your flipchart paper should look something like this:

~~Man~~ Woman   ~~Woman~~ Man

Strong
~~Has a penis~~
Head of the family

Beautiful
Emotional
~~Gives birth to children~~
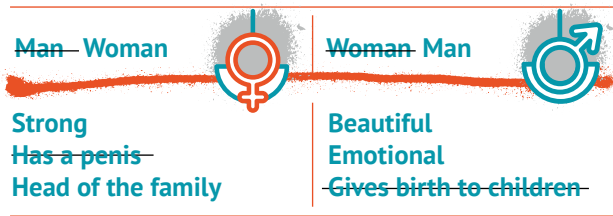
Note for the Trainer: All characteristics should apply to both men and women, except for biological differences, such as the ability to give birth, or having male or female genitalia.

.19 Hand out the Gender Basics Definitions Sheet to every participant.

.20 Go to PPT Slide - Key Definitions with the Genderbread Person.

Key Definitions

Sex – The biological characteristics you are born with. Most people are assigned either to be 'male' or 'female' based on their anatomy.
• **Intersex** - People born with both male and female reproductive reproductive organs.

Sexual Orientation (Attraction) - Who we are attracted to, physically and romantically.

Gender – The characteristics, or attitudes, behaviors, and roles society assigns to men and women. Gender does not mean 'woman'!

Gender Identity - means who we feel we are inside. For example, I feel like a man, woman, both, or neither.

.21 As you go through the slide, make the following points:
- **Sex** refers to the biological characteristics you are born with. Most people are assigned either to be 'male' or 'female' based on their anatomy (male or female reproductive organs) and physical attributes.
- For example, some people are born with both male and female reproductive organs. This is referred to as being 'intersex'.

- **Sexual Orientation** refers to the people we are attracted to, physically and romantically. For example,
  - Some people are attracted to someone of a different gender, such as girls are attracted to boys, and boys are attracted to girls ('heterosexual').
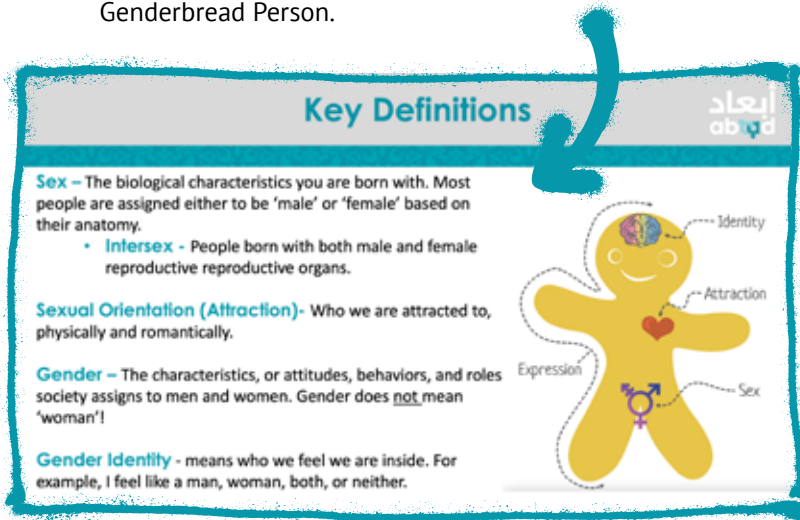 - Some people are attracted to the same gender as they are, such as men being attracted to men ('homosexual').
  - Some people do not feel attraction towards anyone ('asexual').

- **Gender** refers to the characteristics, or attitudes, behaviors, and roles society assigns to men and women. Gender does not mean 'woman'! Men and women have a gender. We are not born with these characteristics, but we learn how to become men and women from society as we grow up.

- **Gender Identity** means who we feel we are inside. For example, I feel like a man, woman, both, or neither.
  - Most people feel the same as their biological sex (also known as being 'cis-gender').
  - But some people with a vagina feel more like a man, and some people with a penis feel more like a woman ('transgender').
  - Your gender identity is how you feel or understand that you are.
  - Gender is a complex continuum. Let's look at this more.

.22 Go onto the next slide with the Key Definitions and Arrows and say the following:

- Gender identity, gender expression, biological sex, and sexual orientation are independent of one another, meaning they are not connected. For example, just because someone's gender identity is a 'woman' and she feels like a woman inside, it does not mean that she is sexually attracted to men.

- If someone is born with male reproductive organs and genitalia, he is very likely to be raised as a boy, identify as a man, and express himself masculinely. This is likely to afford him a lot of privilege and power in a patriarchal society – basically everywhere.

- People who do not fit into societally acceptable categories of sexual orientation, identity, and so on are often threatened, marginalized, and experience higher levels of risk in everyday life.

- It is important therefore as we design our project activities to be more gender-sensitive or transformative that we aim to also be inclusive of the beautiful diversity that exists in our world.

Group Discussion Questions:
- **Where did you learn the characteristics you associate with 'being a man' or 'being a woman'?**
- **Do the characteristics or stereotypes we associate with men and women give some individuals power over others?**

Activity 2: The 24-Hour Day
(45 minutes)

Note for the Trainer: Feel out your participants and decide how best to facilitate the activity – either from a personal perspective (i.e. their personal daily schedule) or focused on 'society' (other men / women in their communities) to get the most genuine responses.

.1 Explain that the purpose of this next activity is to analyze the differences in how men and women spend their day from the moment they wake up until they go to bed.

.2 Break participants up into groups of 2-4 people, but ensure they are separated into man-only and woman-only groups. Give each group markers and a piece of flipchart paper.

.3 Explain that they will now create a daily activity schedule to look at the way in which a typical middle-class man and woman spend their day. The women's group will create a typical daily schedule for women, and men will do the same for a man's typical schedule.

.4 Present a potential format for the typical daily schedule. It could look something like the below:

Time of day	Daily Activities - WOMAN (or MAN)
5:00	
6:00	
7:00	
8:00	
9:00	
10:00	
11:00	
12:00	
13:00	
14:00	
15:00	
16:00	
17:00	
18:00	
19:00	
20:00	
21:00	
22:00	
23:00	
24:00	

.5 Note that they do not have to use this example format. Instead, they can create a clock or use pictures that signify the time of day. However, the advantage of this list format is it encourages detailed discussion.

.6 Make sure that each group writes whether they are writing up a schedule for a MAN or WOMAN.

.7 Give participants 20 minutes to thoroughly discuss the typical daily activities and list them at the appropriate time of day. In order to prevent one person from dominating the discussion, ask that they rotate one-by-one so that each person shares their reflections on the daily schedule.

.8 After 20 minutes are up, ask each group to tape up their schedules to the wall so that they are all lined up side-by-side. Ask participants to walk around the different schedules and notice any differences between men and women's schedules.

.9 After 5 minutes, ask participants to sit down in a circle.

Discussion Questions:
- What differences did you notice as you were looking at men's and women's daily schedules?
- Who generally carried out more activities in the day? Men or women?
- Who generally has more leisure time?
- How do the daily responsibilities between men and women change when we look at rural vs urban families? Poor versus middle class vs. wealthy? Across ethnic groups?
- Thinking about our society / culture, what tasks are considered 'work'?
- If you had more time in the day, what would you use it for?
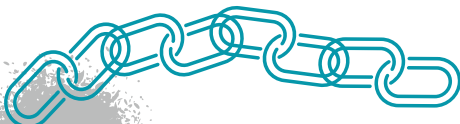
Link to Conflict Settings[2] (Optional)
If you are working with organizations working in (post) conflict settings, it is important to go a step further with this exercise to understand how gender dynamics and expectations have shifted. For example, you can say:

"Conflicts – either past or on-going – may have shaped ideas or beliefs about masculinity and femininity. During armed conflicts, different aspects of masculinity and femininity are often emphasized – for example, the notion of manhood as connected to being a warrior, or the idea of women as mothers of the nation or ethnic group."

Discussion Questions:
- Has what society expects of a man/woman changed since the start of the conflict/since the conflict ended? If so, why and how?
- Have actual behaviors relating to these expectations changed since the start of the conflict/since the conflict ended? If so, why and how?
- Have the costs of not conforming to this expectation changed as a result of the conflict? Are they higher or lower?

[2]Adapted from the "Gender analysis of Conflict Toolkit" by Saferworld and the Uganda Land Alliance.
Available here: https://www.saferworld.org.uk/resources/publications/1076-gender-analysis-of-conflict

10. Say that today's session made us reflect on the expectations of society to be a man or woman and how these expectations and 'rules' can cause harm because they limit a person's potential.

11. Go to the next PPT Slide with 'Key Definitions. As you go through the slide, make the following points:

Key Definitions

Femininities and Masculinities – Are words to describe what it means to be a woman and what it means to be a man, respectively. These expectations are not fixed, but change over time and across settings (this is why the words are plural – there is no one definition on how to be a man or woman).

Gender Norms - Unwritten rules created by society that govern the "correct" behavior for girls, boys, men and women and restrict their identities

Gender Roles – Behaviors, attitudes, jobs, careers, and responsibilities that society believes is 'appropriate' for men and women.

Gender Equality - Is fundamentally a question of *power*! It is the ability of all people, regardless of their gender identities to have the *same* access to their basic rights, resources, opportunities, and freedom of expression.

Gender Equity - Is about fairness according to respective needs .

- **Femininities and masculinities** – Are words to describe what it means to be a woman and what it means to be a man, respectively. These expectations are not fixed, but change over time and across settings. They are gender identities and are shaped by social and cultural expectations, and not by our biology.

- **Gender Norms** – Unwritten rules created by society that govern the "correct" behavior for girls, boys, men and women and restrict their identities.

- **Gender Roles** – Behaviors, attitudes, jobs, careers, and responsibilities that society believes is 'appropriate' for men and women.

- **Gender Equality** – Is fundamentally a question of power! Hundreds of years of discrimination against women up to today still exclude them from leadership positions in government, perpetuate daily harassment of women and girls whether it is in the streets or when they go online. Gender norms in our society not only teach the "correct" way to be a man and woman, but also teach that men are more powerful (or should be more powerful) than women. This dynamic where men, in general, are more powerful than women has far reaching consequences from our households to the highest levels of political decision-making.

- At the same time, gender inequality also harms men, boys, and people who do not fit into these binary categories. These inequitable and patriarchal norms that uphold men's power over women also prevent men from expressing stereotypically 'feminine' qualities, such as being able to show pain, fear, and sadness. It prevents men from connecting to their emotional, human selves.

- Therefore, gender equality is the ability of all people, regardless of their gender identities to have the same access to their basic rights, resources, opportunities, and freedom of expression.

- **Gender Equity** – Is about fairness according to respective needs. For example, a couple may not be able to do everything in the household equally, so they discuss how can they divide responsibilities fairly.
    - Other example of gender-equity: Gender quotas for political appointments, university admittance, or community leadership positions.

12. Encourage everyone to fill out their Definitions Sheet.

13. Ask if anyone has any questions.

Closing
Close the session by making the following points:
- Gender equality is fundamentally a question of power. Efforts to promote gender equality aim to ensure that everyone, regardless of their identity, have access to the same rights, resources and opportunities.
- In these next sessions, we will work to analyze how gender inequality affects our programs and develop strategies to integrate approaches that either aim to compensate for these inequalities or directly challenge inequality.

Session 1 Handout – Gender Basics Definitions

Directions: Write out the definitions for the following terms in your own words.

Sex -

Intersex -

Sexual Orientation -

Gender -

Gender Identity -

Femininities and Masculinities -

Gender Norms -

Gender Roles -

Gender Equality -

Gender Equity -

Session 2: Why Integrate a Gender Lens Into My Program?

Objectives of the Session:
To understand the difference between gender integration and gender mainstreaming.
To understand the consequences of gender blindness on programmatic interventions.
To analyze the gendered root causes within assigned case studies.

Activities:
- **Activity 1:** The Consequences of 'Gender Blindness'
- **Activity 2:** The Problem Tree

Materials needed:
- Case Studies
- Flipchart paper
- Markers
- Tape

Time:
1.5 hours

Preparations:
- **Activity 1:** The Consequences of 'Gender Blindness'
  - **Do your research.** Adapt the Case Studies you present to the topics or themes that the organization(s) you are training work on. For example, if the organization you are training focuses on WASH programs, create a case study on the impacts of gender blindness on these initiatives.
  - **Warning:** Many of the examples you will find online will focus only on the consequences of women's exclusion so make sure you include at least one example about the negative impacts of gender blindness on other groups such as men and boys.
- **Activity 2:** The Problem Tree
  - Draw an example of a problem tree based on the image provided. As with Activity 1, adapt the tree to the themes or topics that are of interest to the organizations you are training.
  - The problem tree should depict at least one primary and secondary cause of the problem (roots) you are illustrating and at least one primary and secondary consequence (branches) of this problem.
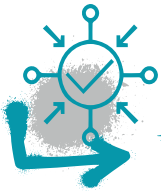
Activity 1: The Consequences of 'Gender Blindness'
(45 minutes)

.1 Explain that the purpose of this activity is to understand how integrating a gender lens strengthens programmatic work.

.2 Ask participants what do they think of when they hear the phrase 'gender blind'? Ask for a few volunteers.

.3 Go to the PPT Slide with 'Key Definitions' and say the following as you present the PowerPoint slides:
- Gender Blind means a lack of awareness (or care for) how men, women, and people of diverse gender identities are differently affected by a situation due to their different roles, needs, status and priorities in their societies.

Key Definitions

Gender Blind – means a lack of awareness (or care for) how men, women, and people of diverse gender identities are differently affected by a situation due to their different roles, needs, status and priorities in their societies.

- Gender blindness can negatively impact program outcomes because it creates an incomplete understanding of a situation.

- Here are some examples of how gender blindness can negatively impact people and populations.

.4 Go to the PPT Slide with the Case Studies. They are copied and pasted here for your reference.

Case Studies – Cash Transfer Programs

Many cash transfer programs around the world provide monetary funds to women thinking that they are 'doing gender'. This is usually based on the gender stereotype that women are more likely than men to spend the money more wisely.

ADAPT THESE CASE STUDIES BASED ON YOUR AUDIENCE!!

However, research shows that without doing a proper gender analysis, these programs can actually make household tension worse, especially if the male partner is out of work, increase the likelihood of gender-based violence, and increase women's workloads.

Case Studies
(Adapt according to your audience)

Cash Transfer Programs	Many cash transfer programs around the world provide monetary funds to women thinking that they are 'doing gender'. This is usually based on the gender stereotype that women are more likely than men to spend the money more wisely. However, research shows that without doing a proper gender analysis, these programs can actually make household tension worse, especially if the male partner is out of work, increase the likelihood of gender-based violence, and increase women's workloads.
COVID-19	As the global COVID-19 pandemic worsened, many organizations tended to look at ways to restrict the circulation of the virus in the general population until a vaccine could be found. As a result, many governments decided to impose mandatory confinements, quarantines for those exposed to the virus, and limit overall mobility. In situations where women and girls live in unstable home environments, these restrictions exposed them to increased risk of gender-based violence.
Disarmament, Demobilization, and Reintegration (DDR)	A typical DDR operation exclusively targets male combatants. This is because, in general, only male combatants control weapons, so only male combatants are able to meet the UN requirements to turn in guns and ammunition. As a result, only they will be registered with the UN and other multilateral agencies as beneficiaries of the reintegration effort. As beneficiaries, they will receive access to education, jobs, and monthly cash benefits. Since the women and children are not officially demobilized they are left out of the reintegration programs. Furthermore, they continue to follow orders from the male ex-combatants even after the transition to peace has begun. The chain of command has not been broken and the population remains armed in spite of the DDR effort. *From (Link): Our Secure Future*

Health	Some maternal health service providers for pregnant women and new mothers do not encourage the involvement of male caregivers / fathers in medical visits. However, research shows that partners play an important role in supporting women's health and well-being such as in breastfeeding, supporting women to attend every prenatal visit, and providing overall emotional support. Men also benefit by being emotionally connected to their child. Therefore, by not including men this misses opportunities to strengthen family relationships and women's health.
Humanitarian Assistance	The conflict in Syria created a humanitarian crisis where millions of refugee came to Lebanon seeking refuge. Many development organizations provided emergency services and aid packages to support refugees. However, much of the emergency assistance was gender-blind. Research to better understand the gendered impact of this humanitarian border crisis was carried out. This research found that refugee girls were at an increased risk of child marriage as a result of the economic stress caused by the Syrian conflict. Marrying girls off early was a result of easing pressures on family finances. Other gendered impacts included women-headed households being unable to register with humanitarian agencies for aid because cultural norms prevented them from registering on their own.
Peace Building	South Sudan's brutal civil war began in December 2013, and new research directly ties the issue of bride price—where net assets move from the groom's family to the bride's family—to violent conflict. Inflated bride prices can obstruct the marriage market and thereby increase the likelihood of violent conflict. For example, joining militia groups or carrying out violent cattle raids can help men gain the wealth they need to pay for marriage. If peacebuilding efforts only addresses political or governance factors and ignores gender dynamics, everyday violence like cattle raiding would be ignored and continue to plague communities. *From: Gender Inclusive Theory and Framework by USIP*

5. Ask participants: Based on your experience, do you have other examples where gender was not a serious consideration when designing, implementing, or evaluating a program? What was the impact?

6. Present the 'Key Definitions' Slide and say the following as you present the slides:

    - In summary, it is clear that incorporating a gender lens into our programs is essential to strengthen outcomes and, at the very least, to do no harm.

    - Some people confuse terms related to 'gender integration' and 'gender mainstreaming' thinking they are the same thing, but they are not.

    - Ask the participants if they know the difference between the terms.

    - **Gender integration**[3] are strategies applied in program planning, assessment, design, implementation, and M&E to consider gender norms and to compensate for gender-based inequalities.
        - For example, when a project conducts a gender analysis and incorporates the results into its objectives, work plan and M&E plan, it is undertaking a gender integration process.

- **Gender mainstreaming**[4] is a broad process of incorporating a gender perspective across policies, strategies, programs, project activities, administrative functions and the institutional culture of an organization. It entails making women's and men's concerns and experiences an integral dimension in the planning, design, implementation and M&E of policies and programs so that institutional practices promote greater equality between men and women.
    - For example, when a program or organization addresses gender inequality in its own hiring and HR practices, it is undergoing gender mainstreaming.

- In this training, we will focus on **Gender Integration**, but will also provide some basic tools and strategies on gender mainstreaming.

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[3] A Manual for Integrating Gender into Reproductive Health and HIV Programs: From Commitment to Action (2nd Edition)" (2009). USAID and IGWG "
[4] A Manual for Integrating Gender into Reproductive Health and HIV Programs: From Commitment to Action (2nd Edition)" (2009). USAID and IGWG"

Activity 2: The Problem Tree
(45 minutes)

1. Explain that participants will now do a 'Problem Tree' exercise to practice analyzing an assigned problem with a gender lens.

2. Divide participants into small groups. Explain that each group will create a Problem Tree.

Problem Tree Exercise

Group 1: Women's lack of representation at voting polls

Group 2: Men's violence against women in the household

Group 3: Women's lack of participation in peacebuilding processes and agreements

Group 4: Recruitment of young men and boys into extremist militia groups

3. Assign each group a Problem Tree Exercise (table above), a few markers, and a piece of flipchart paper to each group.

4. Ask one person in each group to draw a large tree trunk and to write their assigned problem on the trunk. Explain to the participants that this picture represents a "problem tree" and it will graphically help to illustrate the different causes and consequences of their assigned problem.

5. Ask the groups to brainstorm some of the causes of their assigned problem. This can be as broad or as narrow as the group desires. On the problem tree, each cause should be depicted as one of the roots of the tree.

6. After mentioning each cause, the group should think about what else can contribute to that initial cause. For example, if a cause is "lack of time to go outside the home to vote," then the group should think about what causes lack of time availability for women. One of the causes could be the "social norms" that "women are primarily responsible for household work and caregiving"; this would be depicted as a sub-root of the original cause.

7. Present the PPT Slide 'Problem Tree Example' or an example that you prepared earlier. Give the groups 15 minutes to do this exercise.

8. Explain to the participants that now they will focus on identifying the different consequences of their assigned problem.

9. In their picture of a problem tree, the consequences will be depicted as the branches of the tree. As they did with the causes, the groups should brainstorm and identify the primary and the secondary consequences of their assigned problem. Again, use the problem tree that you prepared earlier as an example for participants. Give the groups 20 minutes to complete the exercise.

10. Once they are done, ask them to use a different colored marker and circle the causes and consequences of their assigned problem that are in any way related to gender. Give them 10 minutes to complete this.
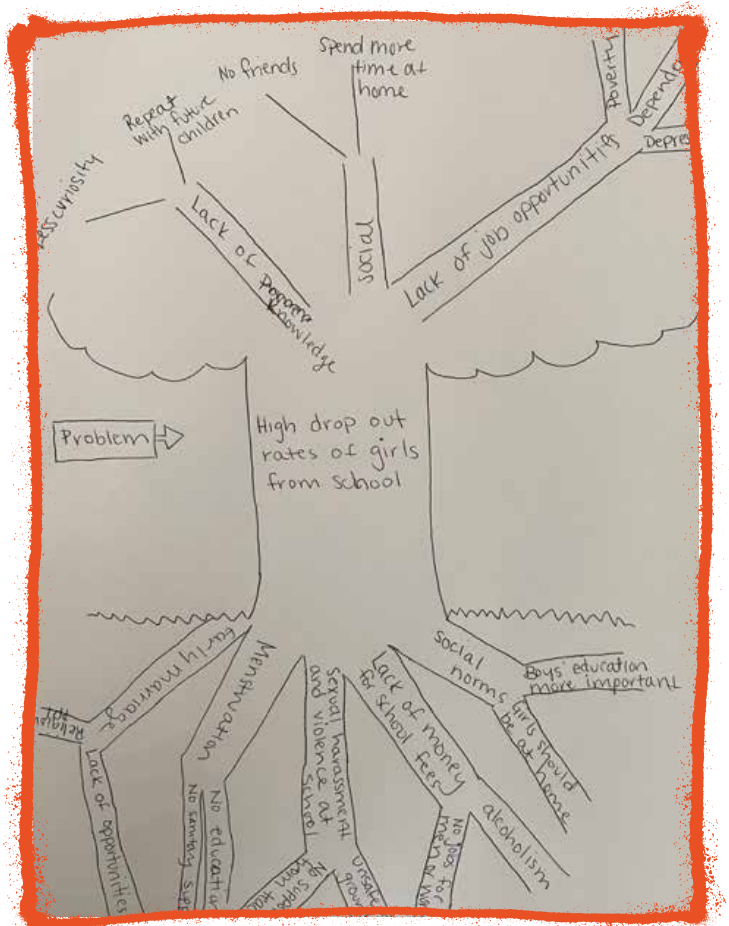
Example Problem Tree

11 Ask each group to select a member to present their problem trees. After each group has presented, provide feedback on any root causes or consequences they may have overlooked.

12 Once every group has presented, congratulate them on a job well done.

Closing

- You may not know this, but you just did a basic gender analysis!
- Doing a gender analysis is the first step to integrating a gender lens or perspective across the entire program cycle – from design to evaluation.
- In the next session, we will learn about a specific framework to help us do a more formal gender analysis as it relates to your program.

Session 3: Gender Analysis

Objectives of the Session:
- To increase participants' knowledge and skills to do a strong gender analysis.

Activities:
- Presentation: The Gender Analysis Framework
- Activity: Gender Analysis Group Work

Materials needed:
- PPT Slides
- Copies of the following handouts for all participants:
    - Handout 1 – Gender Analysis Worksheet
    - Handout 2 – Gender Analysis Example
    - Handout 3 – Discussion Questions

Time:
2-3 hours

Preparations:
- Make copies of all handouts in the 'Materials Needed' for your participants.

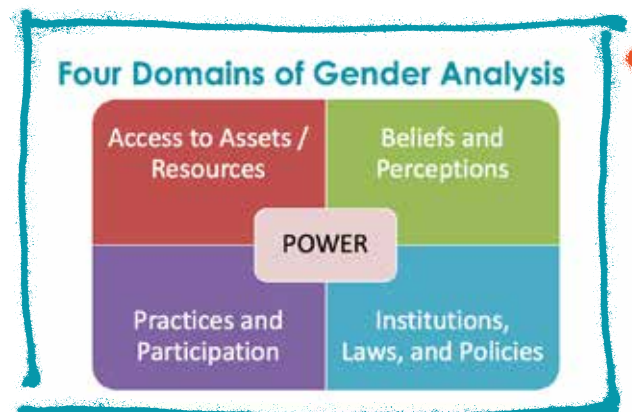# Presentation: The Gender Analysis Framework[5]
(30 minutes)

1 Tell participants that there are many gender analysis frameworks out there. The framework we will use for today's exercise is the most common and was originally developed by the Interagency Gender Working Group (IGWG).

2 Present the PowerPoint Slides.

3 Present the 'Key Definitions' Slide and say the following as you present the slides:

- As we learned in the last session, a strong gender analysis allows practitioners like yourselves to better understand how a situation affects men, women, and people of diverse gender identities differently. As a result of this more complete understanding, a strong gender analysis helps us to better design our objectives, activities, indicators, and more.
- For the purpose of this session, we will do a "quick" version of a gender analysis to build your skills.
- Outside of this training, a gender analysis can take weeks, or even months, because it involves:
  - Gathering and analyzing secondary data (published and unpublished reports on gender in your context)
  - Identifying critical information gaps ("What else do we need to know?")
  - Developing new data collection instruments to fill in the information gaps (e.g. focus group guides, key informant interview guides)
  - Analyzing the newly collected data

Key Definitions

Gender analysis allows us to better understand how a situation affects men, women, and people of diverse gender identities *differently*. As a result of this more complete understanding, a strong gender analysis helps us to better design our objectives, activities, indicators, and more .

A thorough gender analysis can take weeks or even months. For the purpose of today's session, we will do it in a couple hours ☺, but this is to build your skills so you can do a stronger analysis after this training.

- Present the PPT Slide 'Socio-Ecological Model' and say the following:
- Doing a proper gender analysis also involves analyzing gender dynamics at different levels of society. Our framework for understanding different levels of society is the Socio-Ecological Model, a framework adapted by researcher, Lori Heise, to better identify the root causes of violence against women. The model is useful because it allows us to see where gender norms and stereotypes are created and reinforced, and identify potential entry points for programming.

Socio-Ecological Model

Allows us to see where gender norms and stereotypes are created and reinforced, and identify potential entry points for programming.

Society
Community
Household
Individual
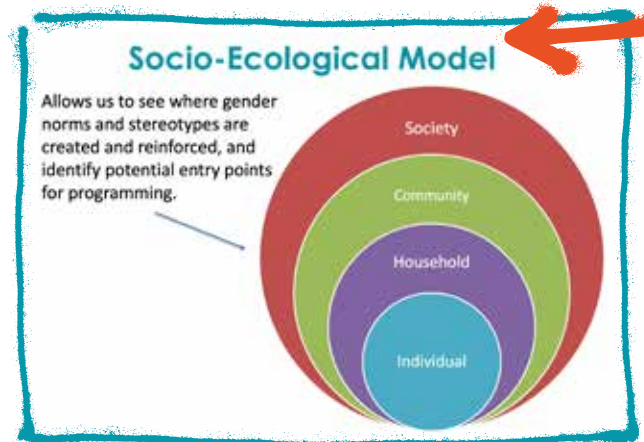
- Click to the PPT Slide 'Four Domains of Gender Analysis' and say that a typical gender analysis involves looking at four specific domains.

Four Domains of Gender Analysis

Access to Assets / Resources	Beliefs and Perceptions
POWER	
Practices and Participation	Institutions, Laws, and Policies

- A cross-cutting aspect across all these domains is POWER. Power refers to the capacity of people to have access and control over resources and make decisions free from coercion.

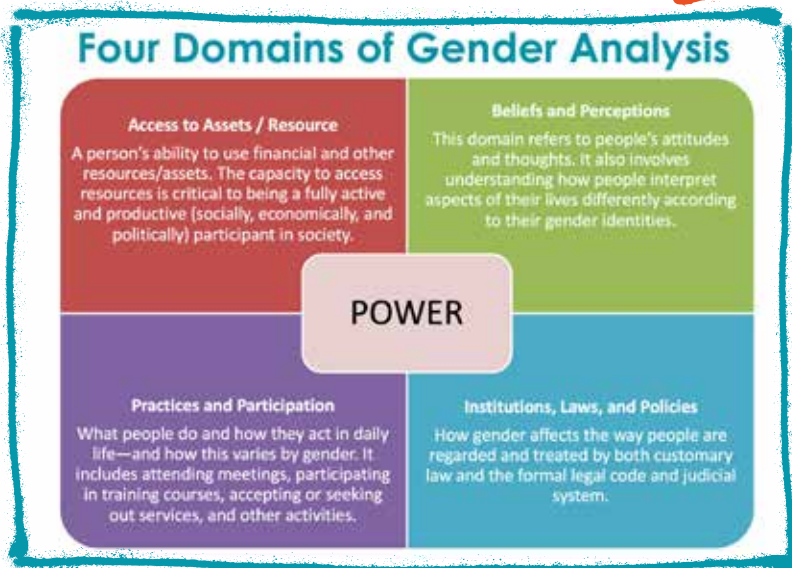**.4** Ask participants: What do you think "access to assets or resources" means?

.5 Present next slide and say the following definition: "Access to assets or resources' means a person's ability to use financial and other resources/assets. The capacity to access resources is critical to being a fully active and productive (socially, economically, and politically) participant in society."

.6 Go onto the next slide with the rest of the definitions, making sure to ask questions along the way to keep the presentation interactive.

.7 Explain that they will now do a gender analysis of their program using the Socio-Ecological Model and the four domains you just presented. Tell them not to worry as you will provide them with the tools needed to do this exercise!

Four Domains of Gender Analysis

Access to Assets / Resource
A person's ability to use financial and other resources/assets. The capacity to access resources is critical to being a fully active and productive (socially, economically, and politically) participant in society.

Beliefs and Perceptions
This domain refers to people's attitudes and thoughts. It also involves understanding how people interpret aspects of their lives differently according to their gender identities.

POWER

Practices and Participation
What people do and how they act in daily life—and how this varies by gender. It includes attending meetings, participating in training courses, accepting or seeking out services, and other activities.

Institutions, Laws, and Policies
How gender affects the way people are regarded and treated by both customary law and the formal legal code and judicial system.

Activity: Gender Analysis Group Work
(1.5-2 hours)

.8 Break participants into four small groups. This exercise works best if all members of each group work for the same organization and in the same setting.

Facilitator Note: You can either (1) have each group select one program they are familiar with or (2) pre-assign a program to each group. This second option will require additional preparation as participants will need to be familiar with the program and context to do this exercise.

.9 Pass out the following to each participant:
• Handout 1 – Gender Analysis Worksheet
• Handout 2 – Gender Analysis Example
• Handout 3 – Discussion Questions

.10 Explain the purpose of each handout (bullet list below). Point out that they do not have to fill in all the cells, but rather participants should discuss each cell as a group.
• **Handout 1 – Gender Analysis Worksheet** – This is where you should write down your group's gender analysis discussions.

• **Handout 2 – Gender Analysis Example** – This is an example so you can see how the finished table should look like.

• **Handout 3 – Discussion Questions** – These are discussion questions to help you fill in the Gender Analysis Worksheet. Fill in your answers to some of these questions in the appropriate box in Handout 1, but you do not have to answer all these questions!

.11 Give the groups 60 minutes to complete their table.

Facilitator Tip: While the participants are working, email a copy of a blank Handout 1 – Gender Analysis Worksheet to one member of each group so that they can type out their group's final analysis. During each group's presentation, have them project their worksheet on the large screen so it is visible to all participants.

12 After 60 minutes, have each group present their completed table.

13 Congratulate each group on completing their gender analysis.

14 Remind them that this was an exercise to build skills, and that it does not represent a complete gender analysis of their program.

15 Ask participants, what other information do they need to know that they do not know yet? Where can they get this information?

Closing

Congratulations you have done your very first gender analysis of the training. In this session you saw that there are a lot of elements to consider when analysing the gender situation for your project. This tool is a useful framework to guide you when you work with your team to design a more informed gender analysis for your project. Remember, it can ordinarily take anywhere from a few weeks to several months to do a real gender analysis!
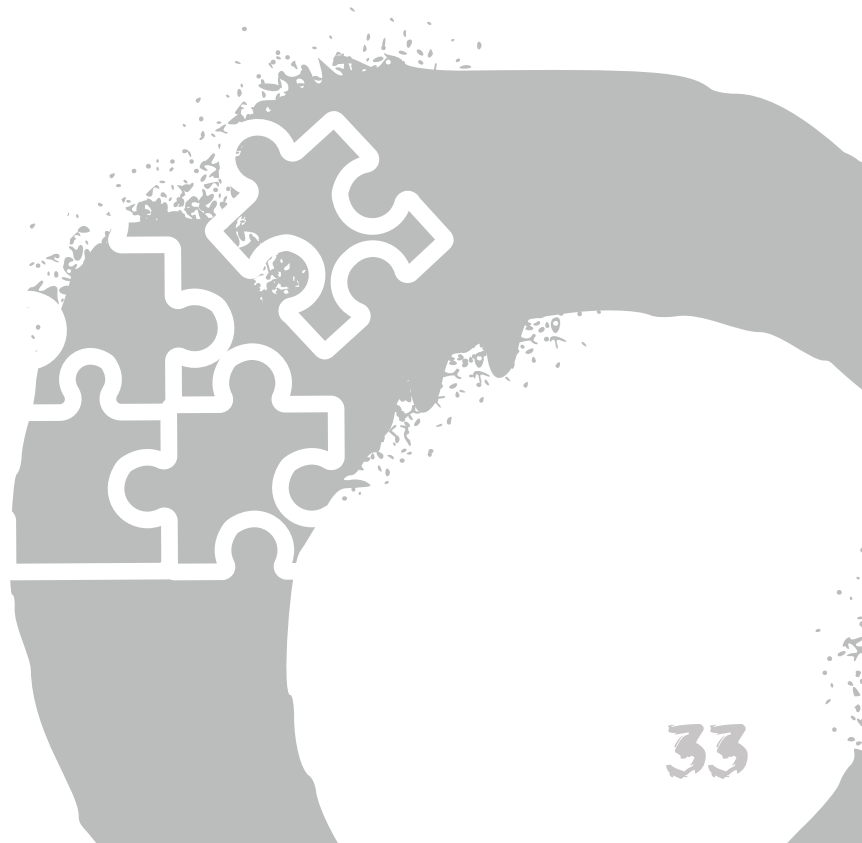
Handout 1 - Gender Analysis Worksheet

Name of program:

Levels of society	Access to Resources / Assets	Beliefs and Perceptions	Practices and Participation	Institutions, Laws, and Policies
Individual				
Household				
Community				
Institutions (government, multilaterals, military, etc.)				

Handout 2 - Gender Analysis Example

Name of program: Increasing women's political participation in public elections.

<div align="center">Gender Analysis Domains</div>

Levels of society	Access to Resources / Assets	Beliefs and Perceptions	Practices and Participation	Institutions, Laws, and Policies
Individual	• Voter registration centers inaccessible to women (e.g. too far, only open during evening)	• Women believe that politics are a "man's responsibility".	• Women do not have time to vote as they are over-burdened with work, household responsibilities, etc.	• Have a gender blind approach to voting policies and procedures
Household	• Many men and women in this community have cars	• Male partners and family members don't believe women are intelligent enough to make political decisions	• Men are responsible for choosing leaders • Men have more mobility than women to travel to voting sites	• Men and women, on paper, have the same voting rights
Community	• Insufficient voter education programs • Insecure roads to voter centers	• Do not believe women should be independently mobile	• Encourage men to vote	• Men more represented in local leadership and decision-making bodies
Institutions (government, multilaterals, military, etc.)	• Lack of women staff members as part of voter registration teams	• Do not see women voters as a priority • International organizations are supportive of gender equality in elections	• Unfriendly towards the participation of women • Invasive and confusing registration procedures that are unfriendly towards women	• Lack of representation of women in government who prioritize the issues women care about • Lack of election monitors observing the gender "fairness" of election procedures

Handout 3 - Group Discussion Questions

Directions: Use these questions to help you fill out Handout 1 – Gender Analysis Handout. You do not have to answer nor discuss every question listed here. This is just to get the group discussion going!

Gender Analysis Domains

Levels of society	Access to Resources / Assets	Beliefs and Perceptions	Practices and Participation	Institutions, Laws, and Policies
Individual + Household	• What kind of **resources** do men and women have access to, respectively? How does this vary by age, sect, ethnicity? • (Resources = money, services, vehicles, education, etc.) • Who has **control** over these resources? • How has this changed as a result of the conflict?	• What is **appropriate behavio**r for a man or a woman? What is an "ideal" woman? What is an "ideal" man? How do these beliefs influence behavior? • How does this vary by age, sect, income, and ethnicity? • What are men's and women's different **experiences of violence** – as victims, perpetrators, and witnesses? • Are these beliefs and perceptions the same or have they changed as a result of the occupation? Why?	• What are men **responsible for** in the household, in work? What are women **responsible for** at home and at work? • Who makes the **final decision** on household matters? • How does this vary by location, age, sect, ethnicity, income? • Do men and women have **different restrictions on their mobility** depending on their identities? To supportive social networks? • Are these roles and practices the same or have they changed as a result of the occupation? How so?	• How does the **legal system treat** men and women differently? How does this vary based on age, sect, ethnicity, income? • Do all men and women have **equal status** under all local, regional, and national laws? If not, why not? • How has this changed as a result of the occupation?
Community	• How do men's and women's unequal access and control over community resources **affect their ability to make independent choices?**	• What are the **community's beliefs** about what is appropriate behavior for a man or a woman? • Who do **they believe** has the 'final say' in household decisions? In community matters? • How does the community "punish" people who do not conform to appropriate gender norms? • Are these beliefs and perceptions the same or have they changed as a result of the occupation? How so?	• What percentage of men vs women serve on leadership positions? • How does this vary by age, sect, ethnicity, marital status, etc.? • How does this (potentially unequal representation) affect men's and women's access to information and decision-making?	• What kinds of **associations or groups** to men participate in? Women? • How does this vary by age, sect, ethnicity, marital status, etc.? • Are men and women represented in **leadership** of key institutions? Which groups of men? Which groups of women?

Gender Analysis Domains

Levels of society	Access to Resources / Assets	Beliefs and Perceptions	Practices and Participation	Institutions, Laws, and Policies
Institutions (government, multilaterals, military, etc.)	• How do **government budgets** for programs, services, infrastructure and human resources benefit men vs. women? • Do certain groups depending on gender, age, sect, ethnicity, income level, etc. have more access to government resources than others? • Who decides how those resources are allocated?	• Is political leadership in your target area **dedicated to gender equality?** • Do leaders in your target area **understand their obligations** to promote gender equality?	• Are proposed reforms and new policies assessed for their potential differential impact on women and men? • Are **national budgets assessed** for whether they are gender equitable?	• Does your country have policies on gender equality? • Is information collected by government institutions at the very least disaggregated by sex?

Session 4: The Gender Integration Continuum[6]

Objectives of the Session:
- Understand the continuum of gender as it relates to integrating gendered approaches in projects/activities
- Understand the different approaches to gender integration in project/activities
- Identify strategies to move a project along the Continuum towards a gender-sensitive or gender-transformative approach

Activities:
- Presentation: Overview of the Gender Integration Continuum
- Activity 1: Case Study Analysis
- Activity 2: Review of Current Projects

Materials needed:
- PPT Slides
- Gender Integration Continuum hung up on the wall (see Preparation)
- Gender Programming Scenarios
- Tape
- Copies of Handout 1 – Gender Integration Continuum for all participants

Time:
2-3 hours

Preparations:
- **Make one copy of Handout 1 - Gender Integration Continuum (in the Annex of this Session) for each participant.** If available, print color copies. Alternatively, provide markers for participants to add the appropriate colors to their black and white handout if desired
- **Prepare the Gender Integration Continuum.** Using two to three sheets of flip chart paper taped together lengthwise, recreate the Gender Continuum arrow, an arrow that points right. Color the left side of the arrow red, the middle yellow, and the right side green. Hang this on the wall.
- **Print the gender programming scenarios.** Print them on white paper. Ensure that you have at least one project scenario for each of the three categories of approaches: exploitative, accommodating, and transformative.

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[6]This entire session was adapted from the Interagency Working Group's "The Gender Integration Continuum" Training Session and User's Guide. Available here: https://www.igwg.org/training/gender-analysis-and-integration

Presentation: Overview of the Gender Integration Continuum
(30 minutes)

.1 Explain to participants that now that they have identified some of the gender related dynamics and challenges confronting their program, it will be necessary to design gender programs that can address these issues directly. Say that in this presentation, you will introduce the Gender Integration Continuum.

.2 Present the PPT Slide 'Gender Integration Continuum' and say the following as you present the slide:
- The Gender Integration Continuum was developed as a framework to show how gender is approached in projects: On one end, gender issues are not addressed at all, or are even exploited, which is harmful and perpetuates gender inequity.
- As one moves along the Continuum away from exploitative, one gradually moves towards actively trying to influence and promote equality between people of all gender identities.
- This Continuum is utilized by numerous international development organizations, bilateral donors, and NGOs around the world.
- Designers/ implementers use the Continuum to redesign or revise their project activities to be more gender equitable.
- Your program may be first and foremost designed to reach a goal that is gender blind (e.g. health, peacebuilding, etc.). At the same time, through these sessions you now realize that your program has the opportunity to affect positive gender equality outcomes.
- For this reason, it is important for your program to clearly articulate what its goal is with regards to gender.
- By intentionally defining a desired goal for both health and gender, we recognize how these concepts overlap and, therefore, assess progress towards reaching both outcomes through monitoring and measuring those desired outcomes.

.3 Pass out the Handout - Gender Integration Continuum to all participants. Say that they should write in the definitions as you walk through the next slides.

.4 Ask participants what they think "Gender Blind" means. Remind participants that they learned this term in Session 2.

.5 Present the 'Gender Blind' PPT slide and explain that: *Gender blind policies and programs are designed without a prior gender analysis of the culturally defined set of economic, social, and political roles, responsibilities, rights, entitlements, obligations, and power relations associated with being female and male and the dynamics between and among men and women, boys and girls. The project ignores gender considerations altogether.*
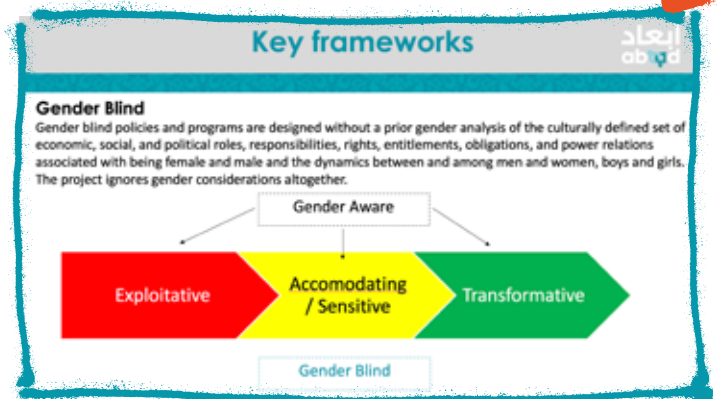
.6 Ask participants what they think "Gender Aware" means. *Gender aware policies and programs examine and address the set of economic, social, and political roles, responsibilities, rights, entitlements, obligations, and power relations associated with being female and male and the dynamics between and among men and women, boys and girls.*
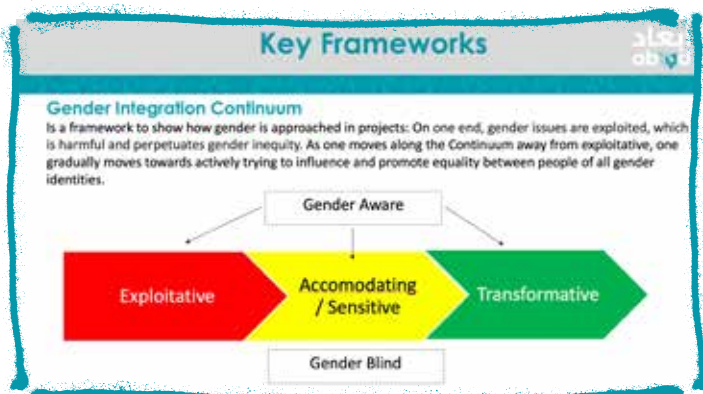
7. Present the PPT Slide for 'Gender Aware and reread the definition.
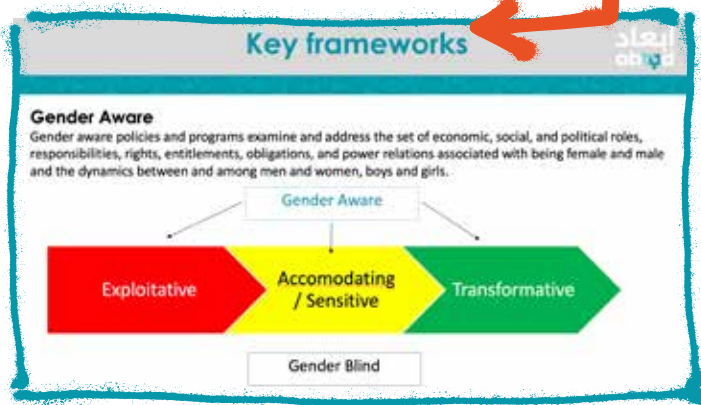
**8.** Point to the Gender Integration Continuum hanging on the wall and explain that within "Gender Aware" programs there are different categories.

9. Explain that on one end are "Gender Exploitative" programs. Ask if anyone would like to say what they think this means.

10. Present the PPT Gender Exploitative definition and say the following: *Gender exploitative refers to policies and programs that intentionally or unintentionally reinforce or take advantage of gender inequalities and stereotypes in pursuit of a project outcome, or whose approach exacerbates inequalities. This approach is harmful and can undermine the objectives of the program in the long run.*

11. Present the next slide that features the example of Gender Exploitative programming. *"The goal of a social marketing campaign in a country was to increase demand for men's health services. The campaign capitalized on social and cultural values that focus on male virility, sexual conquest, and control in order to get more men to go to the doctor. It depicted macho men having multiple female partners and thus reinforced gender inequality."*
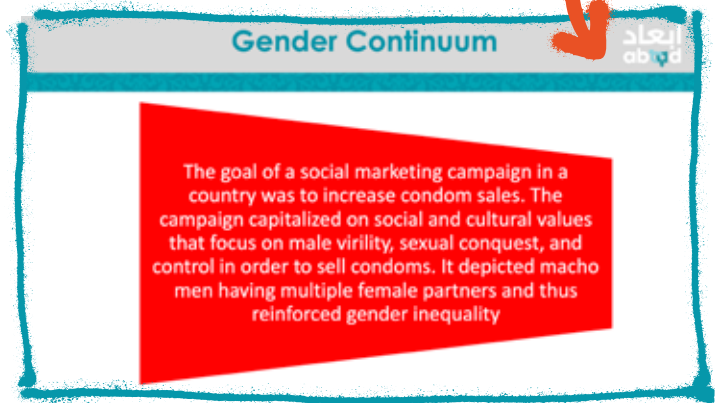
12. Ask participants why this example is Gender Exploitative.

13. Explain that it is Gender Exploitative because:
- The activity exploited current inequitable norms between men and women to encourage men to see their doctor.
- It focused on the man being in control and dictating sexual relationships.
- Also, it emphasized multiple sexual partners, which can endanger both women and men's sexual and reproductive health.
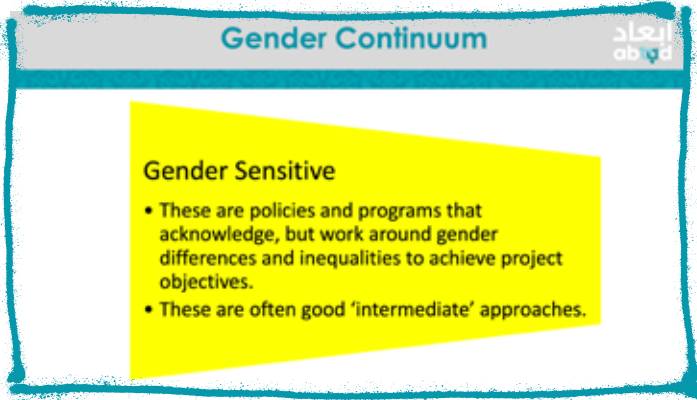
14. Point to the next area in the Gender Integration Continuum – Gender Sensitive (Accommodating) Programs. Ask if anyone would like to say what they think this means.

.15 Present the PPT Gender Sensitive program definition and say the following:
- *These are policies and programs that acknowledge, but work around gender differences and inequalities to achieve project objectives.*
- *Although this approach may result in short term benefits and realization of outcomes, and may be a good place to start if an organization does not have experience working on gender issues, but it does not attempt to reduce gender inequality or address the gender systems that contribute to the differences and inequalities.*
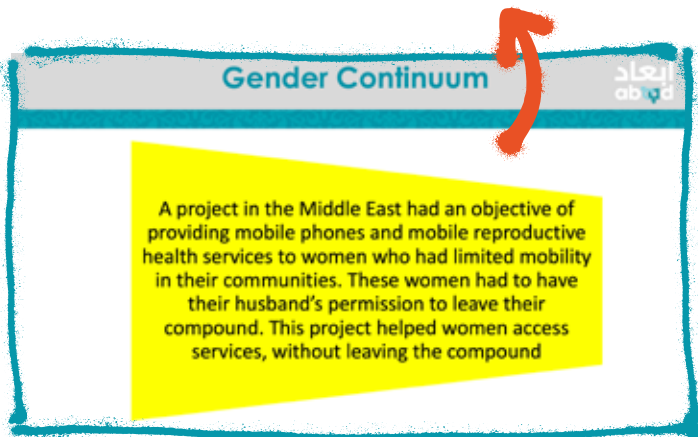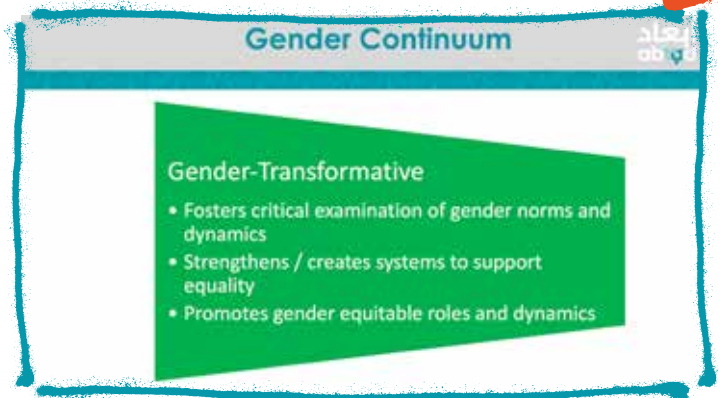

Gender Continuum

Gender Sensitive
- These are policies and programs that acknowledge, but work around gender differences and inequalities to achieve project objectives.
- These are often good 'intermediate' approaches.

.16 Present the next slide that features the example of Gender Sensitive programming. *"A project in the Middle East had an objective of providing mobile phones and mobile reproductive health services to women who had limited mobility in their communities. These women had to have their husband's permission to leave their compound. This project helped women access services, without leaving the compound."*

Gender Continuum

A project in the Middle East had an objective of providing mobile phones and mobile reproductive health services to women who had limited mobility in their communities. These women had to have their husband's permission to leave their compound. This project helped women access services, without leaving the compound

.17 Ask participants why this example is Gender Sensitive.

.18 Explain that it is Gender Sensitive because:
- *The project "accommodated" gender norms by bringing the services and mobile phones to women, thereby increasing their access to the services.*
- *But it did not attempt to change the norms around women's mobility and need for permission from their husbands.*

.19 Point to the final area in the Gender Integration Continuum – Gender Transformative Programs. Ask if anyone would like to say what they think this means.

.20 Present the PPT Gender Transformative program definition and say the following: *Gender Transformative policies and programs seek to transform gender relations to promote equality and achieve program objectives. This approach attempts to promote gender equality. It does this by:*
- Fostering critical examination of inequalities and gender roles, norms, and dynamics;
- Recognizing and strengthening positive norms that support equality and an enabling environment;
- Promoting the relative position of women, girls, and marginalized groups; and
- Transforming the underlying social structures, policies, and broadly held social norms that perpetuate gender inequalities.


Gender Continuum

Gender-Transformative
- Fosters critical examination of gender norms and dynamics
- Strengthens / creates systems to support equality
- Promotes gender equitable roles and dynamics

21. Present the next slide that features the example of Gender Transformative programming. *"In Morocco, a municipal strategic planning process was proceeding with no participation from women. Project staff decided to conduct gender workshops for women and men before the start of the planning process in target municipalities, to create a space for public voice for women and to challenge norms about women's participation in public policy."*

Gender Continuum

Morocco, a municipal strategic planning process was proceeding with no participation from women. Project staff decided to conduct gender workshops for women and men before the start of the planning process in target municipalities, to create a space for public voice for women and to challenge norms about women's participation in public policy
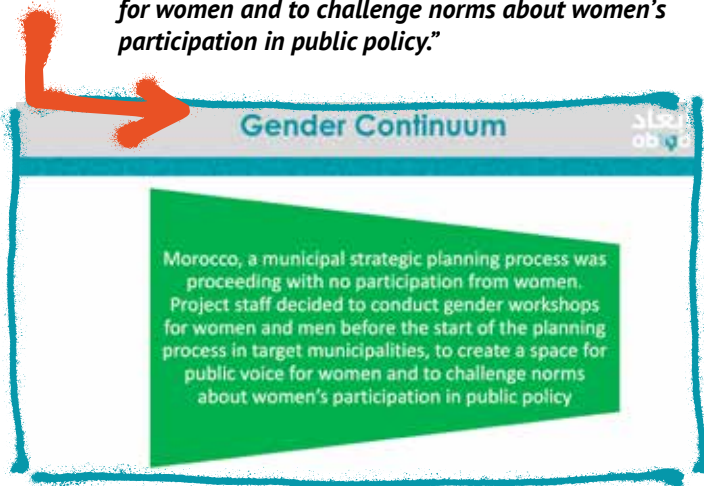
22. Ask participants why this example is Gender Transformative.

23. Explain that it is Gender Transformative because: *This intervention took gender norms and roles into account and actually attempted to change the power dynamics between women and men and give women a voice and a place at the policymaking table.*

24. Present the final PPT slide and say the following points:
- Program/policy planners and managers should follow two gender integration principles:
  - First, under no circumstances should projects/activities adopt an exploitative approach since one of the fundamental principles of development is to "do no harm."
  - Second, the overall objective of gender integration is to move toward gender transformative programs/policies, thus gradually challenging existing gender inequities and promoting positive changes in gender roles, norms, and power dynamics.

Program/policy planners and managers should follow two gender integration principles:
1. Under no circumstances should projects/activities adopt an exploitative approach since one of the fundamental principles of development is to "do no harm."
2. The overall objective of gender integration is to move toward gender-transformative programs/policies, thus gradually challenging existing gender inequities and promoting positive changes in gender roles, norms, and power dynamics.

However, it is okay to design gender-sensitive approaches, especially if your organization is new to gender.
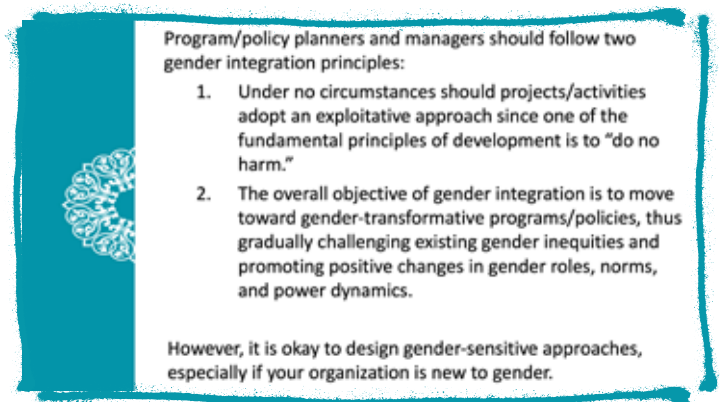
Activity 1: Case Study Analysis
(45 minutes)

.1 Explain to the participants that they will now look at different case studies and decide where they fit along the Gender Integration Continuum.

.2 Break participants up into four groups. Give each group two Case Studies. Ensure that each group has two different kinds of gender aware programs.

.3 Give participants the following directions:
- Read your Case Study and, as a group, determine where the project fits on the Gender Continuum.
- When you have decided, tape the Case Study where your group agrees it belongs on the Continuum: Exploitative, Accommodating, or Transformative
- Choose a presenter to report your group's decisions.
- You have 15 minutes for this activity.

.4 As they work, check with each group to ensure they understand the directions and are staying on track with their discussions. After 15 minutes, ensure that all groups have posted their project description on the Continuum where they believe it belongs.

.5 Clarify that the activity doesn't have to fall exactly under one of the categories; it's acceptable to have the activity fall somewhere between two categories in the Continuum. The group, however, will have to provide a justification regarding the placement.

.6 After the groups have placed their project where they believe it belongs on the Continuum, go one by one starting from the Gender Exploitative end of the Continuum, asking a representative from each group to come up, read their Case Study description, and explain why they decided on that particular placement along the Continuum.

.7 After each group member finishes presenting, use the following discussion questions.

Facilitator Note: You do not have to ask all of the following questions, but you will find after you ask the first two or three and you process the discussion, you will naturally ask many of these as probing questions to help facilitate the learning.

> Why did your group place it here?

> Did everyone in your group agree on placement? If not, why not?

> Was there any information missing or not clear that would have helped you determine where it belongs on the Continuum?

> Do you (larger group) agree with where the project is placed? Why? Why not?

> What changes can you make to move this project towards transformative?

.8 Once all groups have presented, ask the following questions:

> Was this exercise easy? Difficult? Why?

> What is the "take home" message from this exercise? (It's a missed opportunity if we do not build gender into our projects. If we do not build it in, it can have a negative effect or unintended consequences.)

Additional Guidance on the Case Study Analysis Activity

- For groups that cannot agree on where a scenario should be placed, ask them to clearly state the rationale for why they chose a particular category. Ensure that you ask the larger group where they believe it should be placed and why. Ask groups to think about how the project can be more transformative. This sometimes helps a group understand which approach is illustrated.

- Some participants are uncomfortable with ambiguity and want the "answer." They like black and white. Any of the gender sensitive examples can seem ambiguous to the participants. Though this can be challenging, processing these cases stimulate lively and helpful discussions. A key question to ask, which can help clarify, is "What would make this project move towards transformative?"

- When you are facilitating this activity with participants from different countries or settings, the varying cultural contexts can have a big influence on participants' ability to see steps to transform projects. Some participants may believe it just isn't possible to work towards gender transformative outcomes. Again, ask the larger group to share their thoughts. Push them—gently—to identify steps to take, and then ask if this is possible in-country? If not, why not? What are the barriers? Then ask, what can they do to remove those barriers. It will be helpful to have some country or regional examples of gender transformative projects that were successful and what helped them to be successful.

- If group members disagree on where to put a case study, this should be seen as an opportunity. Ask each group to identify the elements in the project scenario description which helped them make their decision. Ask the larger group to comment. When all voices are heard, you should explain why it belongs in a certain category. And again, asking how to make it more transformative, or to move it along the Continuum sometimes provides more clarity.

Activity 2: Review Of Current Projects
(45 minutes)

.1   Tell the group that now you're going to ask them to apply the Gender Integration Continuum to their own projects.

.2   Ask them to take out their own project plans / descriptions.

.3   Share the following instructions (can also be put on a flipchart or PPT slide):
- In your project team or individually, review your project and discuss and/or determine where it currently resides on the Continuum.
- Next, identify strategies for moving it along the Continuum toward being either gender-sensitive or gender- transformative.
- Take notes on strategies.
- You have 30 minutes for this activity.

.4   Rotate to the different teams or individuals, checking in to see if they have questions and to ensure they stay on task.

.5   After 30 minutes, call time. You will have 15 minutes for a few report-outs.

.6   Ask for up to three participants to share their project summary, focusing on the following:
- Where they believe it resides on the continuum.
- Changes they can make, or steps they can take, to make the activity more gender-transformative.

7 Congratulate the group on doing a fantastic job.

8 Ask the larger group for input or helpful suggestions after each report out.

Closing

- This Continuum can be used as a diagnostic tool or a planning framework.
- As a diagnostic tool, it can be used to assess if, and how well programmatic interventions are currently identifying, examining, and addressing gender considerations, and to determine how to move along the Continuum toward more transformative gender programming.
- The most important consideration is to ensure that the program does not adopt an exploitative approach in keeping with the fundamental principle in development of **DOING NO HARM.**

- Gender blind interventions may be unintentionally exploitative or accommodating. They are much less likely to be transformative, as this approach presumes a proactive and intentional effort to promote gender equality.
- The Continuum reflects a spectrum—a particular project may not fall neatly under one type of approach, and may include, for example, both accommodating and transformative elements.
- Transformative elements can be integrated into ongoing projects, without having to start the project over.

Case Studies Scenarios

Scenario 1	An NGO launched the innovative "Hit Me, Not Her" domestic violence campaign, which enlisted a well-known professional fighter to engage men and create awareness to end domestic violence. The NGO also was invited to participate in a conference about men's involvement in gender equality issues organized by the UN. It received recognition for being the only NGO in the country promoting gender equality and the need to end domestic violence.
Scenario 2	An organization implemented a multi-session curriculum to train young men in several regions of a country emerging from civil war as male peace ambassadors. Over the course of three days, 30 men in the capital city took part in these training sessions, examining power, masculinity, violence, and gender. After receiving training, these young men will serve as positive male role models in their communities and engage other men and boys in peacebuilding and conflict prevention.
Scenario 3	An organization focused on improving childhood literacy, conducts research and discovers that young girls do not have time to study at home because they are busy with house chores. They decide to conduct home visits to tell parents that girls should instead do time-consuming house chores on the weekend so they have time to study during the week. As a result, parents agreed and now girls only do chores when they do not have school.
Scenario 4	A network of organizations launched a campaign to advocate for the end of early and forced marriage. The groups produce a series of videos and posters of girls with statistics on the harms of forced marriage for girls, the benefits of delaying marriage, and organized a series of workshops with faith leaders, government officials, and activists. They also worked at the community level to talk with parents, particularly fathers, about the benefits of delaying marriage and taking a more equal role in the household.

| **Scenario 5**	An organization protecting human rights activists discovers through their research that women are also being targeted and retaliated against by government forces. As a result, they decide to expand their aid packages and subsidies to women as well and include items such as sanitary pads that women may need.
Scenario 6	An election monitoring organization discovers in the last regional election of their country that women were vastly under-represented as voters. They also learned in their discussions with communities that men are mainly responsible for voting. They decide to launch a program co-sponsored with an international NGO to increase women's participation as voters. This program printed and passed out leaflets with information about how to register to vote, and made radio announcements that told men to use their power at the household level to encourage women to vote. The slogans to men were: "She will do what you say – tell her vote." The slogans to women were: "Do as your husband says – vote!" As a result, in the next regional election, there was an increase in women voters.

Answers:
Scenario 1 – Gender Exploitative
Scenario 2 – Gender -Transformative
Scenario 3 - Gender Sensitive
Scenario 4 – Gender-Transformative
Scenario 5 - Gender sensitive
Scenario 6 – Gender Exploitative

Handout - Gender Integration Continuum

Directions: Fill in the definitions.
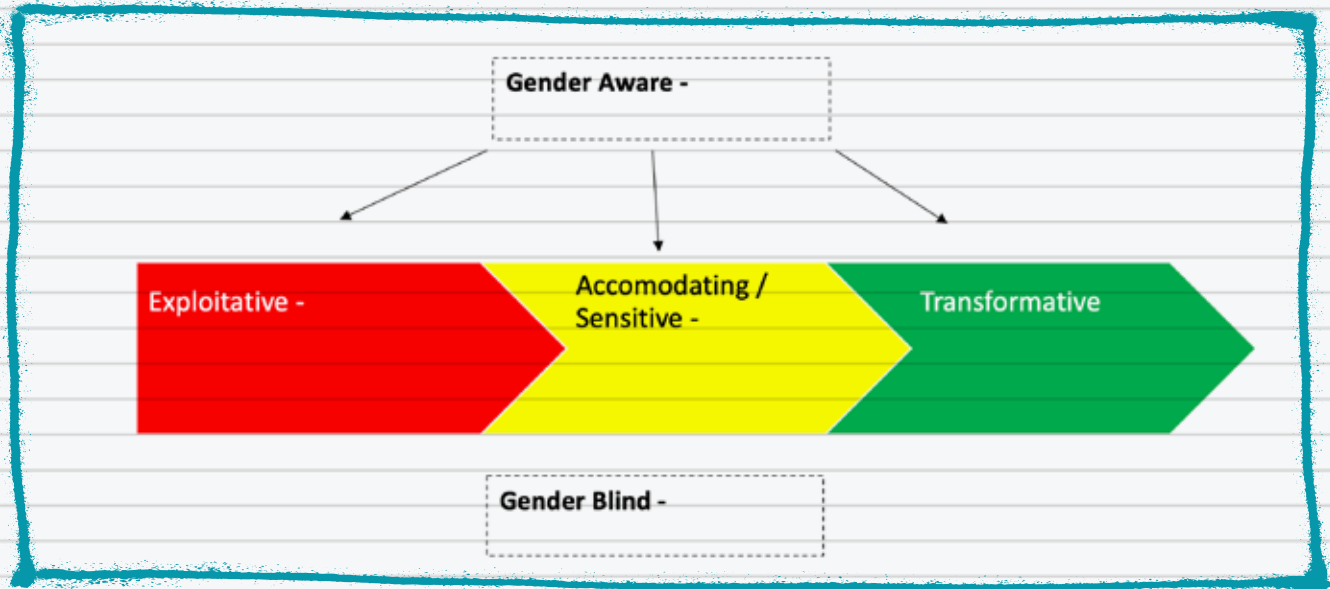
Session 5: Designing Gender-Sensitive and Transformative Activities and Outcomes

Objectives of the Session:
- To design gender-sensitive and transformative activities that respond to identified gender-based constraints and opportunities
- To brainstorm potential outcomes that would result from the proposed activities

Activities:
- **Activity:** Designing Gender Sensitive and Transformative Activities and Outcomes

Materials needed:
- Handout 1 – Gender Integration In My Project
- Handout 2 – Gender Integration Example

Time:
1.5 hours

Preparations:
None

Activity: Designing Gender Sensitive and Transformative Activities and Outcomes[7]
(1.5 hours)

.1 Explain to participants that they now have a clearer idea of the kinds of "gender aware" programs that exist, and how to avoid program designs that are exploitative. In this session, they will put it all together! They will refer back to their Gender Analysis Handouts from Session 4 and begin to design gender-sensitive or transformative activities and expected outcomes.

.2 Instruct participants to get back into the same groups they were in when they conducted the gender analysis.

.3 Ask them to take about 5 minutes to review their gender analysis row-by-row such as by having one person read out the analysis to the entire group.

.4 Present the PPT Slide for this session and say:
- Gender analysis seeks to reveal the **gender-based Constraints** and, sometimes, **opportunities** to achieving your program objective.
- **Gender-based Opportunities** are gender relations that support men's or women's access to resources or opportunities of any type.
- **Gender-based Constraints** are gender relations that act as barriers to men's or women's access to resources or opportunities of any type.

Key Definitions

Gender analysis seeks to reveal the gender-based constraints and, sometimes, opportunities to achieving your program objective.

Gender-based Opportunities are gender relations that support men's or women's access to resources or opportunities of any type.

Gender-based Constraints are gender relations that act as barriers to men's or women's access to resources or opportunities of any type.

.5 Instruct the groups to go through their gender analysis worksheets and, as a group, circle, underline, or star the most important gender-based constraints and opportunities that:
Facilitator Note: You may want to list the bullet points below on a flipchart.
- Will most likely affect their program outcomes
- Are feasible to address within the existing resources and capacities of the project
- When addressed, will contribute to greater gender equality
- Be selective because the next step will be to design objectives and activities to address these barriers and opportunities!

.6 Give groups 15 minutes to do this.

.7 After 15 minutes, pass out the following materials to all participants:
- Handout: Gender Integration In My Project
- Handout: Gender Integration Example

.8 Ask group members to record the most important gender-based constraints and opportunities in the first column of Handout 1. Give groups 5 minutes to do this.

.9 Explain that the next step is for the project team to **design activities to reduce or remove the identified constraints.**

.10 Click to PPT Slide 'Gender Sensitive vs Transformative Activities' and say that:

- This can be accomplished by developing **activities** to get around the constraint (gender sensitive activity).
  - For example, if lack of knowledge prevents women from voting, there could be an awareness raising program focused on sharing information about the electoral process and giving them information on the candidates and their programmes.
- Another approach is to directly challenge the gender-based constraint (gender-transformative activity).
  - For example, address women's lack of decision-making power by combatting gender stereotypes and promote the benefits of "a gender balance" in voting using different communication methods aimed at the general public.

Gender-Sensitive vs. Gender-Transformative Activities

أبعاد abad

Activities to get around the gender-based constraint are gender-sensitive activities.

For example, if lack of mobility prevents women from voting, there could be mobile voter registration sites in communities with low female voter turnout.

Activities that directly challenge the gender-based constraint are gender-transformative activities.

For example, address women's lack of decision-making power by combatting gender stereotypes and promote the benefits of "a gender balance" in voting using different communication methods aimed at the general public.

.11 Tell the groups they should put these activities in the second column of Handout 1. For the purpose of this exercise, groups should aim to create at least 1 activity per Level of Society (i.e. Individual, Household, Community, Institution).

.12 Give the groups up to 30 minutes to do this.

.13 After 30 minutes, ask the groups to then brainstorm what would be the outcomes (i.e. the effect) of these activities in terms of shifting the knowledge, attitudes, practices, services, or laws and policies. These outcomes can later inform the development of monitoring and evaluation indicators that measure the expected outcome either quantitatively or qualitatively.

.14 Tell them to record these outcomes in the third column.

.15 Give the groups 20 minutes to do this.

.16 Have each group select one member (someone who has not presented yet) to share the results of their group work. For the sake of time, ask each group to select only 1-2 Levels of Society to present.

.17 After everyone has presented, thank them on a job well done!

Closing
The gender integration "pathway" gives a clear idea of how a gender analysis can inform the integration of gender sensitive or gender transformative activities and expected outcomes.

Handout - Gender Integration In My Project

Name of program:

Gender Integration In My Project

Levels of society	(1) most important gender based constraints or opportunities (from gender analysis worksheet)	(2) gender sensitive / transformative activities	(3) potential outcomes of these activities
Individual			
Household			
Community			
Institutions (government, multilaterals, military, etc.)			

Handout - Gender Integration Example

Name of program: Increasing women's political participation in public elections.

Gender Integration In My Project

Levels of society	(1) most important gender based constraints or opportunities (from gender analysis worksheet)	(2) gender sensitive / transformative activities	(3) potential outcomes of these activities
Individual	• Voter registration centers inaccessible to women	• Launch mobile voter registration sites directly in communities targeting women	• Increased number of women with access to voter registration sites
Household	• Male partners and family members don't believe women are intelligent enough to make political decisions	• Conduct door-to-door home visits to convince heads of households to allow women to vote	• More men are supportive of women voting in upcoming elections
Community	• Does not believe women should be independently mobile • Insufficient voter education programs	• Conduct a community-awareness raising campaign with leaders that highlight the importance of women voters • Hold community meetings to educate about voting and include messaging about women's voting rights	• More men and women are aware of the importance of women's participation in voting • More women are educated about how to vote
Institutions (government, multilaterals, military, etc.)	• International orgs are supportive of gender equality in elections • Lack of women staff members in voter registration teams	• Advocate with international orgs supportive of gender equality in elections to co-fund activities and events • Recruit women staff members to voter registration teams	• Increased resources to conduct activities • More women staff members encouraging other women to vote

Session 6: Monitoring and Evaluation

Objectives of the Session:
- Understand the difference between monitoring and evaluation
- Become aware of some of the monitoring and evaluation indicators that measure gender-specific outcomes
- Develop outcome evaluation indicators that measure progress and impact of the program on gender equality

Materials needed:
- PPT Slides
- Participants' filled-in handout – Gender Integration In My Project - from previous session
- Handout – Designing Performance Evaluation Indicators, for all participants
- Handout – Example Performance Evaluation Indicators
- Pens/pencils
- Paper

Preparations:
- **Do your partners work on humanitarian assistance?** If so, consider doing the supplemental session located at the end of Activity 1 on the Gender with Age Marker (GAM) created by the UN's Interagency Standing Committee (IASC).

Activities:
- Presentation: Monitoring and Evaluation Overview
- Activity: Gender Equitable Men (GEM) Scale
- Group Work: Developing Gender Indicators

Time:
2.5 hours

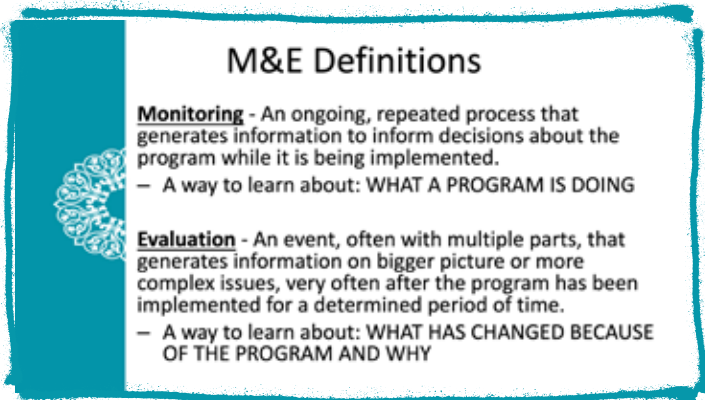# Presentation: Monitoring and Evaluation Overview
(30 minutes)

.1 Congratulate your group on all the progress they have made on integrating gender into their projects! Say that in this session you are going to talk about how to develop M&E indicators to track how the project is being implemented and understand if it has achieved the outcomes you hoped it would.

.2 Ask: Who can tell me the difference between 'monitoring' and 'evaluation'. Get a few responses.

.3 Present the PPT Slide with the M&E definitions and say the following:
- *'Monitoring'* is an ongoing, repeated process that generates information to inform decisions about the program while it is being implemented. In other words, *it's a way to learn about what a program is doing.*
- *'Evaluation'* is an event that generates information on bigger picture questions very often after the program has been implemented for a determined period of time. In other words, evaluations seek to know *what has changed because of the project and why.*
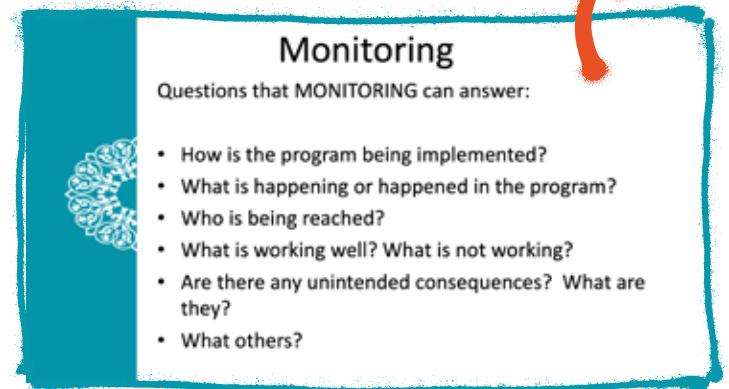
M&E Definitions

Monitoring - An ongoing, repeated process that generates information to inform decisions about the program while it is being implemented.
— A way to learn about: WHAT A PROGRAM IS DOING

Evaluation - An event, often with multiple parts, that generates information on bigger picture or more complex issues, very often after the program has been implemented for a determined period of time.
— A way to learn about: WHAT HAS CHANGED BECAUSE OF THE PROGRAM AND WHY

.4 Ask: What are the types of questions a good monitoring system can answer? Get a few responses.

.5 Present the PPT Slide on 'Monitoring' and after reading through, say the following:
- Monitoring can answer the 'who', 'what', 'where'.
- Monitoring is important because it helps you keep track of everything that was done. After something is over, it is difficult to remember the details.

Monitoring

Questions that MONITORING can answer:

- How is the program being implemented?
- What is happening or happened in the program?
- Who is being reached?
- What is working well? What is not working?
- Are there any unintended consequences? What are they?
- What others?

.6 Ask a volunteer: Who can tell me what they did last weekend? Get one person to respond.

.7 Follow up by asking lots of details such as what time did you do each of these activities, if they went to a restaurant, what was their waiter's name, etc.

.8 Say that you can remember that you went to a family gathering on Friday, did grocery shopping on Saturday, and cooked a big dinner on Sunday – but you might not remember what time you did each of these activities, who attended, all the things you bought at the store, etc. For this reason, it is much better to collect information about your project **while it is happening!**

.9 Present the PPT Slide on 'Evaluation' and after reading through, say the following:
- Evaluations are done through repeated surveys such as pre and post-tests, interviews, focus group discussions, informal conversations, and document review.
- You usually ask evaluation questions less frequently throughout the program than you would monitoring questions because you don't expect that there will be large changes in the beneficiaries in a short amount of time.

Evaluation

Questions that EVALUATION can answer:
- What changes occurred as a result of the program?
- Was the program successful? Did the program produce the intended change?
- If so, how did the program improve the lives of the participants?
- Were there any unintended changes as a result of the program?
- Others?

.10 Present the PPT Slide on 'Monitoring helps inform day-to-day decision-making' and read through.

Monitoring helps inform our day-to-day decision-making...

Indicator	Decisions the data inform...
Number of men and women trained	- Are we training enough people? - Are we meeting the project deliverables? - Are enough women being trained?
Number of training workshops held by location and date	- Were workshops held in the targeted locations? - Were enough workshops held? - Were the workshops held at the right time?

.11 Ask participants: When do you typically do monitoring? What about evaluation? Get a few responses.

.12 Present the PPT Slide on 'When do we do M&E? and after reading through, say the following:

- The key point of different types of evaluation is to allow you to say different things about the project at the end.
- A **'Process Evaluation'** focuses on whether a project was properly implemented. It uses a lot of data collected to monitor the project.
- A **'Performance Evaluation'** asks what effect the project had on participants.
- However, performance-based evaluations cannot say – without a doubt – that the project has actually caused the changes associated with it. This is because there are so many different things that can influence a project participant's life and these things can potentially interfere with how they interact with your project.
  - For example, you may see an increase in women's voting in elections and it may be because of your awareness raising campaign, or it could be that there were road repairs made to make it safer and easier for women to travel to the polling sites.
- Isolating what effect the project had from external factors is difficult. It usually requires a 'control group', which is a group that is similar to your project's target group, but does not go through the project. The control group is also followed to see what would have happened to the treatment group without the project.

  - In the case of our example, the M&E officer would discover an increase in women's voting in both the control and project (or intervention) group and therefore be able to say that the increase was due to external factors such as road repairs or that the two groups, perhaps, shared information about the campaign therefore 'contaminating' the control group. At the same time, they cannot say without a doubt that the awareness raising campaign had no effect.
- In many cases, **a rigorous impact evaluation** is not feasible due to lack of technical capacity and/or financial resources. An impact evaluation also demands a lot of careful planning and alterations to the program design so that the evaluation can be successful such as how the program participants are selected, where the project is implemented, and more.
- **For many projects, it is best to use a 'performance approach' which is a mix of qualitative and quantitative data to get a fuller picture of the project.** Even though it cannot say that the project caused the changes without a doubt, it can say which changes occurred during project implementation, which is usually enough for many donors!

	Monitoring	Evaluation
When to plan for it...	When designing the program, or, ASAP!	Core decisions are taken when designing the program (methods, analysis plan, etc.) The design can be refined before implementation.
When to implement it...	Throughout the program	Could be: - Mid-way through ("formative evaluation") - Immediately after end of program - Sometime after the end of the program ("impact evaluation")

When Do We Do M&E?

Activity: Gender Equitable Men (GEM) Scale Activities and Outcomes
(30 minutes)

.1 Go to PPT Slide 'GEM Scale', read through the slide, and say the following:
- Many people are familiar with certain types of gender indicators such as how many women accessed this service versus how many men. However, this does not tell us how gender-relations may have shifted as a result of the project. If you are aiming to directly challenge harmful gender attitudes and norms in a gender-transformative project then it is essential to measure these kinds of changes.
- We will now do an activity to get an idea of how to measure changes in gender attitudes, focusing on men and boys using the Gender Equitable Men (GEM) Scale developed by Promundo.

The Gender Equitable Men (GEM) Scale

- Validated evaluation tool that allows practitioners to measure the degree to which (young) men change their attitudes as a result of the intervention.
- Measures support for (in)equitable gender norms in key areas: sexuality, violence, reproductive health & domestic life.
- First validated by Promundo in Brazil and adapted to other contexts.

.2 Tell participants to get out a pen or pencil and a piece of paper and number it 1 through 13.

.3 Say that they will not have to reveal their answers nor their scores with the group so they should answer the following questions as honestly as they can.

.4 Click through the PPT GEM Scale Slides reading out each statement and giving participants a few moments to answer whether they 'agree', 'partially agree', or 'disagree' with the statement.

.5 Allow them to count up their score and see where they fall in the GEM scale by clicking through to the PPT Slide.

.6 Once all of them have their scores, do not ask them to share!

.7 Say that this exercise was a modified version of the Gender Equitable Men (GEM) scale to give them an idea of how this simple tool can been used to measure changes in men's attitudes towards various dimensions of gender equality. In this case, the scale was developed to measure changes in men's attitudes on sexual and reproductive health-related issues.

.8 Continue by saying that the GEM scale has been shown to correlate with men's behaviors. For example, men who use violence against an intimate partner, who use abuse drugs, who are less involved caregivers are more likely to have "low equitable attitudes" compared with those who reject violence, who do not abuse drugs or alcohol, and are more involved, connected fathers. The GEM scale has been used a tool to help show how a project can potentially influence men's gender attitudes and hopefully their practices.

.9 Ask if anyone has any questions.

.10 Say that you will now look more closely at indicators that can be used in performance-based evaluations since this is what they will do in their group work in the next activity.
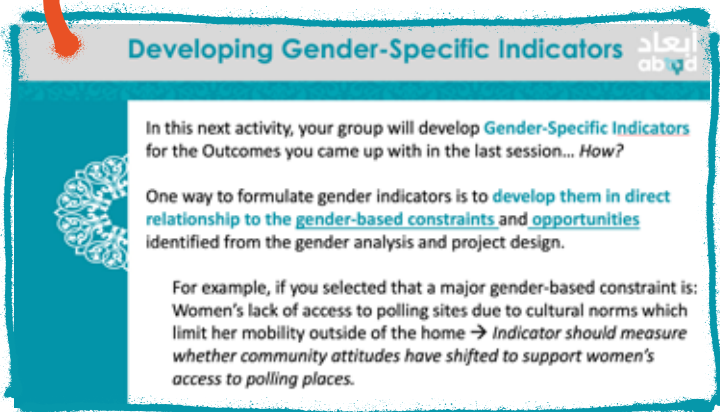
Group Work: Developing Gender Indicators[8]

(1.5 hours)

1. Go to PPT Slide 'Developing Gender-Specific Indicators', and say the following:
   - One way to formulate gender indicators is to develop them in direct relationship to the gender-based constraints and opportunities identified from the gender analysis and project design.
   - Gender indicators measure whether a gender-based constrained has been addressed, or the impact of taking advantage of a gender-based opportunity.
   - For example, if you selected that a major gender-based constraint is a woman's lack of access to polling sites due to cultural norms which limit her mobility outside of the home, then the indicator should measure whether community attitudes have shifted to support women's access to polling places.

Developing Gender-Specific Indicators

In this next activity, your group will develop Gender-Specific Indicators for the Outcomes you came up with in the last session... *How?*

One way to formulate gender indicators is to develop them in direct relationship to the gender-based constraints and opportunities identified from the gender analysis and project design.

For example, if you selected that a major gender-based constraint is: Women's lack of access to polling sites due to cultural norms which limit her mobility outside of the home → *Indicator should measure whether community attitudes have shifted to support women's access to polling places.*

2. Go to the next PPT Slide 'Examples of indicators for gender-specific outcomes' and present additional examples of the indicators.

Examples of Indicators for Gender-Specific Outcomes

In Health Clinics...	• Change in health provider attitudes to be more friendly towards fathers • Changes in bias towards women • Change in clinic protocols to screen for SGBV
In cases of gender-based violence...	• Change in provider awareness of warning signs • Change in referral systems • Reduction in women's reports of violence • Change in men's violence attitudes and behaviors
In policy processes...	• Change in number of men and women involved in policy process • Change in policymakers attitudes towards gender inclusion
In research...	• Change in way gender is included in research protocols • Inclusion of new research to understand gender-related impacts
In men's participation...	• Change in knowledge among men on gender, health, violence, etc. • Change in men's participation in health, communication, caregiving

Do your participants work in Humanitarian Contexts?
If so, consider adding the following to your PowerPoint Slides
Estimated additional time: 30 minutes

Say that humanitarian assistance must meet the diverse and unique needs of men, women, girls, boys, and people of all gender identities and sexual orientations in order to generate positive outcomes.

State that the UN's Interagency Standing Committee (IASC) created the Gender and Age Marker (GAM) to help users design and implement inclusive programs that respond to gender, age, and disability-related differences.

State that this questionnaire also helps organizations design monitoring systems to track how gender, age, and disability are being addressed by entering data into a centralized system. These data help provide a global picture of how humanitarian assistance is addressing these urgent issues.

Organizations should check out https://www.iascgenderwithagemarker.com/ to learn more.

Ask if there are any questions.

3. Break participants into the same groups they were in for the previous gender analysis sessions.

4. Hand each participant the following:
   - Handout – Designing Performance Evaluation Indicators
   - Handout – Example Performance Evaluation Indicators

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[8]Adapted from "A Manual for Integrating Gender into Reproductive Health and HIV Programs: From Commitment to Action (2nd Edition)" (2009). USAID and IGWG and and JHPIEGO's "Seven Steps to Gender Analysis" available here
https://gender.jhpiego.org/analysistoolkit/seven-steps-to-a-gender-analysis/

.5 Give them a few minutes to read through the handouts. Tell them to look at their previous handout from Session 5 and copy their responses under 'Potential Outcomes of These Activities' to the new handout in the first column.

.6 Once they have finished copying their responses over, ask that group members work together to brainstorm potential performance-based evaluation indicators and decide how they will collect this data. Say that they will not focus on monitoring indicators for the sake of time, but these are still very important to consider for their M&E plan that they will develop once they return back to their organizations. Say that you will talk about this the end of the session. Give them 50 minutes for this activity.

.7 Walk around the room as the participants work to check for overall understanding and troubleshoot issues.

.8 Once 50 minutes have gone by, ask that participants go group-by-group to present a few of their indicators and methods of data collection.

.9 Congratulate the group on this work!

.10 Go to PPT Slide, 'M&E Plan' and conclude the session by saying:
- Hopefully this session was helpful in giving some new insight as to how to incorporate gender-specific evaluation indicators.
- Once you return to your organizations, it will be important to write up a monitoring and evaluation plan to specify what indicators will be used and how they should be measured and tracked. An M&E plan should include:
  - M&E goals and objectives
  - Key M&E activities and outputs
  - Monitoring methods
  - Outcome evaluation methods (pre-post-tests, focus groups, etc.)
  - Analysis plan
  - Key ethical considerations and potential threats to validity

M&E Plan

An M&E plan should include:
- ✓ M&E goals and objectives
- ✓ Key M&E activities and outputs
- ✓ Monitoring methods
- ✓ Outcome evaluation methods (pre-post-tests, focus groups, etc.)
- ✓ Analysis plan
- ✓ Key ethical considerations and potential threats to validity
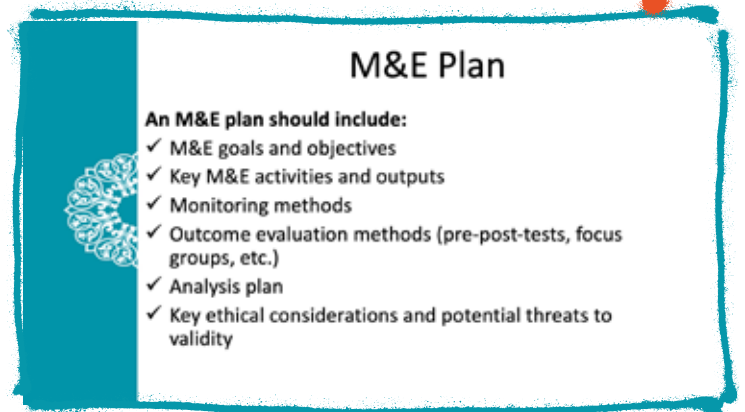
Closing
Close by saying that a good monitoring and evaluation system is important to ensure that all the work you've done thus far is measured and reported on!

Handout – Designing Performance Evaluation Indicators

Name of program:

Levels of society	Potential Outcomes Of Activities (Copy from previous handout)	Performance Evaluation Indicators *What should be tracked to capture the Expected Outcomes?*	Method Of Data Collection
Individual			
Household			
Community			
Institutions (government, multilaterals, military, etc.)			

Handout – Example Performance Evaluation Indicators

Name of Program: Increasing women's political participation in public elections.

Performance Evaluation Indicators

Levels of society	Potential Outcomes Of Activities (Copy from previous handout)	Performance Evaluation Indicators *What should be tracked to capture the Expected Outcomes?*	Method Of Data Collection
Individual	• Increased number of women with access to voter registration sites	• # of women with access to voter registration sites • # of women registered to vote in elections	• Voter registration system • Community surveys
Household	• More men are supportive of women voting in upcoming elections	• Changes in men's attitudes about women's representation in voting	• Pre and post-test surveys
Community	• More men and women are aware of the importance of women's participation in voting • More women are educated about how to vote	• Changes in community attitudes (men and women) about women's representation in voting • # of women who know where and how to vote	• Community surveys
Institutions (government, multilaterals, military, etc.)	• Increased resources to conduct activities • More women staff members encouraging other women to vote	• Additional budget allocated from external sources to conduct activities • # of additional women staff members recruited since the start of the project	• Budget and email communication • Staffing reports

Session 7: Action Plan for Gender Integration Throughout the Program Cycle

Objectives of the Session:
- Review the key terms and concepts from the last 5 sessions of the training
- Design an action plan on how they will move forward on gender integration once the training is over

Activities:
- **Activity 1:** Jeopardy Game (optional)
- **Activity 2:** Gender Action Planning
- Post-Test Administration and Training Evaluation

Materials needed:
- Flipchart paper
- Markers
- Jeopardy Board PowerPoint (optional)
- Small prize for winning Jeopardy team (optional)
- Handout – Gender Action Plan for all participants
- Handout – Gender Integration Checklist
- Training Evaluation Forms (in the Annex)
- Post-Tests (in the Annex)

Time:
2 hours

Preparations:
Make copies of necessary handouts under Materials Needed

Activity 1: Jeopardy Game (optional)
(30 minutes)

.1 Congratulate participants on doing a large amount of work these past two days! Explain that in this last session they will review the main learning from these past days and end by developing an action plan to assign roles and responsibilities to each team member.

.2 Break participants into teams of at least 4 or 5 and say that they will compete for a small prize (or, if no prize is available, the title of CHAMPION OF THE TRAINING).

.3 Open the Jeopardy Board PowerPoint and play!
- Appoint someone to be the score keeper.
- Number all the other participants (except the Scorekeeper) into teams from Team 1 to Team 5.
- Tell them that they will start with Team 1. Team 1 will have a chance to answer. If they get it wrong, then the first team that raises their hand will get to answer.
- Each team will choose a topic and Dollar amount.

.4 Congratulate the participants on how much they've learned these past couple days.

Activity 2: Action Planning
(75 minutes)

.1 Ask participants: Can anyone tell me what 'an action plan' is? What is the purpose of an action plan? What information do we need to develop an action plan?

.2 Write their responses on a flipchart paper.

.3 Get a few volunteers to share their answers.

.4 Pass out Handout 1 – Gender Action Plan to each participant. Explain that this action plan is meant to outline the main steps to integrating a gender lens across the entire project.

.5 Decide how best to divide the participants into groups – they may want to go back into the same groups from the gender analysis, or they may want to group up in a different way.

.6 Give participants about 45 minutes to work on this handout.

.7 Once complete, the groups do not need to share their outputs. However, do make sure:
- They email you the final version. You can then share all the final plans with the host organization head or include it in your training report.
- Make sure that everyone in the group has made a copy of the final filled-out handout.

.8 Give each participant a copy of the Gender Integration Checklist. Say that this checklist aims to guide them in ensuring they are properly integrating a gender lens into their programming and it can be further adapted to meet their needs.

.9 Ask participants what was the most important thing they learned in this Gender Integration Training. Thank the participants for their time and efforts throughout the two days. Offer words of encouragement and tell them that efforts to improve gender equality are not completed overnight, but rather that this is a small step in a longer journey.

.10 If relevant, have the Director or Chief of Party of the organization close the workshop with some final words.

Post-Test Administration and Training Evaluation

(15 minutes)

Pass out the (1) Post-Test and (2) Training Evaluation forms to all participants. Give them 20 minutes to fill out both forms. You can have manila envelopes with the title of each form so participants know where to place them when they are done.

Handout: Gender Action Plan

Immediate activities	Who is responsible?	Do this by when?
.1 Organize a meeting to share learning from this training, and finalize this action plan		
.2		

STEP 1: ASSESSMENT (GENDER ANALYSIS)
- Collect and analyze data on gender relations, roles, and identities in relation to the health needs or problems to be addressed by the program.
- Analyze information to identify gender-based constraints and opportunities that may affect achievement of program objectives or the relative status of women and men.

Activities	Who is responsible?	Do this by when?
.3 With your team, review the Gender Analysis completed in this training, and decide what other data is needed to fill in knowledge gaps		
.4 Collect secondary data from published and unpublished reports		
.5 Design data collection method and instruments (qualitative and quantitative)		
.6 Collect data at a variety of levels (i.e. individual, household, community, institutional)		
.7 Analyze data		
.8		
.9		

STEP 2: PROGRAM INTEGRATION AND DESIGN

- Develop or revise program objectives for their attention to gender considerations; restate them so that they strengthen the synergy between gender and other program goals; identify participants, clients, and stakeholders.
- Identify and decide on key program strategies and activities to address gender-based constraints and opportunities.

	Activities	Who is responsible?	Do this by when?
.10	With your team, review the Gender Integration Handout and develop objectives, revise the program activities, and outcomes		
.11	Consult a cross-section of the stakeholders your activities will engage to ask them what they think of the activities proposed		
.12	Revise and finalize the Gender Integration plan		
.13			
.14			

STEP 3: CONDUCT IMPLEMENTATION

	Activities	Who is responsible?	Do this by when?
.15	Establish partnerships and cooperating agreements		
.16	Train partners, individuals, organizations, and other key stakeholders involved in implementation		
.17	Field test new activities		
.18			
.19			

STEP 4: MONITORING

- Develop and monitor indicators that measure gender-specific outcomes; evaluate the effectiveness of program elements designed to address gender issues.

	Activities	Who is responsible?	Do this by when?
.20	Formulate gender indicators in direct relationship to the gender-based constraints and opportunities identified from the gender analysis		
.21	Integrate gender indicators into overall monitoring and evaluation (M&E) plan		
.22			
.23			

STEP 5: EVALUATION

- Measure progress and impact of program's gender-sensitive or gender-transformative efforts on gender equity. Make recommendations to adjust design and activities based on monitoring and evaluation results; strengthen aspects of the program that contribute to more equitable outcomes, and rework aspects that do not.

	Activities	Who is responsible?	Do this by when?
.24	Develop monitor and administer evaluation instruments		
.25	Collect and analyze data		
.26	Revise activities, as needed		
.27	Disseminate and discuss results with key stakeholders		

Handout: Gender Integration Checklist

	Yes	No
• Gender equality is included as a primary objective of my program or project?	☐	☐
• The gender analysis take into consideration how the following differs by gender identity: **(a) access to assets; (b) beliefs and perfections; (c) practices and participation; (d) and institutions, laws, and policies?**	☐	☐
• The program or project now has gender activities that address key gender-based constraints and opportunities identified in the gender analysis	☐	☐
• The program or project has activities that are, at the very least, gender-sensitive or gender-transformative	☐	☐
• The program or project aims to avoid gender-exploitative approaches at all costs, and aims to continually assess that activities do not cause harm	☐	☐
• The program or project has developed gender-related outcomes to better measure gender-related effects	☐	☐
• The program or project has developed indicators to capture expected outcomes	☐	☐
• The staff in this program / project feel supported and enabled to implement gender integrated programming	☐	☐
• There are mechanisms to continually assess, evaluate, and revise gender-related activities and outcomes	☐	☐

Annex Of Additional Tools

Annex of Additional tools

- Pre and Post-Test Questionnaires
- Training Evaluation Form

Pre/Post-Test Questionnaire for Gender Integration Training

IMPORTANT: Adapt this template in order to fit your training needs.

Directions: Please answer the questions below as honestly as you can. This is to help ABAAD better understand how useful this Gender Integration Training was to your work.

Upon finishing the questionnaire, please hand it to your trainer.

Questions:

.1

- What is the difference between 'gender' and 'sex'? Circle your answer.
  - a. 'Gender refers to the biological characteristics you are born with, while 'Sex' refers to the characteristics or attitudes, behaviors, and roles society assigns to men and women.
  - b. 'Gender refers to women's inequality and stereotypes in society, while 'Sex' refers to the characteristics or attitudes, behaviors, and roles society assigns to men and women.
  - c. 'Gender' refers to the characteristics, or attitudes, behaviors, and roles society assigns to men and women, while 'Sex' refers to the biological characteristics you are born with.
  - d. None of the above.

.2

- What does 'sexual orientation' mean? Circle your answer.
  - a. It refers to the people we are attracted to, physically and romantically.
  - b. It refers to the internal feelings a person has about being a man, woman, both, or neither.
  - c. None of the above.

.3

- What is the definition of 'gender norms'? Circle your answer.
  - a. The gender attitudes of men and women in a community.
  - b. Unwritten rules of society that govern 'correct' behavior.
  - c. It's another word for gender inequality.

.4

- What is a negative consequence of a 'gender blind' program?
  - a. It can promote gender equality in the communities where the program was implemented.
  - b. It can negatively impact program outcomes because it creates an incomplete understanding of a situation.
  - c. It can also potentially cause harm to individuals if we do not know how the program affects diverse groups of people differently.
  - d. Both b and c.

.5

- What is the socio-ecological model?
  - a. It is how we define men and women in society. It provides a complete description of the best ways to promote gender equality in our programs.
  - b. It is a branch of biology that deals with the relationships between organisms to one another and their physical surroundings.
  - c. It is a framework for understanding different levels of society and how they are connected. This framework helps us to see where gender norms and stereotypes are created and reinforced, and identify potential entry points for programming.

.6

- What are the benefits of doing a gender-analysis?
  - a. It allows us to better design our objectives, activities, indicators, and more.
  - b. It will make my donor happy.

.7

- How long can a typical gender analysis take?
  - a. A couple days
  - b. At least a year
  - c. Anywhere from a few weeks to a few months

.8

- What is a gender-transformative program?
  - a. Programs that reinforce harmful stereotypes of men and women
  - b. Listening to the needs of men and women in the communities you work in
  - c. Ensuring that men and women, boys and girls, are engaged equally in all aspects of your program
  - d. Challenging the harmful gender norms and roles that impact the well-being of men and women.

.9

- I know of tools that can help me successfully integrate gender across the program cycle.
  - a. Strongly agree
  - b. Agree
  - c. Somewhat agree
  - d. Disagree
  - e. Strongly disagree

.10

- I have a framework to use that will help me analyze gender norms and how they can impact my project and programs I work on.
  - a. Strongly agree
  - b. Agree
  - c. Somewhat agree
  - d. Disagree
  - e. Strongly disagree

.11

- I have a clear idea of how I will integrate gender into my program.
  - a. Strongly agree
  - b. Agree
  - c. Somewhat agree
  - d. Disagree
  - e. Strongly disagree

.12

- Overall, how would you rate your knowledge and skills to integrate gender into your project?
  - a. Very good
  - b. Satisfactory, but I need some help
 - c. Insufficient, I need a lot of help!

THANK YOU!

Training Evaluation Form

This satisfaction survey can be administered to an individual by ticking the box that matches their answer or can be self-reported by individuals. The information provided through this survey will be anonymized and the respondent will not be identified. The principle of confidentiality should be emphasized. The purpose of the survey is to improve the quality of the provided service if need be. The person who replies should do so on a voluntary basis. Refusing to participate will not lead to the suspension of services to that person.

The tool should be filled by any co-worker other than the facilitator, who is familiar with the program and the beneficiaries or by a member of the M&E unit in any manner possible while working remotely. IF applicable, the participants can fill it out themselves.

سيتم إخفاء المعلومات المقدمة من خلال هذا الاستطلاع ولن يتم تحديد المستجيب. يجب التأكيد على مبدأ السرية. الغرض من هذه الاسئلة هو تحسين جودة الخدمة المقدمة إذا لزم الأمر.
يجب على الشخص الذي يقوم بالرد أن يفعل ذلك على أساس طوعي. لن يؤدي رفض المشاركة إلى تعليق الخدمات لهذا الشخص.
يجب ملء الأداة من قبل أي زميل عمل ولكن ليس الميسر ، على أن يكون على دراية بالبرنامج والمستفيدين أو من قبل عضو في وحدة المراقبة والتقييم بأي طريقة ممكنة أثناء العمل عن بُعد. يمكن للمشاركين ملئه بأنفسهم إن أمكن
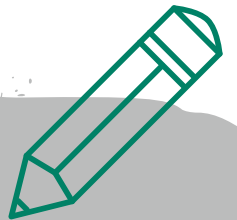
عنوان التدريب: ------------------------------------
التاريخ: --
مكان التدريب: ---------------------------------------
العمر: --

الجنسية: ☐ لبنانية   ☐ سورية   ☐ فلسطينية   ☐ غير ذلك، حدّد/ي ----------------------

Statement جوانب التقييم	Strongly agree أوافق بشدة	Agree أوافق	Neutral حيادي	Disagree لا أوافق	Strongly disagree غير راض
مضمون الجلسة والتدريب المقدم Session content and service provided					
The objective of the training was clear أهداف التدريب كانت واضحة					
The training met my expectations التدريب تماشى مع توقعاتي					
The gained information meets my professional's needs المعلومات التي إكتسبتها تلبي حاجاتي المهنية					
التفاعل خلال الجلسة Session interaction					
All my questions have been answered in a satisfying way لقد تمت الاجابة على كافة اسئلتي و بشكل كاف					
I felt comfortable to share my opinions and ideas شعرت بالراحة في التعبير عن افكاري و ارائي					
The information shared were clear and understandable اعتبر ان المعلومات التي تم مشاركتها واضحة ومفهومة					
لوجستيات Logistics					
Timing and place were adequate الوقت و المكان كانا مناسبان					
Refreshment was good المرطبات كانت جيدة					
تقييم عام Overall					
I am generally satisfied of the quality of the training بشكل عام أنا راض عن التدريب					
I recommend this training to other colleagues أنصح زملاء لي بالمشاركة في هذا التدريب					

In your opinion, What are the areas that needs improvement in this training?
برأيك ما هي الامور التي يمكن ان نقوم بها لتطوير و تحسين هذا التدريب؟