

# Advancing Gender-Transformative Approaches in the UNFPA-UNICEF Joint Programme for the Elimination of Female Genital Mutilation: Exploring Gender, Power, and Agency

Integrated Gender-Transformative Accelerator and Values Clarification Workshop Facilitation Guide (GTA+)



The Gender-Transformative Accelerator Tool of the Joint Programme for the Elimination of Female Genital Mutilation was produced by the United Nations Population Fund (UNFPA) and the United Nations Children's Fund (UNICEF) headquarters' offices in collaboration with Collective Impact LLC. The values clarification exercises included in this integrated workshop tool were developed by Collective Impact LLC to complement the Gender-Transformative Accelerator. We would like to thank members of the internal reference group and colleagues in the countries where the tool was field-tested, for their constructive feedback in enriching the tool. We would like to thank Collective Impact members Alana Kolundzija, Chelsea L. Ricker, Joseph Akoro, and Madhumita Das for their leadership in the development and refinement of this tool.

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# INTRODUCTION





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## The Gender-Transformative Accelerator

The Gender-Transformative Accelerator (GTA) tool is a process-oriented rapid analysis and action planning tool for implementers, advocates and technical staff working on initiatives to end female genital mutilation. The tool was initially designed for the UNFPA-UNICEF Global Programme to End Child Marriage (the Global Programme) and is centred within the Global Programme’s definitions and core elements of gender-transformative programming, but has been adapted for the UNFPA-UNICEF Joint Programme on the Elimination of Female Genital Mutilation and aligned with the Joint Programme theory of change and programme framework.

The GTA process consists of initial priority-setting conversations, preparatory work, and a workshop that focuses on the core elements of a gender-transformative approach. The workshop reviews key concepts related to gender through an iterative process that brings staff

and partners together to analyse their work and develop a shared understanding of their progress, challenges and opportunities related to gender equality, aligned to the Joint Programme contextualized theory of change. The main output of the workshop is that staff and partners will co-create a prioritized road map of actions to guide their work towards gender transformation.

The GTA process combines a practical, Excel-based worksheet with facilitated discussions designed to provoke reflection between staff and partners about strengths, challenges and opportunities for accelerated action on gender equality priorities. The GTA has been tested in multiple formats: as a 3-session virtual workshop, a focused 3-day action-planning workshop, and in this version, a longer 4.5-day workshop supplementing action planning with values clarification on gender, power, agency and allyship.

**Figure 1.** Snippet of the Gender-Transformative Accelerator Tool, Day 1: Core Element of a Gender-Transformative Approach

Addressing Masculinities and Engaging Men and Boys		Please provide a brief explanation for why you chose this level.
Enter an X in the box on the right for the option that applies; only select one option.		
Gender Blind	Programmes ignore gender norms and power dynamics and reinforce gender inequalities and discrimination, or position FGM as a women’s issue and fail to engage men or boys towards gender equality.	
Gender Aware	Programmes are accessible to and engage men and boys in traditionally male roles and structures. Programmes engage men and boys as bystanders or in community awareness campaigns without questioning existing norms related to harmful masculinity.	
Gender Responsive	Programmes engage men and boys as individuals in their roles as husbands, fathers or brothers, or at the community level in their roles as leaders and public figures, to shift their individual behaviours towards girls and women in their lives. Programmes work with men and boys as peers and supporters for gender equality but do not challenge harmful masculinities and their underlying power structures or dynamics.	
Gender Transformative	Programmes creatively engage boys and men beyond their roles as brothers, husbands, fathers or community leaders with methodologies that support them to question and recognize harmful masculinities, to expand their support for diverse and positive masculinities, to recognize and positively leverage their privilege to oppose FGM, and to share power and resources to promote gender equality and the empowerment of women and girls.	

## Values Clarification Approach

Values clarification activities and methods are a widely used, participatory approach to learning that centres the knowledge, experiences and expertise of the participant. Values clarification is used to explore, define and dissect our own internal and collective values, beliefs, attitudes and biases that shape the way we view and move through the world in both our public and private life. Values clarification methodologies draw on a long history of critical and

feminist pedagogies, using a combination of story-telling, self- and collective reflection, critical discourse, and learner-generated knowledge. The activities in this tool have been influenced by techniques found in cognitive behavioural therapy, feminist movement building practice, and the foundational Ipas Values Clarification for Action and Transformation resources.<sup>1</sup>

For further values clarification resources and training activities, see:

- [Ipas, \*Abortion Values Clarification for Action and Transformation \(VCAT\)\*, 2023](#)
- [UNFPA, \*Prezi, Lead for Impact, STEP UP! A Pocket Guide to Social Change for young Leaders\*](#)

We have developed these values clarification activities to complement and expand on the core elements of a gender-transformative approach, as defined by the UNICEF-UNFPA Global Programme to End Child Marriage and Joint Programme on the Elimination of Female Genital Mutilation. Many of these activities engage participants to explore their pre-existing attitudes and beliefs related to gender, agency, autonomy and power, in order to empower them to assess their programmes, advocacy, and work with women, girls, boys,

men, adolescents and marginalized or socially excluded communities by applying a gender-transformative lens. We have included key messages and talking points along with many of the activities below, but want to caution facilitators against relying too heavily on them: these discussions are designed to be iterative and participant-generated. For many of the questions, there is no 'right' or 'wrong' response: just a discussion about different perspectives. You will want to gently question not only participants' assumptions and biases but also your own!

## When to Plan a GTA+ Workshop

The GTA is not a broad or exhaustive gender assessment or gender programmatic review; it is designed to be used and adapted at any point in the programming cycle to target thematic or opportunistic priorities and can be used repeatedly to ensure progress on a gender-transformative approach. The GTA+ tool and workshop process may be paired with annual or biennial work-planning discussions or conducted when programmes are developing new partnerships or approaches. The values clarification exercises can be used as part of the GTA+ process or in a separate stand-alone capacity strengthening workshop, though they are designed to work best in combination with the GTA tool. The GTA is not designed as a long-term planning or fundraising tool; it is intended to identify opportunities within a limited time frame and using existing

resources where a slight shift in approach can have a multiplier or accelerator effect across multiple programme activities.

For maximum effect, the GTA+ process requires 20-30 hours or more of commitment from the facilitation team over the course of 2 months, along with dedicated time and resources to host a workshop with partners taking up to 5 days over the course of a week. Country teams will want to ensure that they are planning a demand-driven GTA+ workshop at a time when crucial partners and stakeholders are available and when staff can commit to participation in the full process. Support for note taking and writing is crucial for recalling the wealth of discussions, nuances and learnings.

1. Values clarification is a process that helps ensure that choices and actions are the result of informed, reasoned thoughts and feelings. This act of examining one's values and beliefs can be personally transformative. It can also more broadly transform the ways we talk about gender equity and justice and the actions we take to support rights, from stigmatized and contentious debate toward empathy and mutual respect. The Ipas [Abortion Values Clarification for Action and Transformation \(VCAT\)](#) tool is a tested, curriculum-based approach to supporting individuals and organizations to explore and clarify their individual and collective values when it comes to providing reproductive health care. The original VCAT tool has been adapted to work with groups to clarify their values not only on abortion but also with regard to sexual orientation and gender identity, disability justice, and work with displaced and refugee communities.

## Facilitator Profile

We recommend a facilitation team of at least 2-3 people to conduct this workshop. Your facilitation team will need a variety of skills, including:

- Subject matter expertise in gender, FGM, sexual and reproductive health and rights, or human rights;
- Experience leading diverse groups through difficult conversations;
- Open to listening, dialogue and the promotion of reflection-action conversations;
- Ability to adapt methodologies or approaches quickly in response to learner feedback;
- Warm, gregarious, or playful energy and the ability to engage a group; and
- Empathy, emotional intelligence, or a background in trauma-informed practice.

For more resources on facilitation and tools to build facilitation skills, we recommend:

- [Ipas, \*Effective Training in Reproductive Health: course design and delivery \(reference manual\)\*, 2012](#)
- [Amnesty International, \*A Guide to Using Participatory Methodologies for Human Rights Education\*, 2011](#)



## Participant Profile

This workshop is designed for programme planners and implementers working to advance gender equality, or in programmes that would benefit from a more directed approach to gender equality. Workshop participants should be stakeholders, partners or colleagues working with a single programme or initiative, or on a single issue, in order to best use the GTA and action planning tools. The ideal number of participants for this workshop is between 20 and 30, with a balance of civil society with other stakeholders. You will want to ensure that you are including among the participants:

- Representatives of youth-led, girl-led, and women-led networks and organizations;
- Representatives of marginalized or socially excluded communities and groups impacted by your programme or issue;
- Representatives from local government, multilateral agencies, or other decision makers working with your programme;
- Where possible, current or former programme beneficiaries, advisors, or others directly impacted by the programme.

This workshop includes activities that introduce concepts like power, gender norms, agency, bodily autonomy and allyship, but is not a basic training on gender. It will be helpful to balance different levels of knowledge and power in the room by ensuring that the workshop is not overly dominated by one type of participant.

## Using this Guide

The sessions in this tool rely on participatory methodologies – they will ask for a flexible, active approach from both the learner and the facilitator. Facilitators will not find extensive scripts, presentations or pre-determined talking points in the activities in this guide; rather, they will find suggestions for methodologies, discussion questions and core concepts to use in a way that feels natural and organic to the learning environment that they create. This guide includes materials, stories and key messages related to FGM, but can be easily adapted to cover other topics. In this guide, you will find:

- 1 Workshop Agenda:** the agenda provides a short overview of the methodology and materials needed for each session, along with a sense of the timing and flow of the overall workshop. Under the methodology for each session you will also find notes about any preparatory or pre-work you will need to do in advance.

There is also a column for you to assign a lead facilitator to each session: we recommend meeting with the facilitation team 2-3 times ahead of the workshop, to assign sessions, contextualize materials, and prepare. You can adapt this agenda as needed or as makes sense for your group, though we do recommend that you keep the basic order of activities, as many build on the lessons learned in the initial activities to iterate on complex topics.

- 2 Session Plans:** In addition to overall learning objectives, each session plan shows the timing and basic steps to conduct the activities. You will also find suggested discussion questions, advice for facilitators, and some suggested key messages. Each session should end with the facilitator summarizing the discussion that the group has just had, and connecting it back to the theme or topic of the session. Where included, key messages are in separate text boxes to give you space to rewrite them in your own words, or to add your own notes. We advise against reading out the key messages directly: your summary should respond to and be part of the discussion in the room.

For some sessions, we have included alternative methodologies or activities. Here, the facilitation team should choose a method that works best for their learning group, taking into consideration accessibility, language and learner preferences.

- 3 Facilitator Tools and Resources:** at the end of relevant session plans, you will find tools and resources to support the activities. These include prompts, case studies, stories, statements and diagrams. The

facilitation team should review these tools before the workshop, and make any adjustments necessary to contextualize or highlight particular issues. These adjustments could include:

- Changing names of characters to common names in the context;
- Selecting which prompts or stories to use based on the dynamics of FGM in the context;
- Rewriting or adjusting stories to reflect, for example, common family structures, socioeconomic conditions or other culturally specific dynamics.

Where possible, we encourage you to add in or draw from stories that are appropriate for your context to make the workshop more relevant to participants, while cautioning you to avoid making changes that are designed to make stories or prompts more politically palatable or less sensitive. This can affect the potential of the activity to achieve the objective of triggering deep reflections. These activities rely on the participants' willingness and ability to challenge their own assumptions and preconceptions.

### Materials to Review and Contextualize: All days: Presentation Template

#### Day 1:

- Personal Values: Statements
- Unconscious Bias: Stories
- Gender Norms: Norms

#### Day 2:

- Power 1: Power Walk Statements, Who Decides Characters
- Community and Social Support: Story Prompts and Characters

**A note on humour:** We recommend using humour, playfulness and fun throughout the workshop to counterbalance the heavier conversations that these activities prompt, or to cut through tension between participants. Sometimes, though, participants use humour as a way to deflect from or dismiss topics that make them uncomfortable. If you catch participants making jokes that dismiss or undercut each other or the learning objectives, address this directly. Remind participants of their group agreement to treat each other with respect and listen to all perspectives, name the behaviour, and hold yourself and participants accountable. Often, a sexist or biased joke can be defused by a quick but serious discussion about the joke itself: why is it funny? What messages is it communicating?



- 4 Annexes:** we have also included a number of other materials along with this guide, including printable handouts, a materials list, and a compendium of icebreakers and energizers. You will note that the agenda includes time for energizers, but does not specify which energizers to do when. We want you to use these sessions to build community, prompt playfulness, and relieve tension within your group.

You may want to ask learners to lead energizers, or choose energizers based on the feeling in the room on the day. We recommend starting with icebreakers and energizers that allow participants to get comfortable with each other before moving towards more physical activities. Always model consent with participants: if an activity or energizer involves physical contact, ask for consent before moving forward.

For more ideas for energizers and icebreakers, we recommend:

- [Frontline Aids, 100 Ways to Energize Groups, 2002](#)

## Planning Your Workshop

You should begin planning your workshop 4-6 weeks in advance, according to the following recommended timeline:

- **6 weeks pre-workshop:** schedule a kick-off meeting with the host organization. During this meeting, discuss the length, timing and location of the workshop, along with a preliminary list of participants to be invited. Select a facilitation team of 2-3. Meet with this smaller team weekly in the lead-up to the workshop. Collect any relevant programme documents to review.
- **5 weeks pre-workshop:** meet with the facilitation team to go through the agenda and make any adjustments needed. Review session plans and begin to assign lead facilitators from the team for each session. Lead facilitators should then review their sessions in detail and make any contextualization adjustments needed.
- **4 weeks pre-workshop:** meet with the full host team to finalize the list of participants and agree on location. Identify a point person from the host organization who will be responsible for managing workshop logistics. Begin working with the country team to identify which elements of each definition from the GTA tool should be highlighted as part of the presentation.
- **3 weeks pre-workshop:** meet with the facilitation team to review case studies and contextualization. Finalize a list of materials to gather and to print and assign responsibilities. Continue to modify and update presentation template to reflect country context and priorities.
- **2 weeks pre-workshop:** meet with the facilitation team and host organization to discuss and finalize any further logistics. Share final agenda for participants along with any logistical information. Assign speakers for presentation sessions.
- **1 day pre-workshop:** meet with the facilitation team in the workshop space to arrange the room and test any technology or material concerns.
- **During the workshop:** meet each day with the facilitation team at the end of the workshop day to discuss any concerns or modifications needed.
- **1 week post-workshop:** meet with the facilitation team and host organization to debrief on the workshop, review action plan and any further support needed.



# FULL AGENDA



## Day 1: Setting the Scene

Time	Duration	Agenda item	Methodology → Pre-work	Materials/resources required	Lead Facilitator	
8:30 - 9:00	30 min	Check-in and registration	Print agenda with objectives for all participants	<input type="checkbox"/> Name tags <input type="checkbox"/> Registration forms <input type="checkbox"/> Printed Agenda / PPT slide w/ Agenda		
9:10 - 9:30	20 min	Welcome & introduction	Introductions	<input type="checkbox"/> Printed Agenda/ PPT slide: Objectives		
9:30 - 9:40	10 min	Opening remarks - UNFPA / UNICEF leadership	Speaker presentation <input type="checkbox"/> Invite/agree on opening speaker			
9:40 - 9:50	30 min	Opening remarks - Government official	Speaker presentation <input type="checkbox"/> Invite opening speaker			
9:50 - 10:15	25 min	Group Agreements	Group discussion and code of conduct	<input type="checkbox"/> Post-its <input type="checkbox"/> Markers <input type="checkbox"/> Flip charts		
10:15 - 10:30	15 min	<b>Tea / Coffee Break</b>				
10:30 - 11:30	60 min	Personal Values	Individual reflection, discussion, Cross the Line <input type="checkbox"/> Print handouts for participants <input type="checkbox"/> Select statements for Cross the Line	<input type="checkbox"/> Printed handout <input type="checkbox"/> Masking tape/string <input type="checkbox"/> Pens/pencils/art supplies		
11:30 - 12:15	45 min	Unconscious bias	Group activity, small-group discussion <input type="checkbox"/> Find or cut out tags in multiple colours or shapes <input type="checkbox"/> Select and print case study stories	<input type="checkbox"/> Tags in multiple colours and shapes <input type="checkbox"/> Masking tape or safety pins <input type="checkbox"/> Printed stories		
12:15 - 13:15	60 min	<b>Lunch</b>				
13:15 - 13:30	15 min	Energizer				
13:30 - 14:30	60 min	Gender norms and stereotypes	Group activity, small-group work, discussion <input type="checkbox"/> Print or write out norms for small group <input type="checkbox"/> Collect or cut coloured paper into 'bricks' for group activity	<input type="checkbox"/> Masking tape <input type="checkbox"/> Flip chart paper <input type="checkbox"/> Markers <input type="checkbox"/> Coloured paper in multiple colours <input type="checkbox"/> Printed or written norms		

14:30 - 15:15	45 min	Addressing the root causes of gender inequality and the GTA	Problem tree <input type="checkbox"/> Draw tree on flip chart	<input type="checkbox"/> Tree drawn on flip chart <input type="checkbox"/> Sticky notes <input type="checkbox"/> Markers	
15:15 - 15:30	15 min	<b>Tea / Coffee Break</b>			
15:30 - 16:00	30 min	Accelerating action to end FGM	Speaker presentation <input type="checkbox"/> Select speaker and prep slides	<input type="checkbox"/> PPT slides	
16:00 - 16:30	30 min	Tool and process overview	Speaker presentation	<input type="checkbox"/> PPT slides <input type="checkbox"/> Link to GTA Tool	
16:30 - 17:00	30 min	Closing and Wrap up	Check-out, questions		

## Day 2: Beginning the GTA

Time	Duration	Agenda item	Methodology → Pre-work	Materials/resources required	Lead Facilitator
9:00 - 9:30	30 min	Welcome & Review	Check-in, questions	<input type="checkbox"/> Paper <input type="checkbox"/> Pens/pencils	
<b>GTA Core element #1: Girls' skills, agency and empowerment</b>					
9:30 - 11:00	90 min	Power 1: Identities and Bodily Autonomy	Individual reflection, small-group discussion	<input type="checkbox"/> Flip charts <input type="checkbox"/> Markers <input type="checkbox"/> Blank papers <input type="checkbox"/> Coloured pencils/art supplies	
11:00 - 11:15	15 min	<b>Tea/Coffee Break</b>			
11:15 - 11:25	10 min	GTA Element: Girls Skills, Agency, and Empowerment	Facilitator Presentation <input type="checkbox"/> Modify definition slide to highlight relevant priorities.	<input type="checkbox"/> PPT slides <input type="checkbox"/> A3 printout of Core Element from the Excel Tool Day 1 Tab	
11:25 - 12:00	35 min	GTA Element: Voting and discussion	Vote, small-group discussion	<input type="checkbox"/> Stickers	
<b>GTA Core element #2: Addressing masculinities and engaging men and boys</b>					
12:00 - 12:45	45 min	Masculinities	Paired reflection, group discussion		
12:45 - 13:45	60 min	<b>Lunch</b>			
13:45 - 14:00	15 min	Energizer			

14:00 - 14:10	10 min	GTA Element: Addressing masculinities and engaging men and boys	Facilitator Presentation <input type="checkbox"/> Modify definition slide to highlight relevant priorities.	<input type="checkbox"/> PPT slides <input type="checkbox"/> A3 printout of Core Element from the Excel Tool Day 1 Tab	
14:10 - 14:45	35 min	GTA Element: Voting and discussion	Vote, Small-group discussion	<input type="checkbox"/> Slido (or other similar platform) for anonymous online voting	
<b>GTA Core element #3: Enabling environment: Family and community mobilization</b>					
14:45 - 15:45	60 min	Community and Social Support	Paired reflection, Group activity <input type="checkbox"/> Select or provide story	<input type="checkbox"/> Post-its in various colours <input type="checkbox"/> Markers <input type="checkbox"/> Flip charts <input type="checkbox"/> Nametags <input type="checkbox"/> Ball of string, yarn, or twine	
15:45 - 16:00	15 min	<b>Tea/Coffee Break</b>			
16:00 - 16:10	10 min	GTA Element: Enabling environment: Family and community mobilization	Facilitator Presentation <input type="checkbox"/> Modify definition slide to highlight relevant priorities	<input type="checkbox"/> Post-its in various colours <input type="checkbox"/> Markers <input type="checkbox"/> Flip charts <input type="checkbox"/> Nametags <input type="checkbox"/> Ball of string, yarn, or twine	
16:10 - 16:45	35 min	GTA Element: Voting and discussion	Vote, Small-group discussion	<input type="checkbox"/> Slido (or other similar platform) for anonymous online voting	
16:45 - 17:15	30 min	Closing and Reflection			

## Day 3: Thinking Bigger

Time	Duration	Agenda item	Methodology → Pre-work	Materials/resources required	Lead Facilitator
9:00 - 9:30	30 min	Welcome & Review			
9:30 - 10:30	60 min	Data and Evidence	Speaker presentation <input type="checkbox"/> Select speaker and prep slides (if using)	<input type="checkbox"/> Computer and projector	
<b>GTA Core element #4: Systems and services</b>					
10:30 - 11:30	60 min	Power 2: Patterns of Power (60 minutes)	Brainstorm, Role Play	<input type="checkbox"/> Flip charts <input type="checkbox"/> Markers	

<b>11:30 - 11:45</b>	<b>15 min</b>	<b>Tea / Coffee Break</b>			
<b>11:45 - 11:55</b>	<b>10 min</b>	GTA Element: Systems and services	Facilitator Presentation <input type="checkbox"/> Modify definition slide to highlight relevant priorities.	<input type="checkbox"/> PPT slides <input type="checkbox"/> A3 printout of Core Element from the Excel Tool Day 1 Tab	
<b>11:55 - 12:30</b>	<b>35 min</b>	GTA Element: Voting and discussion	Vote, Small-group discussion	<input type="checkbox"/> Slido (or other similar platform) for anonymous online voting	
<b>12:30 - 13:30</b>	<b>60 min</b>	<b>Lunch</b>			
<b>GTA Core element #5: Partnerships and Movement Building</b>					
<b>13:30 - 14:45</b>	<b>75 min</b>	Allyship and Collaboration	Group activity, Small-group discussion	<input type="checkbox"/> Blank sheets of paper <input type="checkbox"/> Pens/pencils <input type="checkbox"/> Flip charts <input type="checkbox"/> Markers	
<b>14:45 - 14:55</b>	<b>10 min</b>	GTA Element: Partnerships and Movement Building	Facilitator presentation <input type="checkbox"/> Modify definition slide to highlight relevant priorities.	<input type="checkbox"/> PPT slides <input type="checkbox"/> A3 printout of Core Element from the Excel Tool Day 1 Tab	
<b>14:55 - 15:30</b>	<b>35 min</b>	GTA Element: Voting and discussion	Vote, Group discussion	<input type="checkbox"/> Slido (or other similar platform) for anonymous online voting	
<b>11:30 - 11:45</b>	<b>15 min</b>	<b>Tea / Coffee Break</b>			
<b>15:45 - 15:55</b>	<b>10 min</b>	GTA Element: Gender Norms	Facilitator Presentation <input type="checkbox"/> Modify definition slide to highlight relevant priorities.	<input type="checkbox"/> PPT slides <input type="checkbox"/> A3 printout of Core Element from the Excel Tool Day 1 Tab	
<b>15:55 - 16:30</b>	<b>35 min</b>	GTA Element: Voting and discussion	Vote, Group discussion	<input type="checkbox"/> Slido (or other similar platform) for anonymous online voting	
<b>16:30 - 17:00</b>	<b>30 min</b>	Closing and reflection			

## Day 4: Deep Dives

Time	Duration	Agenda item	Methodology → Pre-work	Materials/resources required	Lead Facilitator	
9:00 - 9:30	30 min	Welcome and Review				
9:30 - 10:00	30 min	Setting priorities for deep dives	Poll or Vote			
10:00 - 11:00	60 min	Deep Dive 1	Small-group discussion	<input type="checkbox"/> GTA Tool - Day 2 Deep Dive Tab		
11:00 - 11:15	15 min	<b>Tea / Coffee Break</b>				
11:15 - 12:00	45 min	Deep Dive 1: Continued	Report back and Group discussion	<input type="checkbox"/> Filled in deep dive worksheets		
12:00 - 13:00	60 min	Deep Dive 2	Small-group discussion	<input type="checkbox"/> GTA Tool - Day 2 Deep Dive Tab		
13:00 - 14:00	60 min	<b>Lunch</b>				
14:00 - 14:45	45 min	Deep Dive 2: Continued	Report back and Group discussion	<input type="checkbox"/> Filled in deep dive worksheets		
14:45 - 15:00	15 min	Energizer				
15:00 - 15:30	30 min	Comments and Reflections	Review the spread of work across the levels of the socio-ecological model for each of the 3 priorities			
15:30 - 15:45	15 min	<b>Tea / Coffee Break</b>				
15:45 - 16:30	45 min	Select Priority Actions	Brainstorm, Group discussion <input type="checkbox"/> Summarize responses to q3 from deep dives	<input type="checkbox"/> Flip charts or online brainstorming tool such as Mural		
16:30 - 17:00	30 min	Closing				

## Day 5: The Way Forward

Time	Duration	Agenda item	Methodology → Pre-work	Materials/resources required	Lead Facilitator
9:00 - 9:30	30 min	Welcome and Recap Day 2	Recap Day 2 and response to the process so far in terms of envisaged shifts in focus or priorities, or new ways of working.		
9:30 - 10:00	30 min	Priority #1 Actions	Small-group discussion		
10:00 - 10:30	30 min	Priority #1 Actions	Report back and agree on actions		
10:30 - 10:45	15 min	<b>Tea / Coffee Break</b>			
10:45 - 11:15	30 min	Priority #2 Actions	Small-group discussion		
11:15 - 11:45	30 min	Priority #2 Actions	Report back and agree on actions		
11:45 - 12:15	30 min	Priority #3Actions	Small-group discussion		
12:15 - 12:45	30 min	Priority #3Actions	Report back and agree on actions		
12:45 - 13:00	15 min	Next steps	Discuss logistics and timeline of next steps		
13:00 -13:20	20 min	Reflections of the workshop and evaluation			
13:30 - 14:30	60 min	<b>Lunch</b>			

# DAY 1: SETTING THE SCENE







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## Welcome and introductions (40 minutes)

Someone from the joint programme country offices should open the workshop. They can welcome participants to the workshop, give everyone the opportunity to briefly introduce themselves, and outline the objectives of the GTA and the workshop. If appropriate, allow time for one or two high-level people, leadership from the UNFPA/ UNICEF country offices and/or government officials who are partners, to give some opening remarks to demonstrate commitment and set the tone for collaboration.

If time allows, use an introductory icebreaker. This can be quite simple: usually, you would ask participants to introduce

themselves with their name, pronouns, institutional affiliation (if relevant), and a fun fact or response to a question about themselves. Some of our favourites include:

- What's a song that always makes you want to dance?
  - (Facilitator tip: *You can use these suggestions to put together a 'workshop playlist' on a popular streaming platform. You can then play the playlist quietly in the background during group activities, or use it for short dance breaks throughout the week.*)
- What's your favourite food memory?
- What would the title of your memoir (or podcast) be?

## Group Agreements (25 minutes)

The purpose of this session is to create an open dialogue between participants about their expectations for the workshop and how to create a space that is safe for discussion and learning.

### 1 Welcome and Reflection

Welcome the group. Distribute post-its. Ask participants to individually reflect on what it means to them to treat others with respect, and what makes them feel respected. Have them write their ideas down on the post-its.

While participants reflect, set up two flip charts at the front of the room. Label one 'I need' and one 'I can offer'.

Ask participants to place their post-its on the flip charts. With a smaller group, do this in plenary, with participants explaining their post-its to each other as they post them. In a larger group, have them put their post-its on the charts individually, then ask for

volunteers to summarize each chart to the whole group. Discuss any questions or disagreements.

Discuss other ground rules or agreements that may make sense for this workshop with participants. Some popular agreements that we've used include:

- **'Ouch and Oops'**: ask participants to use 'ouch' and 'oops' to speak up when something doesn't sit right ('ouch'), and to repair and move on when they've said or done something careless ('oops'). Ouch and Oops asks for participants to have the courage to speak out loud when they are hurt by something another participant said, and to create a simple apology protocol for others to respond.
- **The Four Agreements**<sup>2</sup>: the four agreements are a summary of some common workshop or community guidelines. They are:
  - **Be impeccable with your word**: speak from your heart and with intention.
    - Don't take anything personally.

2. Ruiz, don Miguel, *The Four Agreements*, 1997 [www.miguelruiz.com/the-four-agreements](http://www.miguelruiz.com/the-four-agreements)

- Don't make assumptions.
- Always do your best.
- **Enough, Let's Move On (ELMO):** a simple acronym that allows a facilitator or a participant to acknowledge when a conversation has stopped moving the group forward (for example, "Let's ELMO this conversation"). This rule works well with a parking lot or garden of ideas<sup>3</sup>: you can set up a flip chart in the room where you keep notes on topics that have come up or need more time. You may have time later in the week to dive deeper into these topics, or you may use this record to set up follow-up support and technical assistance.
- **Be present when you are present:** use this rule to

set expectations around side conversations and the use of computers and cell phones. Acknowledge that we are all busy, but as much as possible will try to avoid being on computers, or multitasking, and try to give our full attention to what is going on in the room. You can reassure participants that we will have multiple coffee/tea breaks when people can check and respond to emails, or ask them to step out of the room if something else is demanding their attention. We recommend being clear that while you do not expect participants to be present 100% of the time, you also will not be repeating or delaying activities: it is their responsibility to catch up on what they missed during break times.

- *Add your own...*

Once participants have set up their group agreements, leave them posted in the room so that you can refer to them or review them as needed throughout the training. You can also have participants sign the flip

chart paper with the agreement to signal their own individual commitment to upholding the agreements throughout the workshop.

3. Many facilitators use a 'parking lot' or 'garden' flip chart as a place to store ideas or notes about things that come up in discussion that the group may want to revisit. Set up a flip chart with 'parking lot' or 'garden' written on the top somewhere where it can be visible throughout the workshop, and as topics come up that need more time, add them to this page. You can also encourage participants to add their own topics throughout the workshop. Review this page with your co-facilitators each day after the workshop to find ways to integrate topics as needed. You will also want to review the 'parking lot' or 'garden' with participants as part of your closing summary or follow-up from the workshop.

## Personal Values (60 minutes)

This session is designed to allow participants to reflect on their individual values, how those values are shared socially and in their communities, and how they influence their work. It uses a combination of individual reflection, discussion and a short activity.

### 1 Individual Reflection: My Values (15 min)

Distribute the Personal Values handout to participants. Give participants 10 minutes to fill out their individual handouts. While participants are working, circulate in the room to provide help or answer questions.

### 2 Discussion: Our Shared Values (25 min)

Divide participants into pairs or small groups of 3-4. Give groups 15 minutes to share their handouts with each other and discuss what values they share. When groups have had a chance to discuss, debrief in plenary using the following questions:

- What values did you share? In which areas of your lives?
- Can anyone give an example of how they apply their values to their work?

### 3 Cross the Line: Institutional Values (20 min)

Select 10-12 statements from the list. Set up a line with masking tape on the floor in the middle of the room. Ask participants to stand on one side of the line. Explain that for this activity, you will read a series of statements. For each statement, if participants agree with it, they should cross the line. If they disagree, they should stay behind the line.

Tell participants that there are no right or wrong answers: it's just 'agree' or 'disagree'.

Start with a neutral statement (for example, "Breakfast is the most important meal of the day") to demonstrate the method.

Read out a selected statement from the list. Give a few seconds for participants to move, then move on to the next statement. When all statements have been read, invite participants to give each other a round of applause. Tell participants that all the statements you've just read are based on UNICEF and UNFPA documents and position statements.

Discuss with the plenary using the following questions:

- How do these institutional priorities align with the values we've been discussing?
- How would you describe the values of your institution? How do they impact your work?
- Can anyone think of an example of a time, in either their personal or professional lives, when they had to make a choice between competing values? What did you do?
- In what circumstances would it be important to follow institutional values over personal values? In what circumstances would personal values take priority?

Summarize the discussion and thank participants for sharing their values and perspectives. Reflect on why values are important and how they shape our work.

#### Key Messages:

- Values shape the decisions we make and how we view the world around us in every aspect of our lives.
- Values are deeply personal, but are also often shared among groups or communities.
- Values can be similar across personal and professional settings, but can also be in opposition. It's important to recognize when different values we hold are competing or in conflict with each other.
- The institutions where we work also have their own values, which are stated in their policies and public statements. Many people choose jobs or careers within institutions that share or match their personal values.
- Add your own...

## Facilitator Resource: Cross the Line Statements (Select 10-12)

### UNFPA Gender Equality Strategy

- Empowerment and participation in all areas depend on a person's ability to make their own decisions about their bodies, sexuality, and reproduction.
- There is no gender equality without sexual and reproductive health and rights, and no sexual and reproductive health and rights without gender equality.
- The social norms that support gender discrimination, gender-based violence and harmful practices must be transformed.
- Gender equality requires changing the roles that we expect men and women to play in society.
- In order to share power with women, men must relinquish some of their own power.

### UNICEF Global Gender Policy

- Gender inequalities are systemic, not individual.
- Gender equality is essential to the realization of the human rights of all children.
- Girls are at disproportionate risk of gender-based discrimination, rights violations, and denial of full access to resources and opportunities.
- Children need to be free to explore and express their own unique gender identities.
- We still have work to do to realize gender equality in our own internal structures and ways of working.
- We all want a world where children are free and supported to make decisions about their own lives, including their gender and sexuality.

### UNICEF Guidelines on Adolescent Participation and Civic Engagement

- Children and adolescents have the right to be heard in all matters affecting them.
- Some forms of inequity and privilege are entrenched, systemic and even intentional.
- We respect the dignity and worth of each individual, regardless of gender, ethnicity, language, religion, sexual orientation, origins, wealth, birth status or ability.
- Adolescents should be able to use the media of their choice to communicate their views and to negotiate decisions.
- Adolescents' views must be respectfully and seriously heard by those with the power and authority to act on them.

### FGM Statements - Engaging Boys and Men to End FGM, Delivering the Global Promise

- Female genital mutilation is driven by - and reinforces - norms that devalue girls.
- Men can play a pivotal role in ending FGM.

- Boys and men can, and should, exert their influence in ending female genital mutilation.
- Women's movements and leadership are essential to end FGM/CEFM.
- Girl-focused empowerment through access to high-quality education plays a critical role in preventing FGM.
- Adopting gender-transformative programming is critical to achieving the elimination of FGM, and gender equality at all levels.
- A gender-transformative approach to FGM requires us to challenge the norms that give men and boys control over women and girls' bodies.
- Transforming harmful social and gender norms, roles and power relations is critical in addressing the root causes of gender inequalities.
- A gender-transformative approach to FGM requires analysis of the intersections between gender, poverty, and other forms of identity.
- Gender intersects with multiple risks faced by the poorest and the most marginalized and excluded groups, including heightened risk of discrimination and neglect related to disability, ethnicity, urbanization, migration and displacement, natural disasters and armed conflict.
- Girls' leadership, voice, and agency is essential to their inclusion and participation.
- Women-led organizations, especially at the grassroots level, have in-depth understanding of the challenges that women and girls face and vital resources on how to advance their rights.

### Other UNFPA Docs and Statements

- The persecution of lesbian, gay, bisexual, transgender, queer and intersex (LGBTQI) people is a breach of their right to freedom of expression, to liberty, privacy and equality, to freedom from violence, discrimination and inhuman and degrading treatment, and to a fair trial.
- Persons with disabilities have a right to make their own choices about their bodies, health and lives.
- Exercising the right to bodily autonomy is a matter of justice.
- Our aspiration is to build a world in which the rights of all - in all our beautiful diversities - are respected and protected and no one is left behind.
- The right to sexual and reproductive health - to make decisions over one's own body and future - is central to gender equality and empowerment, which in turn accelerate attainment of the Sustainable Development Goals.



## Unconscious Bias (45 minutes)

The purpose of this session is to introduce participants to the concept of unconscious bias, and to ask them to reflect on their own unconscious biases about age and gender.

### 1 The Tag Game (20 minutes)

Shuffle tags: small papers or stickers in different shapes and colours. Give each participant a tag – distribute shapes and colours randomly among participants. Ask them to stick or pin them to their clothing where they are visible to others.

Ask participants to divide themselves into groups of 4 using their tags, but don't provide any further instructions or guidance. Once groups have formed, note for yourself any patterns that have formed based on the tags. Then ask participants to find a new group of 5. Have participants form new groups of 3, then pairs.

Invite participants to share any patterns they noticed in how groups were formed. Ask for volunteers to share what criteria they applied to select their groups, and why.

Introduce the concept of unconscious bias:

#### Key Messages:

- We all make quick judgments and decisions every day based on criteria in our own minds. Sometimes we are aware of our own criteria that we're applying, and sometimes we're not. When we're not thinking about our criteria, that can be called 'unconscious bias'.
- There are many forms of unconscious bias: one that we just saw in this activity is called 'affinity' or 'group' bias – it's the bias that leads us to gravitate towards others that we perceive as being similar to us, or in our group.
- Another form of unconscious bias that commonly impacts the way we work is selective perception – that's when we are more likely to notice the things that we are already looking for, or have seen before.
- Everyone carries with them different forms of unconscious bias – it's a lifelong process to learn to notice, be aware of, and counteract our own biases so that they don't lead us to discriminate, neglect, or overlook others.
- Some of the most common forms of unconscious bias that all people carry are those related to gender, age and race.
- Add your own...

## 2 The Story of X (25 minutes)

Ask participants to return to or form groups of 5 or 6. Distribute a story (see below) to each group - it is fine for multiple groups to work with the same story. Give groups 10 minutes to read their story aloud, and then discuss:

- What is the gender of X?
- What age is X?
- What other assumptions do we make about X based on the story?

Debrief with the whole group:

- What assumptions or biases do we have about children, adolescents or young people based on their age?
- What assumptions do we make based on gender?
- What assumptions do we make about who we work with and why?

Thank the group for sharing. If time permits, close the discussion with a short physical activity or energizer to release any tension from the conversation.



### Key Messages:

- **Unconscious bias shapes how we work: we make assumptions constantly, without even knowing that we're doing it, about how people's lives look or what people think, need, or want based on common narratives or stereotypes about gender, age, ethnicity, ability, or other factors.**
- **In order to work most effectively, we need to learn to notice and question our own assumptions. We should be constantly asking ourselves: how do we know what we know? What is the evidence? What has the community told us? What have the girls told us?**
- **We can better support our colleagues and partners by questioning our own biases, and by asking questions that reveal the assumptions we're all making.**
- *Add your own...*

## Facilitator Resource: Stories

**Facilitator Note:** You may want to adjust, rewrite, or add to these stories to bring out particular issues in your community, or to ensure that they are gender-neutral in the language you are using for the training.

### General:

**Story 1:** Today, something strange happened at school. I was eating lunch with my friends when talk turned to dating and romance. I had thought that none of my friends were experienced at all, but several of them started talking about sex like it's old news for them! I feel like I'm falling behind - I had to pretend to be more experienced so that they wouldn't make fun of me. Now I need to find a way to catch up so that I don't get caught off guard again.

**Story 2:** I woke up this morning still excited from yesterday. I've been working with young people in my community for what seems like forever, trying to make sure that they have information about their bodies and know what they need to do to protect themselves from pregnancy and HIV. There's a new law being proposed that would allow for mobile clinics to go to secondary schools to provide information, condoms and STI testing. My local government had a community meeting yesterday, where members of the community were allowed to sign up to speak for or against the law. I was so nervous when I signed up, but my parents really encouraged me, telling me how proud of me they are for my work and how they support me. The first few people who spoke up thought the law was a bad idea, that it would only encourage promiscuity among teenagers in our town. I was sure I would be booed when I spoke in support of the law, but my speech was so well-received that several people came up to me afterwards to congratulate me, and the community leaders voted to support the law!

**Story 3:** Lately, X has been missing school more and more frequently. When they do attend school, the teachers have noticed that X is tired in class, and seems preoccupied.

Finally, one teacher decides to visit X's home to talk to their parents and see what's happening. The teacher learns that X's mother has been struggling since she had the new baby a few months ago, and that the family has been relying more and more on X to help with the baby and the household. Every day, school or not, X is responsible for the home: they have to fetch water, make sure there is fuel for the generator, that the kitchen and bathrooms are clean, the yard is clear of debris, and tend to the small garden that their father uses to grow extra food for the family.

### FGM:

**Story 4:** I have been married for three years and have a daughter. My aunts want her to be cut and closed like they are. My spouse says that the doctors in the capital city would do it without pain and without complications. It costs a lot, but it is said that when done before two years, the child will not remember a thing later. My spouse says that it's either now or later, when it is more painful. Otherwise nobody will marry her. In a few weeks my girl, who is now two, will go to a doctor to be cut and closed.

**Story 5:** The other day I overheard my parents fighting. I have a new baby sister, and it seems like they were arguing about whether she should be cut or not. My father, who thinks of himself as modern, believes that we have to move beyond this practice as a society. My mother is from a traditional family, and is worried that people will say bad things and bad things will happen to my sister if she is not cut. I think my parents know I heard them, because the next day my father came to me and asked me for my help: he will travel soon for work, and he is worried that my mother will take my sister to be cut while he is gone. He wants me to keep an eye out, and call him immediately if something happens. I know my mother wants the best for my sister, and that she believes her life will be easier if she 'fits in' with the rest of the culture, but worry about the potential risks for my sister's health now and later in life.

## Gender Norms and Stereotypes (60 minutes)

This session introduces the concept of gender norms and stereotypes to participants and asks them to reflect on the limitations and expectations that they experience based on their gender. Participants should then reflect on the ways in which gender norms impact their work at all levels.

### 1 The House We Live In<sup>4</sup> (45 min)

Use masking tape or flip chart paper to construct the outline of 2 houses (roof and walls) on the wall.

Label one house 'women' and the other 'men'. Ask the group to brainstorm where we learn about how we're supposed to behave and who we're supposed to be in the world. Where do we learn what it means to be women and men? (you can use examples, like: school, parents, social media...). Record participants' responses on a flip chart.

Explain that today's activity is about gender norms:

4. Adapted from JASS Rising Up Toolpack: The Master's House, <https://werise-toolkit.org/en/toolkit>

what they are, where we learn them, and how they impact our lives. Select 5 or 6 key institutions from the list that participants have brainstormed. These should be institutions that shape gender norms in their cultures: i.e., family, peers, religion, education, government, community, media (traditional and new)...

Divide participants into groups, and assign each group an institution and a colour. Distribute coloured paper 'bricks' to the group accordingly. Explain that gender is commonly defined as a set of rules, norms or expectations around the roles we each play and the relationships between men, women, girls, boys and non-binary children and adults. Ask groups to identify the 'rules' their institution promotes about women and men and how they are supposed to be, act, or interact

with each other. Give groups 5-10 minutes to discuss and write these rules on their bricks.

Ask for each group to report back - as they tell their rules, have them tape them onto the appropriate house.

After all groups have shared their rules, discuss:

- What are the common rules we learn from different institutions?
- Have these rules changed over time? Are they different for grown men and women than they are for girls and boys?
- How do they enforce these rules? What happens to people who bend or break these rules?

Briefly summarize the discussion and explain:

#### Key Messages:

- Social norms are the unwritten rules and expectations that define acceptable or expected behaviour in a community, culture or society.
- Gender norms refer to collective beliefs and expectations within a community or society, at a given point in time, about what behaviours are appropriate for women and men, and the relation and interactions between them.
- Social norms are different from individual attitudes or behaviours: one way to think about it is that beliefs are what you think, behaviours are what you do, and norms are what you understand that you are expected or required to do by others.
- There are a couple things to look for when identifying a social norm:
  - There are social rewards for following gender norms, and sanctions, or consequences, for failing to uphold norms. Sanctions can appear as social or interpersonal disapproval, discrimination, violence, even criminalization - laws and policies are one of the ways that societies codify norms.
  - Social norms are defined by reference groups: they are socially determined. Everyone has multiple reference groups: their family, peers, communities, and culture.
  - Social norms influence behaviour when we do something because we think others do it or because we think others approve of it and/or expect us to do it.
- Gender norms are some of the most deeply held norms, and are some of the hardest to change. But that doesn't mean that they cannot be changed: norms are constantly shifting, and there are proven strategies that support norms change.
- Gender Stereotypes are a generalized view or preconception about attributes, or characteristics that are or ought to be possessed by women and men or the roles that are or should be performed by men and women. Gender stereotypes can be both positive and negative for example, "women are nurturing" or "women are weak".
- A stereotype is harmful when it limits women's or men's capacity to develop their personal abilities, pursue their professional careers and make choices about their lives and life plans. Both hostile/negative or seemingly benign stereotypes can be harmful. It is for example based on the stereotype that women are more nurturing that child rearing responsibilities often fall exclusively on them.
- Gender stereotyping is wrongful when it results in a violation or violations of human rights and fundamental freedoms. An example of this is the failure to criminalize marital rape based on the stereotype of women as the sexual property of men. Another example is the failure of the justice system to hold perpetrator of sexual violence accountable based on stereotypical views about women's appropriate sexual behaviour (OHCHR, 2014)
- Add your own...





## 2 Norms in our Work (15 min)

Draw (or project) a diagram of the socio-ecological framework and briefly review. Explain that while we tend to think of norms as individual or interpersonal, norms show up in and need to be changed on every level.

Divide participants into five groups. Assign each group a level of the socio-ecological framework (individual, interpersonal, community, systems, and policy). Give each group a norm from the list below. Give groups 5

minutes to discuss how the norm impacts their work at their assigned level. If there is extra time, encourage groups to come up with other norms that they see impacting their work at the assigned level.

Bring groups together and ask each group to summarize their conversations. Once all 5 groups have presented, allow time for questions or comments. If there is time, discuss how these norms influence our values and our work.

## Facilitator Resource: Social and Gender Norms

Social and Gender Norms related to FGM
Individual Level
Girls need to be cut to control their sexual desires and urges
Interpersonal Level
Uncut girls will have a harder time finding a good husband
Community Level
People in my community expect girls to be cut
Systems Level
FGM is required by faith or religion
Policy Level
The government has no role in making decisions for parents or families

## Root Causes of Gender Inequality (45 min)

Participants in this session will use a standard problem tree to test their understanding of social and gender norms and how they influence behaviours and outcomes.

### 1 Problem Tree (45 min)

Draw a tree on a flip chart. Label the tree with the main issue you're trying to solve: FGM. Distribute sticky notes to participants and ask them to write on their notes some of the behaviours or outcomes they want to see as a result of their programming. For example, they might put: "fathers advocate against cutting their daughters", or "traditional leaders speak out against the practice", or "health workers educate parents about dangers during post-natal visits".

Encourage participants to think about the changes they want to see to know they're making progress: these are the fruits of their work! Have participants

place their sticky notes, or 'fruits', in the leaves of the tree. Take a moment to summarize and note any patterns or commonalities.

Next, ask participants to think about the social and gender norms that impact those outcomes. Distribute more sticky notes for them to write norms on. You may want to remind them of the definition of social norms: social norms are the rules of how we think our society or culture expects us to behave, not our individual beliefs.

Have participants place their norms on the roots of the tree. Ask for volunteers to share the norms they added, which outcomes they think those norms are influencing, and how. Discuss why it's important to identify norms with the group, making sure to highlight any common norms that influence multiple outcomes.

For more on social and gender norms in programming, we recommend:

- UNICEF, [Technical Note on Gender Norms](#)
- UNFPA, [Manual on Social Norms and Change, 2022](#)
- UNICEF, [Social Norms Training Package, 2022](#)
- UNICEF, [Participatory Research Toolkit for Social Norms Measurement, 2020](#)
- UNFPA, [Technical Brief: How Changing Social Norms is Crucial in Achieving Gender Equality](#)
- UNFPA, [How Changing Social Norms is Crucial in Achieving Gender Equality](#)

## Tool and process overview (30 minutes)

Use the PowerPoint template to give an overview of the GTA Accelerator Tool process, definition of GTA, core elements, and the socio-ecological framework. Emphasize the importance of transforming discriminatory relationships of power that systematically devalue girls and marginalized groups. Allow time for questions. Introduce the priority focus areas for the workshop and highlight the need to focus on concrete opportunities for action that can shift power and resources to adolescent girls.



## Speaker Presentation: Specific Issues Related to FGM to Consider During the GTA (30 minutes)

Use the PowerPoint template to present 5 specific issues related to FGM to consider during the GTA. Each slide has a brief summary of an issue and some examples of how it intersects with the core elements of the GTA. Invite

participants to reflect on which of these issues are part of their current work and where they think they could be approaching them through a more gender-transformative lens.

For more background on these issues, and on the importance of gender-transformative approaches for FGM, we recommend:

- [UNICEF, Specific Issues Related to Female Genital Mutilation to Consider during the Gender-Transformative Accelerator Process](#)
- [UNICEF, Technical Note: Gender-Transformative Approaches for the Elimination of Female Genital Mutilation](#)
- [UNFPA and UNICEF, Phase IV Programme Document for the UNFPA-UNICEF Joint Programme on the Elimination of Female Genital Mutilation](#)
- [UNFPA, Technical Note: Gender transformative approaches to achieve gender equality and sexual and reproductive health and rights](#)
- [UNFPA and UNICEF, Gender Transformative Accelerator Tool](#)



# DAY 2: BEGINNING THE GTA



## Power 1: Identities and Bodily Autonomy (90 minutes)

During this session, participants should explore the concept of identities and how they influence individuals' access to power<sup>5</sup> using one of two activities below. After this initial reflection, participants will then work in small groups to better understand the concept of autonomy and discuss how individuals make decisions about their bodies and their futures.

**Facilitator Note: This session offers you two options for your initial activity. In the first 45 minutes, you can either conduct the Power Walk (Option 1) or the Identity Flower (Option 2). For the second half of the session, regardless of which option you chose, follow up with the Who Decides activity on bodily autonomy.**

### 1 Option 1: Power Walk<sup>6</sup> (45 min)

Find a space with enough room for participants to move around – you may need to take them outside or into a larger room with no tables or chairs.

Give each participant a character: you can write the characters on index cards ahead of time and distribute them, or you can distribute blank index cards and assign each participant a character verbally. Give participants 2-3 minutes to reflect on their character and make notes on their cards about other details they might want to build out the character. For example, participants may want to build their character by thinking about what level of education they have, their marital status, profession, health conditions, languages, abilities, or other identities.

Ask participants to stand in a single line facing you, shoulder to shoulder, in the centre of the room. Explain that you will read out a series of statements. After each, if their character could respond 'yes' to the statement, they should take a step forward. If their character's response would be 'no', they should take a step backwards. If they are unsure, they should remain

in place. Make sure that participants are clear on the instructions.

Read out 10-12 statements from the list below. Allow a brief time for participants to move after each statement, but don't discuss during the activity.

At the end of the activity, ask participants to observe where they are relative to each other. Ask participants to reveal to each other what characters they were each playing.

Discuss with the group:

- How does it feel to be standing where you are? How did you feel moving forward? Moving backward?
- What does this activity bring to mind? What would change if you were playing yourself? How do you experience power differently or the same as your character?
- How does power factor into your work? What happens when you ignore the power that different people hold or don't hold?
- A key component of gender-transformative approaches is agency. Can anyone explain what agency is, and how it relates to power?

Share the definition of agency from the GTA tool: *Agency is defined as the individual's ability to make free, informed choices and to take action based on those choices. It requires freedom from coercion, violence or the threat of violence, and requires access to education and information. In order to exercise agency, adolescent girls and other marginalized adolescents need: autonomy, including bodily autonomy; support to build individual skills such as confidence, literacy and decision-making; social skills, including negotiation and assertiveness; and the skills needed to pursue further education, health, employment and other ambitions.*

5. There are many ways of defining and understanding the concept of power in the social sciences. We use a concept of power influenced by global feminist movements and articulated by Srilatha Batiwala for CREA's Feminist Leadership for Social Transformation series: "power is the differential capacity of individuals and social groups to decide: who gets what?; who does what?; who decides what?; and who frames the agenda?" The Power 2 Session goes more deeply into types of power and assessment of how they show up in our work.

6. Adapted from Partners for Prevention - UNDP, UNFPA, UN Women and UNV Regional Joint Programme, 2013, 'Transforming Masculinities Towards Gender Justice: Foundational Knowledge for Action for the Regional Learning Community for East and Southeast Asia (RLC)', and BBC Media Action, <https://genderandmedia.bbcmmediaaction.org/wp-content/uploads/2021/03/Power-Walk-Exercise.pdf>

**Key Messages:**

- Everyone experiences power differently, and that experience is determined by the identities that they hold in a community or society. In many cultures and societies, women, young people, and marginalized groups have less access to power than men, older people and more socially dominant groups.
- Girls and adolescent women tend to have less access to power, and that lack of access influences their vulnerability to things like child, early, and forced marriage, female genital mutilation, and other forms of violence.
- Sharing power and resources more equally, and in particular with people who have less access to power in their communities, is a crucial component of a gender-transformative approach: if you are wondering if your programme is gender-transformative, one good question to ask yourself is “How is this programme putting power and resources into the hands of girls?”
- Add your own...

## Facilitator Resource: Power Walk Characters and Statements

### **Possible Characters (Facilitator Note: adapt to simulate real characters of your country/community)**

1. Local Councillor (male), aged 33
2. Woman unable to walk, from a rural family, aged 24
3. Community leader with 3 wives, 10 children, aged 60
4. Religious leader (male), aged 65
5. Village health worker (male), in a clinic without minimum sanitation standards
6. Traditional Birth Attendant (female), aged 35
7. Schoolteacher (female), from a rural school, aged 27
8. Ward agricultural officer (male), aged 34
9. Male migrant worker, aged 45
10. Member of women's savings group, who sells home grown vegetables in the local market, aged 45
11. Orphaned girl, aged 13
12. Girl, looking after her parents who are HIV-positive and her younger siblings, aged 15
13. Minister of Health (male), aged 57
14. Primary school boy in a peri-urban location, aged 12
15. 15. Girl from an ethnic minority forced into prostitution, aged 16
16. Unemployed boy from a female headed household, aged 17
17. Married adolescent mother (aged 16) with husband aged 33
18. Female sex worker aged 23
19. Male sex worker aged 35
20. Ethnic minority man recently escaped from a conflict in a neighbouring country, aged 39
21. Women's rights activist (female) from a small town, aged 53
22. Director of a national TV channel living in the capital city, (male), aged 47
23. Male teenager with hearing impairment, living in a slum without health facilities
24. Local political party leader (male), aged 47

25. Young woman from a middle class family living in the city, aged 20
26. Policeman who frequently pays for sex, father of 4 kids (2 girls and 2 boys all under 15 years old), aged 34
27. Local journalist (female), aged 26

**Statements:**

1. I feel that I am a valued member of my community.
2. I eat at least two full meals a day in all seasons.
3. I expect to finish secondary school or I did finish secondary school.
4. I am not expected to do household work (cooking, cleaning, caring for children) every day.
5. I can decide when to see my friends or travel to visit relatives without asking for permission.
6. I make decisions about major purchases in my household.
7. I have a say in whom I marry and when.
8. I can speak in extended family meetings.
9. I have control over decisions about my body, including when to have children and how many.
10. I have access to information about sexual and reproductive health, HIV and other health information.
11. I can get information in the language that I use.
12. My family and I are not vulnerable to natural disasters.
13. I have time and access to listen to the radio.
14. I am comfortable talking in public and expressing my views.
15. I do not face discrimination or stigma when using public services.
16. I feel very safe at home and in my community, and I do not worry about being sexually harassed or abused.
17. If I were accused of a crime I would be asked for my side of the story and believed.
18. I have control of money that I earn or I possess.

### 1 Option 2: Identity Flower (45 min)<sup>7</sup>

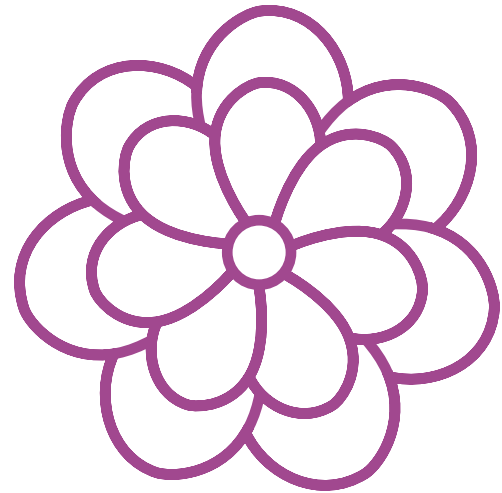
Distribute blank sheets of paper to participants. Ask them to draw a flower with seven petals. Ask them to not put their names on their pages.

Select 7 identities from the list below and ask participants to label each of their seven petals with a type of identity or characteristic:

1. Race or ethnicity
2. Gender
3. Age
4. Religion
5. Education level
6. Socioeconomic status
7. Relationship status
8. Sexual orientation
9. Ability/disability
10. Migration status
11. Add your own...

Ask participants to write, draw, or represent themselves and their identity in each category on the seven petals of their flower. Use yourself as an example if needed: for example, in gender you might put 'female' or 'woman' (or draw a female figure) if that is your gender, while in relationship status you might put married (or draw a ring or a couple) if you are married or single (or draw a single person) if you are single. Clarify if there are any questions. Allow 10 minutes for participants to create their flowers (you may want to circulate and assist).

Divide participants into groups of 3-4. Ask participants to draw another row of petals behind the original seven (see example below.)



Explain that in this row of petals, participants should discuss in their groups what identities hold power in their community. So, in the petal for gender, the group should discuss and agree on which gender(s) exercise power in their community (most likely men). Then all members of the group with a petal for gender will put that power identity in the new petal.

Once all of the petals have been filled in, groups should compare and discuss:

- How many of your identities are different from the dominant or powerful ones in your community? How many are the same?
- How do our identities shape our relationship to power in our community?
- How do your identities and power shape your work? Your relationships?

Debrief by asking groups to summarize their discussions.

#### Key Messages:

- Everyone moves through the world with multiple identities, and the mix of these identities shapes our relationship to power in our communities.
- Some identities are visible: the people around us react to the identities we carry and treat us accordingly. Others are invisible, but still impact how we are treated when those identities are known.
- Many people use or access different parts of their identities in different circumstances: we may lean into an identity that is shared with others to make a connection, or hide identities that we fear will result in us being treated poorly or unfairly.
- Add your own...



## 2 Bodily Autonomy: Who Decides?<sup>8</sup> (45 min)

Ask participants to divide into small groups of 3-4 people. Ask participants to take 5 minutes to share and discuss the following questions in their groups:

- Have you ever felt pressured to make a decision that you didn't want to make?
- Has anyone else ever made a decision for you about your body, sexuality, sexual relations, gender expression or reproduction?

Give each group a piece of flip chart paper. Assign or ask each group to choose a character from the following list:

### FGM

- 2-year-old girl in a family with 5 children.
- 22-year-old pregnant woman.
- 25-year-old new father.
- 11-year-old girl in rural community.
- 18-year-old unmarried man.
- Add your own...

Ask groups to start by drawing an outline on their flip chart paper of their assigned character. Then, on their outlines, give them 15 minutes to write or draw the following:

- Head: who makes decisions about this person's education? Future?

- Hands: who makes decisions about this person's free time? What skills they learn? Who they can associate with?
- Heart: who makes decisions about this person's romantic relationships? Who they date? When they can date or marry?
- Feet: who makes decisions about where this person lives? What kind of work they do? If and how far they can travel?
- Genitals: who makes decisions about this person's sexuality? Who they can have sex with? How many children they have, and when?

Ask groups to take 2 minutes each to present their poster to the rest of the participants. Discuss with the whole group:

- Why is it important to have the ability not just to make decisions but to act on them?
- What happens when young people cannot make their own decisions about their lives, bodies, and futures?
- What supports do people need to make their own decisions regarding their bodies, identities, sexuality, and reproduction?

Define bodily autonomy<sup>9</sup> for the group:

*Bodily autonomy is the simple but radical concept that individuals have the right to control what does and does not happen to their bodies. It is the power and agency to make choices over our bodies and futures, without violence or coercion. These choices include:*

- whether or with whom to have sex;
- whether or with whom to become pregnant;
- the freedom to go to a health provider whenever she/they feels the need.

*Bodily autonomy is the right to bodily integrity, where people can live free from physical acts to which they do not consent.*

8. Adapted from Amnesty International Respect My Rights, Respect My Dignity Module 3: Sexual and Reproductive Rights are Human Rights, 2015, [www.amnesty.org/en/documents/act30/0010/2015/en/](http://www.amnesty.org/en/documents/act30/0010/2015/en/)

9. UNFPA, 'What is bodily autonomy', <https://www.unfpa.org/sowp-2021/autonomy>, Positive Women's Network, Bodily Autonomy: A Framework to Guide our Future, <https://www.pwn-usa.org/bodily-autonomy-framework/>



**Key Messages:**

- Female genital mutilation is a violation of women's and girls' human right to bodily autonomy and an extreme form of discrimination and violence directed exclusively at girls and women, aimed at controlling their sexuality, their bodies and their sexual and reproductive rights.
- While families and communities cite cultural, religious and social reasons for practising female genital mutilation, justifications centre on the need to reduce women's sexual desire. These false arguments rely on the idea that women do not have the right to control their own bodies and sexuality.
- *Add your own...*

**Facilitator Note:** During discussions on agency and bodily autonomy, questions may come up about whether adolescents have the right to arrange their own marriage or FGM. The simple answer is yes, but the issue is of course complicated. Countries have different laws about what choices adolescents can or cannot make with their own bodies, while the Convention on the Rights of the Child allows adolescents to increasingly control their own choices and bodies according to their evolving capacity and requires adults to act at all times in the best interests of the children in their care. Agency and bodily

**autonomy do not exist in a vacuum: there are many factors that influence adolescents' decisions about their lives and bodies. This is one of the reasons why it is so important for programmes to engage with the social norms and factors that drive child marriage and FGM, without further restricting or disempowering the very girls and adolescents we are seeking to serve. Some questions to ask yourself, when evaluating a programme or policy, are "What assumptions does this programme or policy make about adolescents' capacity? Why? Who does this programme or policy give the power to make decisions? Why?"**

## GTA Elements: Presentation, Ranking and Discussion

Bring participants' attention to the GTA tool - point out the printouts on each table and/or project it on the screen at the front of the room. The Day 1 tab of the Excel spreadsheet provides definitions for each of the core elements across the levels of the gender equity continuum. Then, use the PowerPoint template to provide an overview (ex: **Core element #1: Girls' skills, agency and empowerment**). As you are describing the scale from gender-blind to gender-transformative, include programmatic examples or case studies (there are some in the tool and PPT template, or you can pull country-specific examples from the pre-workshop review).

**Facilitator Note:** Many of these definitions are complex, and while we've provided details in the scale that should help participants to rank their programmes, we recommend that you summarize the definition in your presentation to simplify it for participants. We have highlighted in the template some points you may want to emphasize, but you should highlight the elements from each definition that you

**think are most important or relevant to your participants, using the expertise of the country team.**

Then, ask participants to reflect and vote on how they rank the Global Programme's work on a scale from gender-blind to gender-transformative in relation to the core element. The template for an online Slido poll can be easily modified to allow people to vote/rank anonymously using their smart phones. Or you can prepare one flip chart for each GTA core element, featuring a simple model of the Gender Equity Continuum. Blank ballot papers are given to participants, who are invited to mark their ballot paper (with a B for Blind, A for Aware, R for Responsive and T for Transformative) for each element and cast their vote in a Box. The Lead or Co-Facilitator can count the ballots for each point and mark the results on the flip chart.

Share the ranking results and invite a group discussion encouraging a variety of perspectives. If rankings and discussion seem to be highly skewed towards gender-

transformative, it might be useful to remind participants that this is not an evaluation – instead it is an exercise meant to provoke critical thinking. Make sure to go back to the

GTA tool Excel spreadsheet to mark the corresponding box and fill in a brief summary of the discussion about why participants voted that way.

## Masculinities (45 minutes)

During this session, participants will reflect on their experience with masculinity in their family, and how that shapes their ideas about men, masculinity, and gender in their adult lives.

**Facilitator Note:** *This session may bring up uncomfortable or traumatic memories for some participants. Make sure that a member of the facilitation team is available to support any participants who need extra emotional support, and ensure that all participation in this discussion is voluntary. You may also want to use a short energizer at the end of this session to relieve tension or stress and to allow time for participants to come back to the next discussion.*

### 1 My Father's Legacy<sup>10</sup> (45 mins)

Explain that this activity will ask them to reflect on their own influences, and the ways that their families and communities have shaped their perceptions of masculinity.

Ask participants to close their eyes. Ask them to think about their fathers or an older male figure who had an impact or influence on them when they were young. Ask them to silently think about an object, image, or smell that reminds them of this man. What emotions does this object, image, or smell bring up for them?

Ask participants to open their eyes and turn to the person sitting next to them. Give participants 5 minutes to share what they were thinking about, and the emotions it brought up.

Next, ask participants to think about what their father (or the person they were thinking about) taught them about masculinity. Ask them to think about what elements of masculinity they learned from their father that they want to repeat in their own life, or with their own children. What elements would they not want to repeat? Give participants 10 minutes to discuss these questions in their pairs.

In the full group, discuss:

- What positive elements of masculinity do you want to bring forward into your own lives?
- What elements of masculinity do you want to leave in the past?
- How has masculinity changed over time?

Invite participants to reflect on the house from the gender norms session: How did the house their fathers lived in differ from their own? What changes would they want to make to the house for their children?

#### Key Messages:

- We often think that gender is only about women, or that gender equality only benefits women. But gender norms shape and constrain how everyone, including men and boys, moves through the world.
- Strict expectations and rules about what it means to 'be a man' or to be masculine can have negative impacts on men's health and well-being, as well as on women's health and well-being.
- In many cultures and societies, masculinity has become synonymous with violence, aggression, and dominance. But there are many examples of men who reject violence and aggression in their relationships with others.
- In many cases, it can be hard to change norms for men and boys to allow for more diverse expressions of masculinity.
- Add your own...

## Community and Social Support (60 minutes)

The purpose of this session is to get participants thinking about the external influences and supports that shape decision-making for individuals in their communities.

### 1 Lifeline (60 min)

*For larger groups, you may want to divide participants in half and have them complete this activity in 2 groups.*

Ask for a volunteer to play the role of a girl in a community that the programme reaches. Give her a name. Now, have participants brainstorm 10-12 people in her life, or choose from the lists below. Assign participants to each role, and give them a nametag with that role on it.

Have the 'girl' stand in the centre of the room, with the other participants with name tags in a circle around her. Read out the appropriate prompt (below) for the whole room. Have the 'girl' go to a participant in the circle to ask for help or advice. Have them respond in a manner that reinforces restrictive norms.

Ask the participants to reflect on the invisible webs that shape girls' agency: the decisions they make and their ability to take action based on those decisions. Ask participants to reflect on what each member of the community, represented by the participants in

the circle, could do to support and reinforce the girls' confidence and agency.

Have the 'girl' reverse her course through the circle. Tie one end of the string loosely to her wrist. This time, have participants in the circle offer her aid and support to make her own choices, build her confidence, and reduce the limitations on her. When they respond, wrap the string loosely around their wrist. Continue around the circle until each participant is connected in a web with you and the girl at the centre. Ask participants to reflect on the web of support they've just created.

When finished, debrief with the group:

- What are the influences and concerns that impact girls' agency?
- What are the values that influence girls' agency? How do they work in our programmes? In girls' communities?
- What are we doing to ensure that all people in our programmes, especially girls, are able to make clear and confident decisions from a place of personal strength?
- What does it mean to centre girls' agency and bodily autonomy in our programme efforts?

#### Key Messages:

- We tend to think of agency and empowerment as deeply individual, but research and evidence increasingly shows that they are both individual and social: girls are aware of the expectations and needs of their families and communities, and that awareness shapes their choices.
- In order to support girls (or anyone) to exercise agency, or control over their decisions, we need to help them value themselves and build confidence in their choices.
- Research shows that the reaction a girl gets when she stands up for herself shapes her sense of self-worth. The first time a girl advocates for herself, she needs to be met with support, or she will learn that her voice doesn't matter.
- One of the hardest things for adults, whether they are parents, health workers, programme implementers, or policymakers, to do is to learn to support girls' decision-making, even when they make choices we don't like.
- Add your own...



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## Facilitator Resource: Lifeline Story Prompts

### Prompt 1:

XX is a young mother, who has just given birth to her second child, a boy. Her older child, a daughter, is nearing 5 years old, and XX's husband has started pressuring her to make arrangements for her to be circumcised. XX does not want to circumcise her daughter, but is afraid to tell her husband.

### Prompt 2:

XX is 12 years old and nearing puberty. Women in her village go through a coming of age ritual, which involves going to a camp with all the other girls in the village and learning about what will be expected of them as wives and mothers. XX has heard that at this camp, a woman comes to circumcise everyone, and that it is quite painful. She wants to attend the camp with her friends, but not go through the pain of circumcision.

### Characters

Father/husband

Mother

Friend

Local religious leader

Health worker

Add your own...

# DAY 3: THINKING BIGGER



## Data and Evidence (60 minutes)

This presentation aims to bring all participants to the same level of understanding about what the latest evidence and data say about the scale of the challenge, the combination of drivers that put some girls at higher risk than others, and what works to address FGM and support girls who have been cut within their context. It serves as a call to action by providing evidence that progress on FGM is urgent and possible.

You may want to share examples of work that is already progressing towards gender-transformative outcomes. For example, this could be a more detailed country overview of evidence and data relating to the link between girls' education and child marriage. An expert from UNFPA and one from UNICEF can present evidence and data that will make the link between their agencies' work and FGM.

## Power: Patterns of Power (60 minutes)

By the end of this session, participants should be able to define three types of power: visible, invisible and hidden, and discuss how these types of power show up in their personal and professional lives.

### 1 Types of Power (20 min)

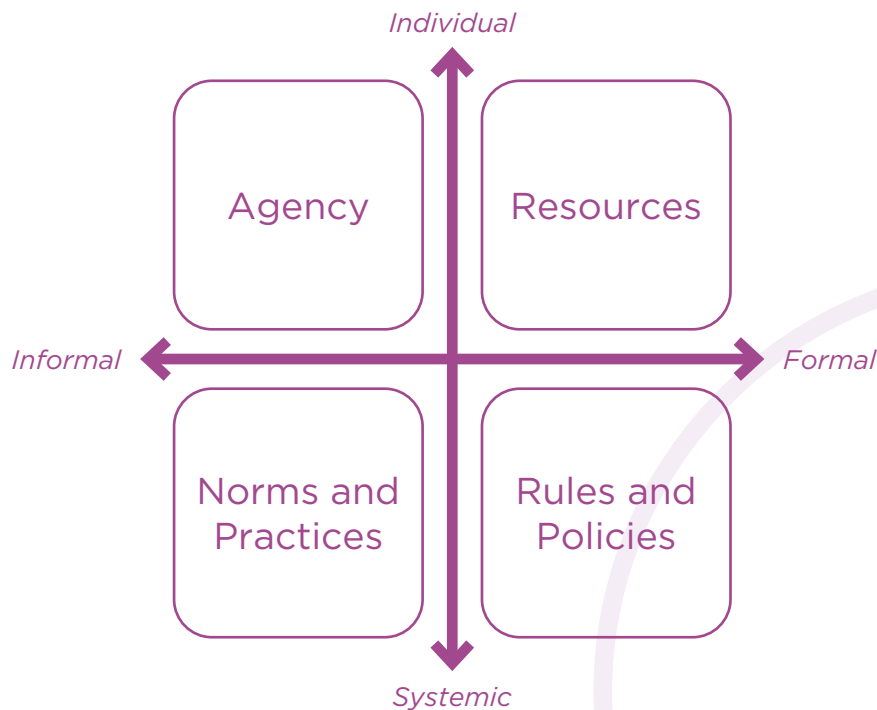
On a flip chart, list the 3 types of power (formal or visible power, shadow or hidden power and invisible power). Distribute the handout: use the definitions below to help shape the discussion. Introduce the three types of power by explaining that when we talk about gender-transformative approaches, we need

to talk about power. Explain that these approaches require us to look beyond the visible, or surface-level power dynamics, such as who makes decisions in a family, and to ask critical questions about the hidden and invisible powers influencing those decisions. Ask participants to brainstorm examples of each type of power in their daily life. One fun example is the workshop you are running: as the facilitator, you hold the formal, or visible power, but you can point out that the agency or sponsor holds the shadow, or hidden power, in the form of approving the agenda and case studies you use.

Type of Power <sup>11</sup>	Definition	Examples
Formal or Visible Power	This kind of power includes the most visible and definable aspects of political power - the formal rules, authorities, institutions, and procedures of decision-making and enforcing the rules.	Elections, laws, legislatures, budgets, courts and policing, government from local to global, <i>add your own...</i>
Shadow or Hidden Power	Often operating behind the scenes, powerful people and institutions exercise their influence by controlling who gets to the decision-making table and whose concerns get on the public agenda. This form of power excludes and devalues the concerns of other less powerful groups, attacking and delegitimizing their leaders and ideas. By preventing important voices and issues from getting a fair public hearing, decision-making can be skewed to benefit the interests of a few.	Corporate interests, organized crime cartels, churches, social movements, paramilitaries, <i>add your own...</i>
Invisible Power	Invisible power isn't really invisible - we see it all around us, if we know what to look for. Through processes of socialization, culture and ideology, invisible power works to legitimize certain ideas, beliefs and behaviours, and delegitimize others. By influencing how individuals think about their place in the world, this form of power shapes people's beliefs, sense of self and acceptance of the status quo. Significant problems and issues are not only kept from the public agenda, but also from the minds and consciousness of the people involved.	Media, traditional cultural narratives, norms, taboos, <i>add your own...</i>

11. Faces of Power from JASS Rising Up Toolkit

On a flip chart, draw a 2 by 2 matrix. Label the matrix according to the diagram<sup>12</sup> below:



#### Key Messages:

- We should always be thinking about power across two continuums - from the individual to the systemic, and the informal to the formal. When we focus on agency and empowerment, we tend to work at the individual level, rather than looking at the systems and structures that shape power in communities.
- It's particularly important to pay attention to the ways that power can be formal (i.e., embedded into policies, structures and institutions) and informal (like norms or common practices, reinforced by informal backlash or other social consequences).
- Add your own...

Explain the chart: ask participants to define the difference between individual and systemic power, and between formal and informal power. Use the boxes to give examples: Ask participants to brainstorm how

they see the different types of power operating in their work in each of the four quadrants. Record their responses on the flip chart, discussing or clarifying any questions as they brainstorm.



## 2 Patterns of Power<sup>13</sup> (40 minutes)

Explain that for this session, participants will focus on the lower two quadrants: how power operates at a system and structures level. Divide participants into 3-4 groups, and explain that each group will take one example of power from the flip chart and come up with a short 2-part skit. Part 1 of their skit will show how power typically or traditionally has been used, and part

2 of their skit will illustrate a change in how power is used to make the situation more equitable. Each part of their skit should be approximately one minute long – so don't make them too complicated! To develop their skits, participants may want to consider:

- What is the typical power dynamic at play?
- What would a gender-equitable power dynamic look like?
- Who is making decisions and how? Whose voices are being heard?
- How is power distributed and how could it be shared?

Give groups 5 minutes to plan their skits. Ask for a group to volunteer. Have them conduct the first part of their skit, showing typical power. At the end of the skit, have them freeze in place. Ask for a single volunteer to share:

- What actions showed how power was being used? What impact did power have on the characters in this skit?

Have the group reset and present the second part of their skit. When finished, ask for the audience to reflect on the changes:

- What changed? How did that impact the power dynamics?

Ask for another group to show their skit. Continue until all skits have been presented, or until you run out of time. Summarize the discussion and any patterns or trends in how participants view shifts in power to close the session.

### Key Messages:

- Power of all kinds shapes our work and programming, as well as our individual lives and the lives of the girls we're working with and for.
- We often unconsciously or unintentionally replicate or reinforce power dynamics that disempower or disenfranchise the girls and communities who most need our support.
- We cannot hope to change the power dynamics to shift power to women, girls or marginalized groups, unless we're mapping and analysing the existing forms of power in the communities where we work.
- Add your own...



## Allyship and Collaboration (75 minutes)

During this session, participants should work to collectively define what allyship and support mean to them, and then apply those concepts to a spectrum of participation. By the end of this session, participants should be able to analyse what it means to work in meaningful partnership with young people and marginalized groups in their communities.

### 1 Allyship (30 min)

Before the session, write questions (see list below) on separate pieces of paper, so that there is one question per sheet of paper. Shuffle the papers and crumple them into a ball, one on top of the other, so that they can be unwrapped like an onion.

Gather participants in a large circle facing each other. Explain the rules of the game: You will call out a category or question, and toss the ball to someone. The person who catches the ball should respond to the question or offer something that fits the category, then toss the ball to another participant. That person continues in the same manner. When someone repeats an answer or cannot think of one, the ball stops. At that

point the person holding the ball should peel off the outer sheet of paper and read out the question to the group, then offer a response. The game then begins again.

Start with the category: Something I do for fun.

Continue for as many rounds as you can manage in 20 minutes. When finished, get the ball back and debrief with participants.

Questions:

- Something you do for self-care.
- Something you do to support others to take care of themselves.
- What does 'empathy' mean to you?
- Ways you use empathy in your work.
- Active listening techniques.
- Ways to manage or resolve conflict.
- Ways to support girls or marginalized groups.
- People you go to for emotional support.
- What does the word 'Allyship' mean to you?

#### Key Messages:

- Allyship is the act of taking on another person's struggle as your own.
- Empathy is the process of perceiving and sharing the feelings of another person.
- Making progress towards gender equality and more just societies requires us to build our abilities to work in partnership and allyship with people who come from different backgrounds and circumstances than us.
- Working in allyship means more than just collaborating - it requires us to use empathy and to work to understand the differences between our life experience and that of other people with other identities.
- Allyship also requires us to work to recognize where invisible and hidden power dynamics shape how we treat and interact with others, to acknowledge differences and to work to elevate the voices and priorities of our partners and allies.
- Add your own...

## 2 Meaningful engagement spectrum<sup>15</sup> (45 min)

Set up 4 flip charts along the wall. Label the flip charts: 'Consulted', 'Contributing', 'Partners', and 'Leaders'. See the facilitator resource 'Meaningful Engagement Spectrum' below.

Present the spectrum of meaningful engagement to participants, using the following talking points:



### Key Messages:

- We usually talk about meaningful engagement in the case of youth engagement, but we can also think about what it means when it comes to communities, women's organizations and civil society.
- As implementers, we are always aiming for a baseline of consultation: we want to make sure that we are consulting with stakeholders, especially those most impacted, when we design and implement programmes.
- For this session, we want to encourage you to think about consultation as a floor, not a ceiling. What are the steps that take us beyond consultation and to meaningful partnerships?
- The first step to think of beyond consultation is contribution: what roles do we create for young people, for communities, and for programme recipients to meaningfully contribute to our programmes?
- The next step is partners: we think of partnerships as longer term, and more equal, than contributions. We share power with our partners, and place more trust in them.
- The final step is investing in our partners to lead. What does it look like when we invest in the leadership and power of our partners, stakeholders, and communities, to truly lead programmes?
- Add your own...

Divide participants into 4 small groups. Ask each group to come up with 4 examples from their programmes of where they are working with communities, young people or other stakeholders in consultation, as contributors, as partners or as leaders. They should come up with one example for each level of the spectrum. Distribute post-its or index cards and ask them to write their examples: who are they engaging and how? Give groups 15 minutes to discuss and write down their examples.

When groups have their examples, ask for a representative from each group to come up and tape

or stick their cards onto the flip chart pages while presenting to the whole group. Allow time after each group for reactions, questions or clarification.

Debrief with the group. Pay particular attention to:

- Where are we most comfortable engaging with stakeholders? Are there patterns for which groups we trust more as partners and leaders? What does that say about our unconscious assumptions or biases or values? Our relationship to sharing power?
- Who's missing? Are there stakeholder groups or communities that we're not engaging with?



## Facilitator Resource: Meaningful Engagement Spectrum



For more resources on allyship, movement building, and meaningful engagement, we recommend:

- [The Guide to Allyship](#)
- [WeRise Movement Building Resource Pack](#)
- [Minimum Quality Standards and Indicators for Community Engagement](#)
- [Meaningfully Engaging with Youth: Guidance and Training for UN Staff](#)

# DAY 4: DEEP DIVES



## Setting Priorities (30 min)

Using a poll or vote, ask participants to select 1 or 2 priority focus areas they think have the most opportunity for progress. Remind participants that they should consider what they can focus on within their current workplan and with their current resources as part of the prioritization exercise.

Invite members to consider the following as they make their selections:

- Which of the priorities have the greatest potential to shift power and resources to create the enabling environment for girls to step into their power and to have voice and choice over marriage and other decisions?
- Consider opportunities and risks in the current context and time frame. Is this an area of work that the collective can include in their current workplans?

## Deep Dives (105 minutes each)

Use the worksheet in the GTA tool Day 2 tab to map out and discuss:

- Q1.** What the programme is currently focusing on in this area  
**Q2.** The challenges, roadblocks and barriers to progress on a more gender-transformative approach in this area

- Q3.** The opportunities and actions that could be used to accelerate progress.

For each question, ask participants to think about each level of the socio-ecological framework.

Example: GTA tool day 2

Deep Dive 1:					
Q1: What is the programme currently doing in this area?	Individual level	Interpersonal level	Community level	Systems level	Policy level
Q2: What are the roadblocks or barriers to success in this area?	Individual level	Interpersonal level	Community level	Systems level	Policy level
Q3: What opportunities does the programme have within the current workplan to shift towards more gender-transformative approaches in this area? What actions could be planned to accelerate progress?	Individual level	Interpersonal level	Community level	Systems level	Policy level

Consider doing the first deep dive in plenary to familiarize participants with the tool and the process. The second deep dive can then be done in small groups, followed by a discussion of the results in plenary. For Deep Dive 2, split participants into two (or more as needed) groups to discuss the second priority focus area chosen. Participants can self-select or you can assign them to groups, but each group should have a member of the facilitation team to help with notes. In their groups, participants should choose a note-taker and a reporter, then discuss and fill out the GTA tool using the same methodology they have used in plenary.

Assign a member of the Facilitation or Support Teams and/or a Gender Advocate to each group. It will be their task to focus discussion around the three guiding questions, and to ensure that all levels of the socio-ecological framework are addressed. Assign a note-taker, responsible for filling in Tool 18, and ask for a volunteer spokesperson from each group to report back to the full group.

Bring participants back together in plenary. Ask each group to report on their discussions, focusing primarily on their responses to question 3. Allow time for questions and clarifications from the other group after each report.

### Select Priority Actions (45 minutes)

Share the list of summarized responses to Question 3 from deep dives. Hand out sticky notes to the participants and ask them to continue to brainstorm and add any additional ideas they may have about actions that can be taken to accelerate progress towards achieving a gender-transformative approach.

Then, ask a series of prioritization questions:

1. Which of these actions will shift power and resources towards the most marginalized girls and boys?

2. Which of these actions will have the largest impact on our programmes this year?
3. Which priority has the broadest transformative potential?

Finally, ask participants which activities they would like to include in their road map.



# DAY 5: THE WAY FORWARD





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## Priority Planning

Once the group has selected approximately five actions to prioritize from the previous exercise, use these to fill in the 'Action' column on the third worksheet/tab of the GTA tool. Think through and list all the steps that will be necessary to complete each action.

Continue working together as a group to fill in the columns further to the right of the Road map worksheet.

- Time frame: When will steps be taken? This can be a specific month or quarter.
- Support needed: Is there any support needed to fulfil this action either from Headquarters or external partners?

- Who is responsible: Is there a specific person or an implementing partner who will be responsible for carrying forward this activity?
- How to measure success: What will indicate this activity has been completed or achieved?

**Facilitator Note:** *It may be helpful to ask participants to revisit the definitions of gender-transformative approaches for each core element as they work on their priority actions. Challenge participants to articulate how these actions will be gender-transformative, or shape programmes in a more gender-transformative way. Can they push themselves further?*



# ANNEX 1: ICEBREAKERS, ENERGIZERS AND RECAPS



### Why... Because...

Divide the group in half. Have participants in one group each write a question that begins with 'why', while participants in the other group each write an answer that begins with 'because', without knowing what the others are writing. Then ask for a participant from the first group to read out their question, then have someone in the other group read out their response. Continue until all questions and responses have been read.

### Isn't it Crazy...

(Good for a last day opener) Have participants gather in a circle. Explain that the group will be telling a story about the week by each member contributing 3 words. Start with 'Isn't it crazy' and continue with the next person in the circle. Each person should in turn contribute 3 words to continue building out a story or sentence. Keep going as long as you like.

### Who Does the Work?<sup>16</sup>

Ask for 5 volunteers to participate in a role play. It may help to select 5 male volunteers. Explain that each of the volunteers will silently act out a common household care responsibility. Assign each volunteer one of the following roles:

1. Caring for a child;
2. Cooking dinner;
3. Washing clothes;
4. Washing and sorting beans (or chilli, or another common staple food);
5. Collecting water.

Ask them to stand in a line, shoulder to shoulder, facing the rest of the group. Have them all begin miming their activity, and tell them not to stop until you tell them to!

After 30 seconds, ask the person who is caring for the child to hand the child to another person in the line and sit down. The person receiving the child now has to mime both actions! After another 30 seconds, ask the person cooking dinner to pass their task to someone still in line, who should now mimic cooking dinner along with whatever else they are doing. Continue like this, handing responsibilities down the line, until the last person remaining is trying to mimic performing all 5 activities at once. Let them continue for up to a minute, before calling the activity to a close. Discuss with the group how many women and girls are asked to perform all of these activities all at once every day. Ask how we could help each other to share the load.

### Positive Gossip (modified)...

Have participants stand in a line (you can potentially have them sort themselves into line by birthday, height, age, or some other category). Have the first person in line turn to the person next to them and whisper something they appreciate about that person (so, person 1 tells person 2 something they appreciate about person 2). Then person 2 should turn to person 3 and whisper something to them that they appreciate about person 3. Continue down the line to the last person, then reverse direction. This time, have the participants speak the compliments out loud for everyone to hear.

### I have a ball...

Gather in a circle. Have participants follow your movements. Start by bending over to pick up an imaginary ball while chanting "I have a ball..." twice. Then place the imaginary ball somewhere on your body while chanting "I place it here..." twice. Finally, shake that body part while chanting "I shake the ball..." twice. Then throw the imaginary ball to another participant, who begins the chant again.

### Human Check-Ins...

(Easy introductions - use early in the week when you are still learning names) Ask participants to give their name and answer a short question. Some popular ones include:

- Title of your memoir
- Favourite food memory
- A song that makes you feel like dancing
- Something you do for fun
- ... or come up with your own.

### Fun Facts...

Find a roll of toilet paper. Pass the toilet paper roll around the room, telling participants to take as much as they need without any further explanation. Once all participants have their tissue, have them count the number of squares they took. Then tell them that they need to share a fun fact about themselves for each square.

### Where were you born?...

(Good for sorting into new groups) Stand in the centre of the room. Tell participants that where you are standing represents the city you are all currently in. Then point to the sides of the room and label them North, South, East and West. Have participants place themselves in the room according to what direction and how far from the workshop location they were born. Tell participants not to discuss

while positioning themselves. Once all participants have placed themselves in the room, have them check to see if they were right by sharing where they were born.

### Here, There, Everywhere...

(Good for last day closing) Ask participants to reflect on everything they learned this week. Ask them to share:

- **Here:** One thing from this week that was particularly memorable or interesting. This could be content, a game, an image, anything.
- **There:** One thing from this week that they can see themselves applying to their work or personal life.
- **Everywhere:** One general idea or principle that they want to take away to apply across all areas of their life.

To save time, have participants think of all three but only share one. You can put each word on a strip of paper (repeat for however many participants you have) and have them choose out of a hat, bowl or bag.

### Sources of Strength<sup>17</sup>

Divide participants into pairs. Have participants reflect on a time when they felt most confident and empowered in their decision-making about their lives. Ask them to share these memories with each other.

Then, in pairs, ask participants to brainstorm where they drew their confidence from in their story. Who supported them? How? What made them believe in themselves or their ability? Ask them to use different-coloured post-its or index cards to jot down some ideas about sources where they draw strength, resilience, confidence or power.

Post a flip chart page on the wall. Invite participants to share and place their cards onto the flip chart page, making a “quilt” of support.

Discuss with the group:

- What are some of our common sources of support?
- What does this quilt show us about how we build power within ourselves?
- What implications would it have for our programmes if we focused on building these supports for girls?



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