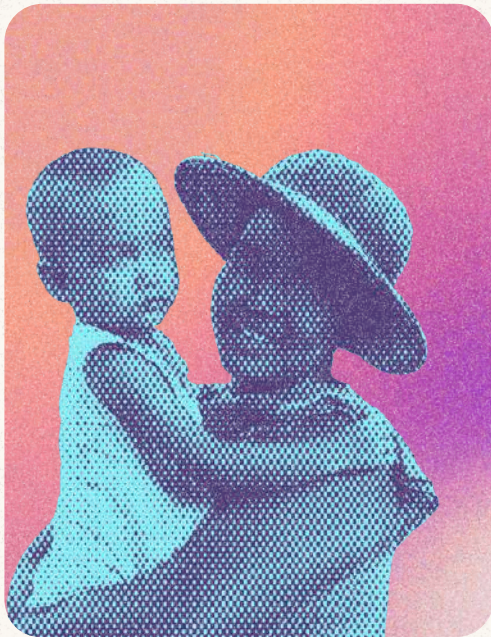




TRAINING OF TRAINERS MANUAL:

Preventing Gender Based Violence in Conservation Programming

WWF and Australia Government Department of Foreign Affairs and Trade are working identify, prevent, and respond to Gender-Based Violence.



Australian Government

Department of Foreign Affairs and Trade

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01

FOREWORD

Organizations working across conservation, climate resilience, gender equality, and community development have increasingly recognized the importance of addressing Gender Based Violence (GBV) as a critical component of safe, inclusive, and effective programming. The *WWF Training of Trainers (ToT) Manual on Preventing Gender Based Violence in Conservation Programming* has been developed in response to this growing recognition and reflects a shared commitment to strengthening knowledge, accountability, and practice across the sector.

This manual and accompanying toolkit have been developed through long-term collaboration, drawing on the experiences and expertise of practitioners, community members, civil society organizations, government representatives, and field staff working in Lao PDR (hereafter “Laos”) and across the Mekong Region. It builds upon lessons and evidence generated through the pilot research on GBV and Climate Change undertaken by Gender Development Association (GDA,) CARE International in Laos and WWF-Laos, with support from Stockholm Environment Institute (SEI).¹ It reflects our collective efforts to address the intersections of GBV, conservation, climate change, and sustainable development.

It is grounded in the understanding that conservation and development initiatives do not operate separately from social structures and realities. Leveraging on evidence-based and survivor-centered approaches for community and institutional capacity strengthening, the manual seeks to contribute to stronger safeguarding practices, more inclusive programming, and safer environments for staff, partners, and communities alike. Inequality, discrimination, power imbalances, and GBV directly affect participation, safety, and outcomes for communities and ecosystems. Addressing GBV is therefore both a safeguarding duty and a foundation for building equitable, sustainable conservation practices.

Importantly, this manual is not seen as a final product, but as part of an ongoing process of learning and improvement. Creating safer and more inclusive organizations and communities requires continued leadership commitment, investment in staff capacity, accountability to affected communities, and openness to reflection and adaptation. We hope this resource contributes to that journey, and supports practitioners and institutions to strengthen respectful, survivor-centered, and inclusive approaches in their work.

¹ WWF-Laos, CARE International, Stockholm Environment Institute Asia and Gender Development Association, Climate Change and Gender-Based Violence in Lao PDR, November 2024, <https://wwfasia.awsassets.panda.org/downloads/climate-change-and-gender-based-violence-in-laos_1.pdf>.



02 ACKNOWLEDGEMENTS

This manual was developed by Pimpisa Sriprasert, in partnership with the Gender Development Association (GDA), under the technical guidance of the WWF Senior Gender and Inclusive Conservation Advisor for Asia Pacific.

We would like to express our sincere appreciation to the many individuals and institutions who contributed to this manual's development. The insights shared by staff, facilitators, government ministries, local partners, and community participants have been instrumental in shaping materials that are practical, relevant, and responsive to local contexts. Their willingness to engage in honest discussion and collective reflection has strengthened both the content of this manual and the broader dialogue on GBV prevention and response within conservation spaces.

We gratefully acknowledge the support of the Australian NGO Cooperation Program, whose commitment to safeguarding, gender equality, and GBV prevention has strengthened learning, institutions, and cross-sector collaboration. We also acknowledge CARE International in Laos, WWF-Laos, GDA, and the SEI for laying the foundation for the pilot research that informed the development of the manual.

CBDRR	Community-Based Disaster Risk Reduction	NAPA	National Adaptation Program of Action
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women	NDA	National Designated Authority
CSO	Civil Society Organization	NDC	Nationally Determined Contribution
DRR	Disaster Risk Reduction	NSEDP	National Socioeconomic Development Plan
DEI	Diversity, Equity, and Inclusion	NTFP	Non-Timber Forest Products
ESP	Environmental and Social Policy	RBM	Results-Based Management
GBV	Gender based violence	SADDD	Sex, Age, and Diversity Disaggregated Data
GEDSI	Gender Equality, Disability and Social Inclusion	SDG	Sustainable Development Goal
GM	Gender Mainstreaming	UNFCCC	United Nations Framework Convention on Climate Change
GA	Gender Analysis	VAW	Violence Against Women
GAP	Gender Action Plan	WASH	Water Sanitation and Hygiene
NAP	National Adaptation Plan	WRO	Women's Rights Organization



OVERVIEW

This manual is a practical guide for ToT workshops on preventing GBV in conservation programming.

It aims to strengthen understanding of Gender Equality, Disability and Social Inclusion (GEDSI) and GBV, highlighting how these issues intersect with environmental and climate risks — ultimately to support WWF staff and partners in applying GEDSI-responsive approaches across projects, practices, and policy advocacy, in line with WWF's Gender Policy and Principles.²

Tailored to the Lower Mekong Region, the content draws on existing resources and lessons from a pilot training held in Pakse, Laos in January 2024. It provides foundational knowledge on GEDSI, GBV, and environmental risks, while pointing to WWF, CARE-WWF Alliance, and partner materials for deeper exploration of topics such as gender mainstreaming, GEDSI analysis, and climate vulnerability assessments.

Although it is designed primarily for beginner-level participants, it also includes advanced activities and can be adapted for diverse contexts and regions. It is organized into four modules delivered over four days, each focused on a specific theme.

Objectives: The ToT aims to...

- Build foundational knowledge of GBV, safeguarding and protection principles in conservation programming.
- Strengthen understanding of how gender inequality, social exclusion, and power dynamics influence GBV risks.
- Equip participants with tools to identify and mitigate GBV risks in project design, implementation, monitoring, and community engagement.
- Promote survivor-centered, ethical, and culturally informed approaches to responding to disclosures and incidents.
- Develop participants' facilitation and training skills to enable replication of learning within their organizations and networks.
- Support action planning for integrating GBV prevention into conservation policies, systems, and field operations.

Key Outcomes: By the end of the workshop...

- Participants demonstrate increased understanding of GBV concepts, drivers, risks, and impacts in conservation contexts.
- Participants are able to identify GBV and safeguarding risks across the conservation project cycle.
- Participants understand survivor-centered and do-no-harm approaches to disclosure and referral.
- Participants gain practical facilitation and adult-learning skills to deliver future GBV prevention trainings.
- Organizations strengthen internal capacity to mainstream GBV prevention, safeguarding, and GEDSI considerations into policies, programming, and field practice.

² WWF, Gender Policy and Principles available at: <https://consultation.panda.org/documents_by_topic/gender_equality/>

What the Training is NOT: This training is designed as a prevention, awareness, and capacity strengthening workshop. It is not...

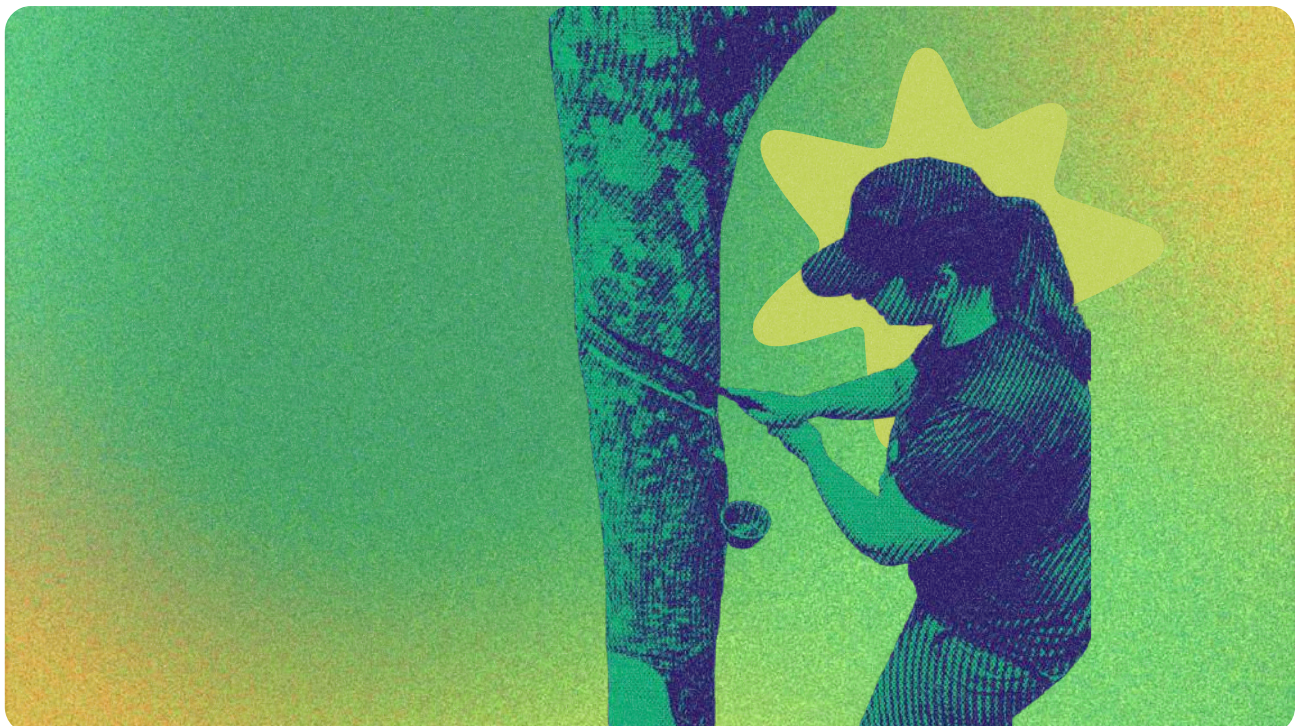
- A clinical or therapeutic training for counselling or trauma treatment.
- A substitute for professional GBV case management or psychosocial support services.
- An investigation or law enforcement training on handling criminal cases.
- A certification that will qualify participants as GBV specialists.
- A replacement for organizational safeguarding policies, reporting mechanisms, or legal obligations.
- Focused solely on compliance; the training emphasizes practical, ethical, and context-responsive approaches.
- Intended to require participants to disclose personal experiences of violence or trauma.
- A one-time solution; ongoing institutional commitment, policy implementation, and capacity strengthening will still be required.

Target Participants: The ToT is intended for approximately 30 participants, including:

- Conservation and environmental programme staff
- GEDSI and safeguarding focal points.
- Community engagement and field officers
- Government counterparts and protected area authorities
- Civil society and IPLC partner representatives
- Human resources (P&C) and operations personnel
- Monitoring, Evaluation, and Learning (MEL) staff
- Trainers and capacity development practitioners

Training Methodology: The workshop will use participatory and adult-learning approaches, including:

- Interactive presentations
- Case studies from conservation contexts
- Group discussions and reflection exercises
- Scenario-based learning and role plays
- Facilitation practice sessions
- Peer feedback and action planning
- An emphasis on practical application, contextual adaptation practical application, contextual adaptation, and culturally informed facilitation methods suitable for conservation and community-based settings.



WORKSHOP AGENDA

DAY 1

FOUNDATIONAL GEDSI KNOWLEDGE

Purpose

Build foundational GEDSI knowledge so participants develop gender awareness and a shared understanding of key GEDSI concepts.

[GO TO PAGE](#) ➤

DAY 2

FOUNDATIONAL GBV KNOWLEDGE

Purpose

Increase understanding of GBV, its consequences, and identify resources for support within the community context.

[GO TO PAGE](#) ➤

DAY 3

GBV AND CONSERVATION

Purpose

Give participants the knowledge and tools to recognize links between GBV, climate change, and conservation in their own communities or programs.

[GO TO PAGE](#) ➤

DAY 4

PRACTICE YOUR FACILITATION SKILLS

Purpose

Provide participants with the opportunity to practice facilitation skills on GEDSI thematic training, drawing on their own experiences and learning from peers.

[GO TO PAGE](#) ➤

GENDER

Gender refers to the socially constructed characteristics, roles, and expectations associated with people and communities. As a social construct, gender varies across societies and changes over time. Gender interacts with, but is different from, an individual's biological sex.

GENDER EQUALITY, DISABILITY AND SOCIAL INCLUSION (GEDSI)

Gender Equality means women, men, and gender-diverse people have equal rights, opportunities, and respect. It is the ultimate goal of gender equity, which removes barriers to equality and inclusion. Social inclusion ensures marginalized groups are actively represented. These may include women and girls, youth, the elderly, people with disabilities, ethnic and religious minorities, those living with stigmatizing illnesses, displaced or migrant populations, refugees, urban poor, LGBTQI+ persons, and others facing poverty or educational disadvantage. A GEDSI approach examines how unequal power relations and intersecting identities create vulnerability and marginalization. It focuses on reducing disparities and ensuring equal rights, responsibilities, opportunities and respect for all.

VULNERABILITY AND MARGINALIZATION

Vulnerability and marginalization are often used interchangeably, but here we distinguish them. Vulnerability is a universal condition shaped by external events and environmental factors. Marginalization refers to vulnerability caused by systemic oppression. For example, in practice, not all women are inherently vulnerable because of gender or sex. They may become vulnerable to climate shocks when social marginalization and harmful gender norms limit their ability to respond.

GENDER BASED VIOLENCE (GBV)

GBV is any harmful act directed at an individual or group based on their gender. It is rooted in gender inequality, the abuse of power, and harmful societal norms. While it disproportionately affects women and girls, it can impact anyone of any gender, including men and LGBTQI+ individuals. GBV can occur in many forms, including domestic violence, sexual violence and emotional violence.

GENDER MAINSTREAMING

Gender mainstreaming ensures diverse perspectives and experiences are integrated into actions, policies, and programs to advance equality. It requires assessing gender impacts across implementation and decision-making, and should be adopted across sectors to address gender-specific issues. In conservation, this is especially critical. While environmental and climate risks are global, vulnerability is shaped by local inequalities such as poverty, ethnicity, disability, and age. Gender inequality compounds these factors, limiting women's access to resources, information, and decision-making power. Different roles and responsibilities also create distinct gender-specific challenges and opportunities, with climate change and conservation challenges sometimes reinforcing or reshaping traditional roles and responsibilities.



06

HOW TO USE THIS MANUAL

Facilitators can follow the full process or adapt by selecting activities suited to participants' knowledge levels.

Each module includes an overview, objectives, key messages, and a session plan. The Toolkit located in the Annex provides step-by-step activity instructions, materials, timing, and facilitator notes. Extra activities are available for participants with prior GEDSI training.

- **Delivery:** Designed to be presentation-based but interactive, avoiding lecture formats. An accompanying slide deck with visuals and summaries has been developed to support delivery but should not replace discussions and reflections.
- **Format:** Developed for in-person delivery. If virtual, adapt interactive methods (e.g. videos) to maintain engagement in local languages.
- **Preparation:** Facilitators should read the manual fully, review daily summaries before each module, and use the Toolkit/Annex as a quick reference during sessions if needed.



DOWNLOAD DECK >

STEP 1: Choose facilitators

- Use multiple facilitators with diverse expertise in GBV and conservation
- Aim for gender balance and include both staff and local partners
- Prioritize local trainers to reduce barriers; if unavailable, let local candidates shadow experienced facilitators to build future capacity

STEP 2: Choose participants

- Include participants across roles and seniority (e.g. program staff, M&E, operations)
- Ensure GEDSI parity and diversity; decide if workshops should be mixed or internal
- Keep group sizes around 15-30 for effective participation and breakout work

STEP 3: Pre- and post-assessments

- Conduct a needs assessment before finalizing the session plan to gauge accessibility needs and dietary requirements through a short survey
- Administer a pre-assessment on day one; anonymous responses can encourage honesty
- Use a post-assessment at the end (or afterward, though response rates drop) to measure learning

STEP 4: Venue, date & logistics

- Decide between hosting workshops in the central office or in field offices and organize accommodation accordingly
- Consider language, cultural, and GEDSI dynamics when choosing format
- For field sessions, set times that account for household duties and travel distance
- Ensure accessibility: mobility needs, dietary requirements, childcare, breastfeeding facilities, and safe sanitation

STEP 5: Send invitations, information and prepare for workshops

- Invite participants formally to the workshop; indicate time commitment, expectations and key objectives
- Share Training Needs Assessment survey
- Ensure all participants confirm their attendance before the workshop



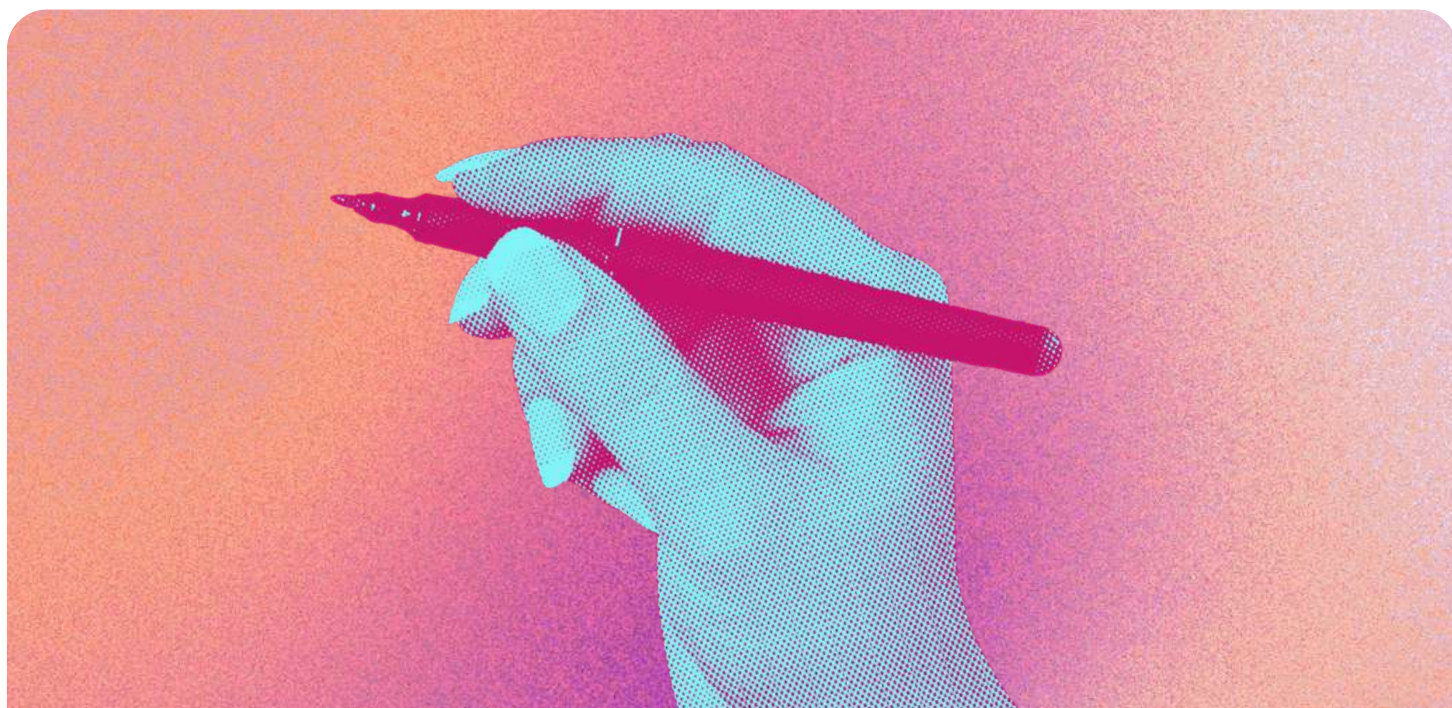
MATERIALS CHECKLIST

- ☐ For registration: registration forms, lists of participants, name badges, workshop programmes and any appropriate materials for handouts (paper / notebook and pens);
- ☐ Projector or Smartboard with large screen, preferably connected to a computer or laptop that can be managed by facilitators;
- ☐ Spare adaptors and extension plug
- ☐ Flipcharts and stands
- ☐ Markers for Flipcharts, or for white boards
- ☐ Coloured markers, crayons, or pens
- ☐ Blu Tack or pressure-sensitive tape (e.g. Scotch tape)
- ☐ Coloured pieces of card of varying sizes and or stickies / post-it notes
- ☐ Scissors
- ☐ Bell or other sound device to signal time or capture participants' attention
- ☐ Facilitators may require access to computers, printing, and/or photocopying facilities during the workshop



RECORDING AND NOTE TAKING CHECKLIST

- ☐ **Plan ahead:** Decide how learnings will be captured, what records are needed, how they'll be used, who can access them, and assign resources.
- ☐ **Delegate coordinator:** One team member oversees overall reporting—collecting feedback, flipcharts, and session outputs.
- ☐ **Consent for media:** Get formal consent at the start for photos/videos.
- ☐ **Group work notes:** Facilitators may observe discussions to record key points but should not participate.
- ☐ **Session notes:** Assign a non-presenting team member to take notes during each session.



KEY FACILITATION COMPONENTS

INCLUSIVITY CONSIDERATIONS

LANGUAGE

- Facilitate in participants' primary language whenever possible. If you don't speak the local language, avoid lectures and delegate to fluent facilitators.
- In mixed-language groups, balance formats to include everyone.
- When using interpreters, ensure gender balance and share materials in advance for accurate translation and contextual understanding.

GENDER PARTICIPATION TARGETS

- Decide if training should be mixed or designed for specific gender groups to encourage equal participation.
- For mixed groups, set participation targets for women and other marginalized groups.
- Monitor active participation throughout to address barriers in real time.

GENDER DIVERSE FACILITATORS

- Include facilitators of varied gender identities.
- Provide role models for participants, especially youth, by showing equal capability and allyship across genders.

GEDSI NORMS AND ROLES

- Assess participants' agency and decision-making power to join and apply training.
- Ask about best timing and location, considering duties like childcare and housework.
- Budget for accessible venues near women's homes, childcare support, breastfeeding facilities, and safe sanitation.

LITERACY

- Assess literacy challenges before training.
- Use accessible formats such as visuals, experiential methods, or performance-based media.

ACCESSIBILITY

- Identify accessibility needs in pre-assessments (physical, mobility, sensory, cognitive, psychosocial).
- Provide accommodations such as accessible venues, assistive technologies, interpretation services, and materials in multiple formats.
- Use flexible facilitation methods to ensure full and equal participation.

GUIDELINES FOR GEDSI-RESPONSIVE TRAINING

Recommendations to encourage full and equal participation from all participants:

- Ensure all participants have equal opportunities to answer questions.
- Offer positive reinforcement to everyone, regardless of gender.
- Allow time for participants to respond, especially those who may be shy or hesitant.
- Assign exercises that encourage participants, especially women, to speak out.
- Form working groups that are gender-inclusive and reflect diverse backgrounds.
- Rotate roles so everyone has the chance to lead discussions and report back.
- Use gender-diverse characters in case studies, adapt materials to local culture, and highlight gender issues without stereotypes.
- Avoid pressuring individuals to speak; encourage group discussion without singling anyone out.
- Keep participants focused and responsible for their own learning.
- Adapt learning experiences to meet the needs of individuals and groups.
- Actively seek diverse perspectives and lived experiences, attentive to GEDSI dynamics.
- Respond carefully to hostile or gender-biased attitudes and support participants in questioning them.
- Be mindful of social norms or behaviour (shyness, dominance, lack of confidence, fear of speaking) that may hinder learning.
- Limit lecture formats and encourage participatory engagement.
- Be prepared to refer participants to psycho-social support or counseling services if needed.

DEALING WITH RESISTANCE AND HOSTILITY

The topics covered across all modules may be sensitive and challenging, and at times may elicit discomfort, resistance, or strong reactions from participants.

- **Sensitive content:** Modules may elicit discomfort, resistance, or strong reactions.
- **Facilitator role:** Show commitment and knowledge. This is especially important for male facilitators, as men are statistically more likely to be identified as GBV perpetrators. Even skilled facilitators may face challenges; the goal is to manage reactions constructively so discomfort drives change, not defensiveness.
- **Modeling behaviour:** Handling resistance well sets an example for participants, who may face similar challenges when promoting gender equality in their own contexts.
- **Encourage openness:** Learning suffers when participants feel silenced. Promote respectful sharing of opinions. Use generalized summaries ("some people feel...") and constructive questions ("can you consider another perspective...") instead of personal attacks.
- **Respect communication styles:** Debate, assertiveness, or direct challenges may be interpreted differently across genders, cultures, and roles. A challenge from a man may be received differently than from a woman. Facilitators must remain sensitive and encourage dialogue that values diverse approaches.
- **Promote dialogue:** Do not suppress differing views just to maintain comfort. Allow challenges, but ensure conversations remain respectful, inclusive, and focused on learning.
- **Know when to call it!** If a discussion becomes harmful, unproductive, or emotionally escalated, facilitators should confidently pause or close the conversation, reaffirming group agreements and participant wellbeing as the priority. It is acceptable to redirect the discussion, take concerns offline, or move to the next activity when continued dialogue is unlikely to be constructive or safe.

WORKSHOP DAY 1

FOUNDATIONAL GEDSI KNOWLEDGE

FOUNDATIONAL GEDSI KNOWLEDGE

✓ PURPOSE

Lay the foundations of GEDSI knowledge to foster awareness and shared understanding about GEDSI concepts among participants.

📌 KEY OBJECTIVES

- Gain better knowledge and understanding on the concept of GEDSI;
- Reflect on this knowledge and apply it in both personal and professional contexts;
- Understand the concepts of gender roles and responsibilities, gender stereotypes, and unconscious bias;
- Recognize how gender and intersectionality impact people within communities.



FACILITATORS NOTE

- This module includes awareness-raising activities for both basic and advanced level groups. Use the approach that best matches your group's level of GEDSI awareness, as identified in the training needs assessment.
- Several activities are designed for the same purpose, which you can select based on participants' level of gender awareness. Optional activities are also available to make sessions more interactive and to reinforce key messages.
- The listed activities involve interactive physical movements, and the exchange of ideas and reflections in small groups. Please adapt as necessary for participants with mobility restrictions, to ensure full participation.
- Prioritize using all the activities as much as possible, since they help the group build a shared understanding of GEDSI before moving into the following day's sessions on GBV.
- Many of the activities encourage personal reflection on lived experiences. This can incite strong emotions — please be prepared and read the provided facilitation tips before starting sessions. If you do not feel comfortable or equipped to facilitate certain sessions, consider co-facilitation for best outcomes.



PROPOSED AGENDA

TIME	ACTIVITY	NOTES	
9.00	1.0	Registration, Official Welcome to the Workshop	Go to page
9.30	1.2	Introduction, Workshop Expectations, Pre-Assessment	Go to page
10.00	1.3	Spirit of the Workshop: Workshop Goals, Concerns, Expectation and Norms	Go to page
10.00	1.4	Aliens! Exploring Gender Roles and Identities	Go to page
10.45		BREAK	
11.00	1.5 1.6	Gender Concepts Summary Optional Activity: Vote with Your Feet: Gender vs Sex	Go to page
12.00		LUNCH	
13.00	1.7 1.8	Introducing Genderbread Person Optional Activity: Summary of SOGIESC	Go to page
13.45	1.9 1.10 1.11	Gender and Social Norms Optional Activity: Changing Social Norms Optional Activity: What would you do?	Go to page
14.30		BREAK	
14.45	1.12	24 Hours Clock	Go to page
15.45	1.13	Pile Sorting	Go to page
16.45	1.14	Power Walk	Go to page
17.30		Daily Recap	

Note: If time is limited, the Power Walk activity can be shifted to the first session on Day 2.

RESOURCES FOR FURTHER LEARNING

There are several foundational gender trainings available for in depth thematic and sector specific learning, globally and locally. It is recommended to read more from these resources:

FURTHER READING

- [Oxfam GB Gender Training Manual \(1994\)](#)
- [DFAT's work on Gender Equality](#)
- [UN Women Asia Pacific Gender and Climate Change ToT Package](#)
- [Intersex Factsheet \(OHCHR\)](#)
- [Transgender Factsheet \(OHCHR\)](#)
- [CARE Rapid Gender Analysis Toolkit](#)
- [CARE – Climate Vulnerability and Capacity Analysis Handbook](#)
- [CARE Social Analysis and Actions](#)

WORKSHOP DAY 2

FOUNDATIONAL GBV KNOWLEDGE

FOUNDATIONAL GBV KNOWLEDGE

PURPOSE

Increase understanding of GBV, its consequences, and identify resources for support within the community context.

KEY OBJECTIVES

- Gain an understanding of GBV and Violence Against Women (VAW);
- Understand GBV response and prevention, as well as identify resources within communities;
- Apply understanding of GBV response and prevention in personal and professional contexts.

KEY MESSAGES

- GBV affects people across all boundaries of society and culture, though its prevalence and visibility vary. In the Mekong region, GBV directly impacts health, safety, and wellbeing, especially of women and girls, while also undermining community resilience.
- GBV takes many forms: some are visible and result in physical harm, while others are less obvious yet deeply damaging to self-esteem, participation, and dignity. Both visible and hidden forms need to be considered by participants when examining GBV in their areas of work.
- When people experience violence, they may or may not seek help. In many countries, including those in the Mekong region, most do not formally report or access services. Instead, they are more likely to turn to trusted networks such as friends, family, or neighbors for support and advice. Studies show that only a small proportion seek assistance from the police or justice systems, reflecting barriers of access, trust, and stigma.



FACILITATORS NOTE

Acknowledge sensitivity: Begin by noting that the topics in this module are sensitive and may be upsetting, especially for those with personal experiences of violence. Assure participants they will not be asked to share personal stories. If someone wishes to, a designated facilitator can meet with them privately afterward. Recognize that personal experiences may still surface unintentionally, and facilitators must respond with sensitivity, care and appropriateness.

Clarify the focus on women: The purpose of this session is to increase understanding on the different types of violence. Statistics show that women and girls make up the majority of GBV survivors, while men are most often identified as the perpetrators of GBV incidents. If a male participant feels upset or blamed, it is important to listen respectfully and with empathy, because if participants feel heard and understood, it opens the door to transformative dialogue.



ESTABLISHING A SAFE SPACE FOR FACILITATION

A safe space in facilitation implies an environment where participants feel that they can share thoughts and opinions without fear of judgment. This requires ground rules established at the beginning of the workshop that enable respect, confidentiality and non-discrimination, not only between participants but especially from facilitators.



A space is not safe simply because we say it is. The safety of the environment for participants will be influenced by the group itself, and experienced differently based on backgrounds and power dynamics. A safe space in facilitation is as much dependent on the ability to share openly as it is to be held accountable with trust and respect.

PROPOSED AGENDA

TIME	ACTIVITY	NOTES	
9.00		Recap of Day 1	
9.30	2.1	Types of Violence	Go to page
10.30		BREAK	
10.45	2.2	Myths and Facts about GBV	Go to page
12.00		LUNCH	
13.00	2.3	Consequences of GBV	Go to page
14.30		BREAK	
14.45	2.4	Mapping of Support for GBV survivors	Go to page
16.00		Daily Recap	

FURTHER READING

- [Raising Voices : SASA! Activist Kit](#)
- [IFRC – Prevention and Response to Sexual Exploitation and Abuse](#)
- [Self-Care Manual for Frontline Workers](#)
- [IUCN GBV Referral Pathways](#)

WORKSHOP DAY 3

GBV AND CONSERVATION

GBV AND CONSERVATION

PURPOSE

Provide participants with the knowledge and tools to identify key linkages between GBV, climate change and conservation within their community's context.

KEY OBJECTIVES

- Learn and identify the linkages between GBV and conservation in specific contexts;
- Explore opportunities to integrate GEDSI and GBV considerations into existing environmental and conservation programming.

KEY MESSAGES

- Across societies, environmental and climate risks affect women and men differently.
- Women are often more vulnerable to these risks because they make up the majority of the world's poor and depend heavily on natural resources for their livelihoods. Social, economic, and political barriers further limit their ability to adapt, increasing this vulnerability.
- In different contexts, forms of GBV reinforce societal and cultural gender inequalities and norms. This creates a harmful cycle that undermines livelihoods, rights, conservation and sustainable development.
- GBV is a systematic means of control to enforce and protect existing privileges around natural resources. It maintains power imbalances that create tensions within families, between communities and among involved actors.
- At a minimum, programmes and policies need to be gender responsive, promoting women's leadership and active participation in interventions to mitigate GBV risks, promote gender equality and accelerate conservation progress.



FACILITATOR'S NOTES

- This session explores the links between GEDSI, GBV, and conservation programming. Participants will identify action areas for their programs and policy advocacy, building on knowledge gained over the past two days.
- Facilitators should help participants analyze their work contexts, highlight key issues in projects and interventions, and use locally relevant data and case studies to make the content concrete and accessible.



SUMMARY: GEDSI, ENVIRONMENT AND CLIMATE

Climate change, biodiversity loss and other conservation challenges affect people differently depending on poverty, ethnicity, disability, age, and unequal social structures. GEDSI factors shape vulnerability, with systemic inequalities limiting access to resources, information, and decision-making power. Different household and community roles create distinct challenges and opportunities for conservation. Climate change and biodiversity loss can also shift traditional responsibilities, with both positive and negative impacts on workload, resilience, and social status.

Many groups, particularly women, carry tasks tied to natural resources — such as food production, water collection, or fuel sourcing. As resources become scarce, these tasks become more difficult, time-consuming, and risky. Despite their critical role in conservation, marginalized groups often also face barriers to full participation in shaping relevant policy. Restricted land rights, limited financial resources, training, technology, and political access, combined with reduced mobility, leave them disproportionately affected.

Effective conservation requires integrating GEDSI perspectives into vulnerability and resilience assessments, ensuring diverse needs and priorities are addressed. Strengthening participation, leadership, and capacity across all groups is essential for driving inclusive, sustainable and effective solutions for people and nature.



SUMMARY: GBV AND POWER

Across contexts, GBV reinforces societal and cultural gender inequalities and norms, creating a cycle that harms livelihoods, rights, conservation and sustainable development. GBV is a systematic means of control to enforce and protect existing privileges around natural resources, maintaining power imbalances that create tensions within families and between communities. In places where enforcement is weak, GBV is often used to exploit people sexually or to control communities, enabling illicit and illegal activities. As Indigenous Peoples and Local Communities (IPLC) are often on the frontlines of defending their territories, resources, and rights from extractive projects and corporate interests, many IPLC women face intersecting and reinforcing forms of gender-based and other violence.



SUMMARY: GENDER AND CLIMATE POLICY

While most countries in the region have developed laws and policies to address the urgency of climate change and biodiversity loss, many lack gender mainstreaming. Too often, plans are written through a gender-neutral or biased lens. As a result, these policies and plans assume that environmental impacts affect all persons equally or only view women in context of their vulnerability and not as knowledge resources and agents of change.

Policy advocacy is a complex process, which warrants dedicated training. In this module, participants are asked to map various environmental laws and policies relevant to their work and community context, to identify gender mainstreaming and advocacy entry points.



SOME RECOMMENDATIONS FOR GENDER MAINSTREAMING AT A NATIONAL LEVEL TO HELP GUIDE DISCUSSIONS ARE:

- Disaggregating environmental data beyond men and women, to include other social identities that are impacted;
- Conducting vulnerability risk assessments to understand the different impacts and adaptation practices of different groups;
- Enabling active and meaningful participation of women in leadership and in community spaces, by removing systemic barriers to participation and strengthening individual capacity to contribute to climate and environment dialogues.

GUIDANCE NOTES ON DEVELOPING CASE STUDIES

This module includes an activity in which facilitators will prepare case studies for participants ahead of the workshop. When developing these case studies, please keep the following guidance in mind:

- **Keep it realistic and relevant:** Use locally relevant, realistic scenarios from conservation, development, safeguarding, or community settings.
- **Focus on learning:** Tie each case to skills like problem-solving, communication, ethics, or GBV principles.
- **Use clear language:** Avoid technical language unless essential.
- **Promote dialogue:** Encourage reflection and multiple perspectives, not “right” answers.
- **Protect privacy:** Use fictionalized details; avoid real names or incidents.
- **Be sensitive:** Avoid graphic or distressing content; recognize lived experiences.
- **Tailor to audience:** Adjust examples for staff, managers, officials, or partners.
- **Guide discussion:** Probe with questions promoting reflection and accountability.
- **Ensure safety:** Before discussions, set group agreements on respect, confidentiality, and participation.
- **Link to practice:** Reinforce policies, reporting pathways, and survivor-centered approaches.
- **Test and update:** Pilot for clarity and cultural fit; revise regularly.

PROPOSED AGENDA

TIME	ACTIVITY	NOTES
9.00		Recap of Day 2
9.30	3.1	GBV and Gendered Climate Mapping Go to page
10.30		BREAK
10.45	3.2	Increasing Women Participation Go to page
12.00		LUNCH
13.00		Presentation of Group Work
13.30		Daily Recap

FURTHER READING

- [UN WOMEN Training Manual on Gender and Climate Resilience](#)
- [CARE Gender Sensitive Climate Vulnerability and Capacity Analysis](#)
- [IUCN Report on Gender Based Violence and Environmental Linkages](#)
- [Targeting Natural Resource Corruption: Introductory e-course](#)
- [WWF Policy Advocacy Training Manual](#)

WORKSHOP DAY 4

PRACTICE YOUR FACILITATION SKILLS

PRACTICE YOUR FACILITATION SKILLS

PURPOSE

Provide participants with the opportunity to practice facilitation skills on GEDSI thematic training, drawing on their own experiences and learning from peers.

KEY OBJECTIVES

- Learn and practice key skills in facilitating GEDSI thematic trainings;
- Identify personal bias or knowledge gaps which could impact facilitation training;
- Strengthen individual and organizational capacity on the thematic areas.

KEY MESSAGES

- Conducting GEDSI training through participatory methods requires participants to reflect on their own personal experiences, exploring their values, norms and biases. It is important for the facilitators to be mindful of the different lived experiences and create a learning environment for all participants to engage.
- The facilitator understands that harmful sentiments cannot be addressed unless they are expressed. When they surface, the facilitator is ready to respectfully address harmful sentiments in a way that keeps space open for discussion.



FACILITATOR'S NOTES

This module helps participants apply what they've learned by designing mock activity sessions. Facilitators should intentionally shape group composition to ensure equal opportunities for everyone to take part in facilitation, while being mindful of gender and power dynamics. Some participants may already be comfortable leading sessions in their daily work; encourage them to step outside their usual roles and try something new.

KEY ELEMENTS OF FACILITATION

❖ AWARENESS

Don't get drawn into the emotions or chaos of the group. Keep your boundaries. Pay attention to how you are feeling.

❖ LISTENING

Focus your mind and listen carefully. Focus your attention on the individual sharing. Convey acceptance and empathy with body language.

❖ OBSERVING

Watch the group attentively. What is the body language of the participants saying? Are they absorbed or losing interest? Make eye contact with the person who is waiting to speak.

❖ ASKING OPEN-ENDED QUESTIONS

Ask questions that are open-ended that invite participation and not those that call for yes and no responses.

❖ RECORDING

When using flip charts, always record in the words and language of the person speaking. Do not use your own words.

AN EFFECTIVE FACILITATOR...

- Encourages critical reflection by asking questions and helping participants learn from their own experiences;
- Acts as a co-learner, staying humble and listening more than speaking;
- Reduces power imbalances by recognizing their own authority, valuing group wisdom, and creating space for participants to lead;
- Remains flexible, adapting plans, explanations, and activities so everyone can participate regardless of ability;
- Maintains care by monitoring energy, allowing breaks, respecting confidentiality, warning when discussions may be sensitive, and referring participants to support if needed;
- Respectfully addresses injustice by engaging harmful sentiments when they surface, keeping dialogue open, inviting alternative ideas, and grounding responses in international human rights conventions as well as WWF policies and Core Principles.

WHAT IS BIAS?

Bias is generally defined as an unfair preference or prejudice that influences judgment, often without objective reasoning. It can be conscious or unconscious, and it shapes how people perceive, evaluate, or act toward others.

PROPOSED AGENDA

TIME	ACTIVITY	NOTE
9.00		Recap of Day 3
9.30		Key components of gender training What to prepare for the gender training (see p.13-14)
10.30		BREAK
10.45	4.1	Activity simulation (30 mins for each group) Go to page
12.00		LUNCH
13.00	4.1	Activity simulation (continued) and Feedback session
14.00		Dealing with resistance (see p.13-14, p.27)
14.45		BREAK
15.00	4.2	Post Assessment, workshop evaluation
15.30	4.2	Closing

FURTHER READING

- [IFC Gender- Responsive Training Methods: A Guidance Note](#)

ANNEX / TOOLKIT

1.0

DAY 1 ACTIVITIES

1.1 ACTIVITY: INTRODUCTION

Purpose: This exercise helps build comfort between participants and facilitators, while encouraging new connections. It also provides insight on the group's range of expertise and experience, as well as expectations for the course.

 **Time:** 15 mins  **Materials:** Small sheet of paper or post-it note or notecard, coloured markers or pens

STEPS

- **Welcome participants and introduce facilitator teams.** Ensure that facilitators highlight relevant expertise or past training on gender-related topics.
- **Icebreaker activity:** Ask participants to form pairs. Give each person a sheet of paper and have them draw their name as best as they can. Their partner then guesses the name from the drawing, and they use this as a starting point to get to know each other.
- Ask each pair to introduce their partner to the larger group, sharing their names, organizations and the nature of their work.



Facilitator's notes: *You may substitute the drawing with other icebreaker activities — for example, invite participants to share a fun fact, favourite hobby, hidden talent, or another context-appropriate topic.*

1.2 ACTIVITY: TRAINING EXPECTATIONS AND PRE-ASSESSMENT

Purpose: to identify participants' expectations and concerns

 **Time:** 15 mins  **Materials:** Pre-assessment Questionnaire (printed), pens, real-time survey tool (if virtual), projected responses

STEPS

- Hand out the Pre-assessment Questionnaire (see p.67). Invite participants to spend time responding to the questions.
- Spend five minutes asking a few people to share their expectations for the course. Briefly review expectations, highlighting the range of issues or concerns, and noting common themes. Ask participants to keep these expectations in mind throughout the workshop, explaining that they will revisit them at the end to reflect on whether their expectations were met.
- If sharing the Pre-Assessment virtually, consider using a real-time survey tool like MentiMeter³ to display participant responses on the projector, especially regarding course expectations.



***Facilitator's notes:** *Once the training date and time are confirmed, share any links with facilitators in advance. This allows facilitators to tailor content to participants' needs, interests, and existing knowledge.*

³ <https://www.mentimeter.com/>

1.3 ACTIVITY: WORKSHOP PRINCIPLES: GOALS, CONCERNS, EXPECTATIONS & SHARED NORMS

Purpose: Collaboratively determine the 'spirit of the workshop' by setting clear agreements on how participants will engage to ensure a respectful, inclusive environment that fosters safety, open dialogue, and a shared culture of learning.

 **Time:** 15-20 mins  **Materials:** Slide deck, two sheets of flipchart paper, marker pens

STEPS

- Using the provided slide deck, project the objectives of the workshop.

OVERALL OBJECTIVES

- Build foundational knowledge of GBV, safeguarding and protection principles in conservation programming.
 - Strengthen understanding of how gender inequality, social exclusion and power dynamics influence GBV risks.
 - Equip participants with tools to identify and mitigate GBV risks in project design, implementation, monitoring, and community engagement.
 - Promote survivor-centered, ethical and culturally informed approaches to responding to disclosures and incidents.
 - Develop participants' facilitation and training skills to enable replication of learning within their organizations and networks.
 - Support action planning for integrating GBV prevention into conservation policies, systems, and field operations.
-
- **Emphasize reflection:** Explain that this workshop will be different from regular trainings. We will not only "teach" participants, but will be facilitating a process of learning through personal reflection and discussion. Take a moment to ask participants: *What does reflection look like to you? For example, often it is introspective and quiet, it means noticing our feelings and responses to things and exploring where they come from.*
 - **Establish participatory learning process:** Explain that this training was designed to bring concepts to life through a participatory learning process, where participants can draw on their own experiences. *This can be challenging and requires us to maintain a safe space and sense of trust within the workshop. Focusing on our own attitudes, values and experiences also means that each learner is responsible for their own learning.*
 - **Acknowledge sensitivity:** Explain that we'll be discussing sensitive topics such as power, privilege, gender, and race, which may cause discomfort—and that's normal. Participants are encouraged to notice these feelings and reflect on their sources, whether personal experience, beliefs, or uncertainty, as this can lead to learning and growth. At the same time, everyone is free to step out if they feel unsafe or overwhelmed, and may speak directly with a facilitator or confide in a friend to share concerns on their behalf.
 - **Identify concerns or fears:** Encourage the group to identify any concerns or fears that may prevent them from fully participating. Write these down.
 - **Brainstorm and establish group norms:** Group norms set the tone for the workshop. Invite participants to suggest and agree on rules together, writing them on flipchart paper and keeping them visible throughout. Link the norms to any fears or concerns participants have shared, showing how they can help create safety and accountability. Refer back to the posted norms during discussions to reinforce respect, confidentiality, and participation.

ENSURE THAT THE LIST INCLUDES THESE GROUND RULES:

- **Listening:** with a desire to learn, and respect all voices in the room;
- **Empathy:** understand and imagine the experience of others;
- **Confidentiality:** participants may share workshop content with others, but they must not attach names to anything said or done during the session;
- **The right to pass:** can choose not to participate at any time — each person is responsible for their own learning;
- **Right to speak in own language (with translation):** honor the richness of languages present in the room, and also to relieve some of the stress for people whose first language is not the primary language used in the workshop;
- **Other norms:** Ask clarifying questions, *challenge yourself to step outside your comfort zone, agree to disagree, address conflict directly, be non-judgmental, limit side conversations, and turn off devices.*

Appoint daily feedback teams: Explain that daily feedback from participants on all aspects of the training (not only on the content, but also on organization, logistics and time keeping) allows the facilitators to make changes as needed. Suggest appointing an evaluation team made up of two volunteers (called the ‘eyes and ears’) for each day of training. Their task will be to collect feedback and report to the whole group the next morning.



Facilitator's notes

- *Instead of providing definitions for the ground rules, invite participants to share what each rule means to them. For example: What does listening mean? What does it look like when someone is truly listening? What does empathy mean? How do we maintain confidentiality? Encourage participants to draw on their own experiences, and listen for the wisdom that emerges from the group.*
- *Keep this activity brief. While staff value background and context, most concepts only become meaningful to participants once they begin exploring them through hands-on practice.*

1.4 ACTIVITY: ALIENS! EXPLORING GENDER ROLES AND IDENTITIES

Purpose: Explore how gendered expectations have developed in society, how they might look different, and recognize that these ideas shift over time.

 **Time:** 1 hour

 **Materials:** Flipcharts, coloured markers

STEPS

- **Set the context:** Ask participants to imagine that aliens have arrived in their community from another planet. Explain that these aliens do not have sex or gender, and do not understand human classifications of men and women, or other genders. The aliens want to know how people understand, identify and perceive gender. In this activity, we will help them develop this understanding so they can disguise themselves as humans of specific genders.
- **Drawing activity:** Divide participants up into groups based on gender identities represented in the room. Distribute a sheet of flipchart paper and coloured markers for each group. Ask participants to collaboratively draw another gender identity from their context—for example, women drawing men, men drawing women, or participants of other genders representing another group. If numbers are uneven, invite participants to join whichever group they feel comfortable with. In workplaces where participants object to being restricted to only two binary categories. If this is the case, ensure a third non-gender confirming group.
- **List activity:**
 - On the same flipchart paper (can be on the back), ask participants to also create lists of characteristics and behaviour associated with how their group's gender is typically represented in their own community and context. Use the list below to prompt thinking:
 - What kind of clothing is associated with your group's gender and how are they different from other genders?
 - Do people of different genders display emotions in distinct ways?
 - What roles and responsibilities are associated with your group's gender?
 - Do certain genders like specific types of movies or music?

Present & develop joint lists: Once each group has finished their list, invite volunteers to present their items. While one group is presenting, ask volunteers from other groups to record those traits on their own flipchart. This way, each group ends up with a joint list of traits from all genders.

EXAMPLE LIST

MALE	FEMALE	NON-BINARY
• wear pants or shorts • like to build things with their hands • are tough and don't cry • like watching action films • have short hair	• like cooking • have long hair • enjoy shopping • wear make-up • gossip with friends	• must look androgynous • does not like things that are strictly feminine or masculine • limit self expression

Switch headings: Oh no! There has been an error. While the lists travelled to the aliens, the headings somehow got switched. Switch the headings on your lists. Explain that these lists, with the switched headings, are what the aliens receive.

Reflect: Facilitate a discussion with the following questions:

- Would it really matter if the aliens received these lists with the switched headings or without seeing the drawings? Could they still 'fit in' and disguise themselves as certain genders?
- Is there anything on the list that no longer feels true or accurate?
- Do these traits come from society rather than personal choice? For example, some women enjoy action films, and some men enjoy romantic films, showing that interests aren't limited by gender.
- Are some of these characteristics more common than others?
- Do you think society's expectations of gender changes over time? Would you list 50 years in the past versus 50 years in the future?
- Do you know any people who don't fit the stereotypes you have just created?
- Who makes these rules?



Facilitator's notes

- *Stereotypes may arise during this activity, and that is expected. They can be useful for highlighting the social norms and expectations attached to different genders, which participants can then reflect on and challenge.*
- *This activity presents participants with the opportunity to explore how these expectations have developed in today's society and think about how they change over time. For example, if men choose to have long hair, that is entirely their decision — and many do. In some places, it's also common for men to wear makeup, such as eyeliner. These choices don't affect anyone else, and everyone has the right to express themselves and look the way they wish.*

1.5 ACTIVITY: GENDER CONCEPTS SUMMARY

Purpose: Provide key terminology such as sex, gender, and build common understanding.

 **Time:** 1 hour

 **Materials:** Flipchart from previous activity and slides

STEPS

- **Observe & summarize:** Refer back to the flipcharts from the Aliens! activity and summarize the list of characteristics and the drawings. Ask participants what they notice. Listen to their observations.
- **Introduce sex vs gender:** Ask participants if they notice any differences between words that describe biological traits (like bodily or physical features) and words that describe social or cultural traits (like clothing, hobbies, or behavior). *Biology is about sex, which we are born with and is difficult to change. The other words (like roles and clothing) are about gender.*
- **Acknowledge that biology is not always binary:** For example, according to experts, somewhere between 0.05 per cent and 1.7 per cent of the global population is born with intersex traits ⁴ and 1 in 2,000 babies are born intersex.⁵ *Intersex is an umbrella term for people born with physical characteristics — such as anatomy, reproductive organs, hormones, or chromosomes — that don't fit typical definitions of male or female bodies. These traits may be visible at birth, appear later (like during puberty), or not be physically apparent at all. There are more than 40 documented variations, showing a broad spectrum of intersex characteristics.*
- **Reflect on context:**
 - Ask participants if the words on the flipcharts would be the same if we did this exercise in a different country. *While there are prevalent gender norms across the world which are remarkably consistent, they will change in different contexts, even within a country. Ask people if they have an example of different norms in their countries or between countries.*
 - Explain that sex and gender are increasingly recognized as existing along a spectrum — meaning there are many possible identities and expressions beyond just “male” and “female.” However, in many countries, only these two categories are legally acknowledged. This shows how laws and institutions often reinforce prevailing social norms about gender.
 - Ask participants if the lists would be the same if we did this exercise with our grandparents or great grandparents. *Gender norms can also change over time and across generations.*
- **Go over key concepts:** Using the relevant slide, summarize the difference between sex and gender:

SEX

Biological traits (such as anatomy, chromosomes, or hormones). Sex can sometimes be changed, though often with difficulty, and it is not strictly binary.

GENDER

A social construct that defines what it means to be a man, woman, boy, or girl in a given society. Gender carries specific roles, status, and expectations within households, communities, and cultures.

- *We have learned that social constructs can change over time and geography (but there are relatively universal norms across the world) and we have learned that the social and cultural norms we ascribe to each gender can create consequences on them and on society.*
- Ask participants what they have learned. Take a few answers.



Facilitator's notes

- *This is a great way to 'safely' surface a non-binary view of sex and gender. As participants review the words, they may notice that some do not reflect their own experiences.*
- *Participants will often notice patterns in the social constructs about men and women. For example, women are commonly linked with the domestic or private sphere (home and family), while men are associated with the public sphere (work, politics, community life). In some countries, participants may conclude that men are associated with violence more than any other gender. Allow participants to note these dynamics and allow others to express any discomfort. This can allow you to explore issues of gender identity and expression more deeply.*

⁴ United Nations Free & Equal, Challenges and Solutions: Intersex, available at: <https://www.unfe.org/en/know-the-facts/challenges-solutions/intersex> ⁵ Intersex Society of North America, Frequency – How Often Do Intersex Conditions Occur?, available at: <http://www.isna.org/faq/frequency>.

1.6 OPTIONAL ACTIVITY: VOTE WITH YOUR FEET — GENDER VS SEX

**This activity can be added before the summary (if time allows).*

Purpose: Deepen understanding on sex vs gender.

 **Time:** 15-20 minutes  **Materials:** Slides, two coloured cards; “GENDER” on one and “SEX” on the other

STEPS

- Ask participants to stand in the center of the room, facing the screen. Place the coloured card labeled “SEX” on one side of the room, and the coloured card labeled “GENDER” directly opposite it on the other side.
- Display the statements on the slide one at a time. After each statement, invite participants to move toward the card that best represents whether the statement refers to sex or to gender.
- For each statement, ask participants why they are choosing their answer. Make sure that each person can share their opinion.
- If there are some disagreements, ask participants to respectfully challenge each other’s reasoning. After this exchange, summarize the discussion and then provide the final answer. Feel free to project the slide from Activity 1.5 (summarizing gender vs sex) if any points need to be reinforced.

Here are some sample statements. Trainers may also add their own examples to suit the specific context or learning objectives:

- | | |
|--|--|
| • Little girls are gentle, boys are tough. | • Women can breastfeed babies, men can bottle-feed babies. |
| • In some cultures, if a woman climbs a mango tree, the tree will not bear fruit. If a man climbs a mango tree, the tree will be fine. | • According to UN statistics, women do 67 per cent of the world’s work, yet their earnings amount to only 10 per cent of the world’s income. |
| • Women give birth to babies, men do not. | • Amongst agricultural workers, women earn very little compared to men |
| • Women carry their children on their backs, men do not. | • Women cannot enter some religious place as it will become unholy. |
| • Boys don’t cry, girls cry. | • Women love shopping, men love exercising. |
| • Most construction workers are men. | • A man’s voice breaks during puberty, while a woman’s voice does not. |

ROOM CARDS

Print and cut out the two large SEX and GENDER cards below. Place at opposite ends of the room.

STATEMENT CARDS

Print, cut along the dashed line, and use one statement per round.



SEX

Little girls are gentle, boys are tough.

In some cultures, if a woman climbs a mango tree, the tree will not bear fruit. If a man climbs a mango tree, the tree will be fine.

Women give birth to babies, men do not.

Women carry their children on their backs, men do not.

Boys don't cry, girls cry.

Most construction workers are men.

GENDER

Women can breastfeed babies, men can bottle-feed babies.

According to UN statistics, women do 67 per cent of the world's work, yet their earnings amount to only 10 per cent of the world's income.

Amongst agricultural workers, women earn very little compared to men

Women cannot enter some religious place as it will become unholy.

Women love shopping, men love exercising.

A man's voice breaks during puberty, while a woman's voice does not.

1.7 ACTIVITY: INTRODUCING THE GENDERBREAD PERSON⁶

Purpose: To break down the concept of gender down into bite-sized, digestible pieces.

 **Time:** 1 hour

 **Materials:** Slides, printed & cut cards (see below) for each group

STEPS

- **Prepare visuals:** Prepare a Genderbread Person visual in advance (e.g. draw on flipchart or project on slide). Do the same for the gender identity, gender expression, anatomical sex, sexual attraction and romantic attraction continuums.
- **Gauge understanding:** Ask participants to share their understanding of gender identity, gender expression, anatomical sex, sexual attraction, and romantic attraction — one at a time. For virtual sessions, use a real-time survey tool. After each term, summarize common themes or show live responses on screen.
- **Introduce 'non-binary' understanding:** After everyone has answered, deliver a short lecture, using the relevant slides as a guide.
 - Traditionally, we use the word "gender" to simply mean either "man" or "woman." We describe this as the "gender binary", meaning just two options. But in reality, the way many people experience gender is far more complex. We call this a "non-binary" understanding of gender. A simple way to think about gender beyond the binary is as a continuum or spectrum. Instead of only "man" and "woman," people can place themselves anywhere along the line — closer to one end if they strongly identify as man or woman, in between if they identify as non-binary, or anywhere else that reflects their unique identity.

Refer to the Genderbread Person diagram and explain that gender is best understood when broken into three parts:

GENDER IDENTITY

Can be thought of as the aspects of being a man or woman that you either do or don't align with – the social norms, and roles and expectations placed upon our genders. Refer back to some of the characteristics, roles, responsibilities, etc. of being a woman and man that were shared in Activity 1.2 or ask the group to share examples of stereotypical norms associated with men and/or women.

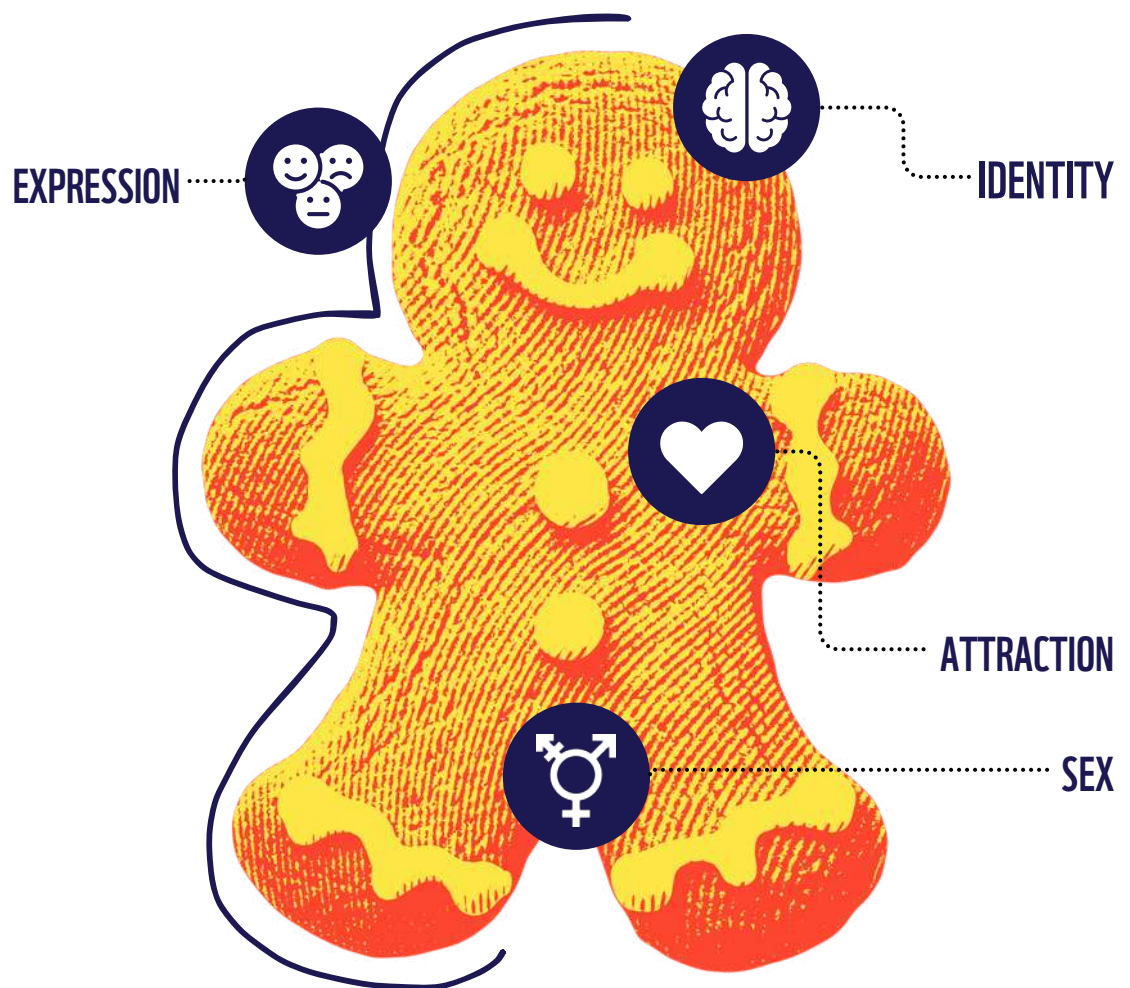
GENDER EXPRESSION

The way a person outwardly communicates or presents their gender through choices such as clothing, hairstyle, grooming, mannerisms, and behavior. Ask participants to share examples of different forms of gender expression (e.g. hair length, facial hair, clothing, style).

BIOLOGICAL / ANATOMICAL SEX

Refers to the physical characteristics of a person's body, such as reproductive organs, chromosomes, and hormones. For example, some people may have traits typically associated with being male (like a penis, testicles, or broader shoulders), while others may have traits typically associated with being female (like a vagina, ovaries, or breasts). Some individuals are intersex, meaning they have a combination of traits that don't fit solely into the categories of male or female. Regardless of what biological attributes we have, we may identify as a particular biological sex.

⁶ Adapted version of: 1) Genderbread Person, Sam Killerman of [itspronouncedmetrosexual.com](https://www.genderbread.org/resource/genderbread-person-v4-0-poster), <https://www.genderbread.org/resource/genderbread-person-v4-0-poster> 2017; and 2) Genderbread Person and LGBTQ Umbrella Guided Discussion by [www.thesafezoneproject.com](http://thesafezoneproject.com), <http://thesafezoneproject.com/wp-content/uploads/2015/08/GenderbreadPersonLGBTQUmbrella.pdf>



Means a lack of what's on the right side



GENDER IDENTITY



→ Woman-ness



→ Man-ness



GENDER EXPRESSION



→ Femininity



→ Masculinity



ANATOMICAL SEX



→ Female-ness



→ Male-ness

IDENTITY ≠ EXPRESSION ≠ SEX
GENDER ≠ SEXUAL ORIENTATION

SEX ASSIGNED AT BIRTH

- ☐ Female
- ☐ Intersex
- ☐ Male

- **Pause for questions and reflection:** Ask the group, how do you make sense of this for yourself, for others? Does it change how you think about gender?
- **Card activity and discussion:** Distribute cards with different aspects of gender identity, gender expression and biological sex written on them, and ask participants to discuss them and to identify which part of the Gingerbread Person they relate to.

Print and cut. Each card belongs to one of three categories — colour-coded for facilitator reference, but card text only is shown to participants.



Childcare is a woman’s responsibility

Men do heavy-lifting work,
women do light work

Most scientists are men

Cooking comes naturally to women

Wearing make-up

Hair

Mannerisms/behaviour

Clothing style

Women give birth to
babies, men do not

Men have moustaches

A man’s voices breaks during puberty,
a woman’s does not

- **Explain sexual vs romantic attraction:** Show participants the continuums of sexual and romantic attraction. Explain that gender is distinct from sexuality. With sexuality, we often use a different binary, thinking of people as either “gay or straight.” There are more ways to identify and experience sexuality, so a helpful way to think about this is to distinguish between our romantic attraction (who you are emotionally or romantically drawn to) and sexual attraction (who you are physically or sexually drawn to). Some folks experience both, some experience one more than the other, and some folks experience little to none of either.
- **Closing discussion:** Facilitate reflection on the following questions:
 - What have you learned?
 - How did this session make you feel? What new awareness have you acquired from it?
 - Is this understanding of sex and gender different to what you have been taught? In what way is it different? Where does your understanding of sex and gender come from?
 - What are some of the benefits of a non-binary understanding of gender? What are some of the challenges?
 - How might this be relevant for our work and our life?



Facilitator's notes

- *This activity is likely to introduce a number of new concepts for both participants and facilitators. Ensure you are well-prepared for this activity so that you can respond to the many questions that participants are likely to raise. Take some time to learn more before the session by accessing further information here: <https://www.genderbread.org/explainers>.*
- *Because of the sensitive nature of this activity, it is recommended that you include it only after a high level of trust has been established within the group. This may take days, months, or even years in some country contexts.*
- *Introducing the Genderbread Person may risk doing harm in very conservative countries, especially those where homosexuality is illegal. In these contexts, other activities in this module can be used. However, staff are encouraged to use the Genderbread Person as it helps participants become aware of the diversity of gender expression, identity and sexuality and promotes an inclusive understanding of gender.*

1.8 OPTIONAL ACTIVITY: SUMMARY ON SOGIESC

Purpose: Provide participants with an opportunity to become more familiar with new terminology

 **Time:** 30 minutes

 **Materials:** Handout below

STEPS

- Distribute the handout below.
- Divide participants into small groups of 2–3 people and assign each group a specific term. Ask them to read and discuss their term together, then share their understanding with the whole group during the plenary session.
- Facilitators can make clarifications and corrections as needed.



Facilitator's notes

- *This activity can be used with participant groups who already have some understanding of, or curiosity about, SOGIESC (Sexual Orientation, Gender Identity and Expression, and Sex Characteristics). It can be shared as a handout, but it is important to also hold a short plenary session to discuss the concepts together.*
- *If you are facilitating this activity in a country where small group conversations may risk becoming derogatory, consider using a less participatory technique. This approach allows the facilitator to remain more engaged and directly address any harmful or discriminatory attitudes that may arise. Where possible, consult with gender experts or organizations working on SOGIESC issues in the country. It is helpful to check the terminology used in the local language and, if appropriate, invite these organizations to serve as resource persons.*

The SOGIESC terminology handout follows on the next page. Print and distribute to small groups.

SOGIESC TERMINOLOGY

HANDOUT · PRINT & DISTRIBUTE

BISEXUAL	A person who is emotionally and romantically attracted to multiple genders.
COMING OUT	This term refers to the process by which LGBTQI+ people share their identity with others. It is a process that continues for people rather than being a one-off event. For some people, this includes the process of recognizing/affirming one's identity to oneself as well as telling others.
GENDER DIVERSE	Can refer to all forms of gender identity and gender expression and includes people who may identify as non-binary (including transgender, genderqueer or gender questioning). This term refers to people whose gender identity or gender expression differs from the gender typically associated with the sex they were assigned at birth, or from society's expectations. Gender-diverse people may identify as neither male nor female, or as both.
GENDER IDENTITY	Refers to a person's sense of being masculine or feminine, or both or neither. It does not necessarily relate to the sex a person is assigned at birth. Rather, a person's gender expression is made up of the outward signs they present to the world around them. This could include their choice of name and preferred pronoun, their style of dress and appearance, and/ or their mannerisms.
HOMOPHOBIA	The fear or intolerance of people who identify as lesbian, gay, bisexual or same sex attracted, usually linked with hostility, verbal and physical abuse, or discrimination. Includes institutional and cultural bias and structural inequality.
INTERSEX	People who are born with natural variations in genital, chromosomal or other physical characteristics that differ from stereotypical ideas about what it means to be female or male. Refers to biology rather than sexual orientation or gender identity. Intersex people have the same range of sexual orientations and gender identities as non-intersex people. Most identify with the gender they were raised, as either male or female.
PRONOUNS	Words like she, his and them. It's ok to ask people about their preferred pronouns. Some people use gender-neutral pronouns such as 'they' (singular) or 'ze', while others may wish to be addressed by their name only. It is important not to make assumptions about people's gender identity and to be respectful when using pronouns.
SAME SEX ATTRACTED	People who experience feelings of sexual and/or emotional attraction to others of the same sex. This term includes people who may identify as lesbian, gay, bisexual, queer, pansexual or heterosexual, who are questioning their sexuality, or who do not want to label themselves.
SEXUALITY	Describes who people are attracted to and how they express this attraction. Human sexuality is diverse. It includes people who are exclusively attracted to those of the opposite sex (heterosexual), people who are exclusively attracted to members of their own sex (e.g. same sex attracted, gay, lesbian), and people who are attracted to more than one gender (bisexual, pansexual), or to no sex or gender (e.g. asexual).
TRANSGENDER (ALSO TRANS)	An umbrella term used to describe people whose gender identity is different from the sex assigned to them at birth. An example is a child who is assigned a male sex at birth but actually sees themselves as a girl and identifies as female.
TRANSPHOBIA	The fear of, discrimination against, or hatred of trans* people, the trans* community, or gender ambiguity. Transphobia can be seen within the queer community, as well as in general society.
QUEER	An umbrella term to describe individuals who don't identify as straight and/or cisgender. Due to its historical use as a derogatory term, and how it is still used as a slur in many communities, it is not embraced or used by all LGBTQI+ people.

This list is adapted from [All of Us: Understanding gender diversity, sexual diversity and intersex topics for years 7 and 8](#), Safe Schools Coalition Australia (2016) and [Defining LGBTIQ: A guide to gender and sexuality terminology](#), Sam Killermann (2019).

1.9 ACTIVITY: GENDER AND SOCIAL NORMS

Purpose: Introduce the concept of social norms, explain how they shape our thoughts and behaviour, and highlight their connection to gender.

 **Time:** 30 mins  **Materials:** Slides

STEPS

- **Deliver lecture:**
 - Show the relevant slides and explain that **social norms** are shaped both by what people believe others typically do and by what they believe others expect them to do. *These norms are upheld through **social influence** — the anticipation of approval or disapproval for one's actions. When individuals break a norm, they may face **social backlash**, such as losing power, status, or acceptance within the community.*
 - An example of a social norm in some cultures or situations is waiting in line for service. People wait in line for service because 1) they expect that everyone around them will do so, 2) they expect that others expect them to do so, and 3) they expect a negative reaction from others if they try to skip the line.
 - To sum up, social norms are society's expectations about how people should behave or what is considered "normal." Like gender, they vary across different places and change over time.
 - Give an example: sitting in chairs during a meeting. Do we ever get tired of sitting? If so, why do we continue to sit? What might happen if one person chose to stand or sit on the floor instead? How would that person feel, and how might it affect everyone else in the room?
- **Conclude:** Norms can be helpful (for example, not talking during a presentation), harmless (such as wearing business attire), or harmful (like expecting only women to serve alcoholic beverages). Social norms are learned from a young age by observing those around us and receiving feedback on our own behavior.

1.10 OPTIONAL ACTIVITY: CHANGING SOCIAL NORMS

Purpose: Reinforce the fact that gender is a social construct that can evolve through learning from personal experiences and the experiences of others.

 **Time:** 1 hour  **Materials:** Flipchart (optional)

STEPS

- **Introduction:** We've seen how gender shapes roles and responsibilities, rooted in history and reinforced by institutions. Yet norms can and do change — many of us have challenged them at home or at work, consciously or not. The following exercises highlight positive experiences and lessons in shifting gender constructs.
- **Small group reflections:** Divide participants into small groups. Give each group 15 minutes to reflect on one of the following:
 - The lives of your grandmothers, mothers, and women in their your generation;
 - The lives of your grandfathers, fathers, and men in your own generation; or
 - The lives of LGBTQI+ people in your grandparents' generation, your parents' generation, and your own generation.

- Ask each group to focus on the following questions:
 - What changes have you noticed in gender roles between your grandmother's generation and your mother's? Which roles or restrictions have remained the same?
 - What changes do you see in your own lives with reference to the conditions faced by your grandmothers and mothers?
 - How have these changes been possible? What were the influencing factors?
- **Share to the plenary:** Bring the groups together in the plenary and ask each to present. Facilitate a discussion using the following questions:
 - Are there any group (women, men, LGBTQI+ people) that have experienced more radical change over generations?
 - Is there any group that hasn't seen much progress?
 - Why do you think change has happened at different speeds for different groups?
 - Have changes happened more rapidly in some places than others (e.g. urban areas vs. rural areas)? What changes and why?
 - What did you learn from this activity? Did anything surprise you?
 - Why is this important for our work?
- **Closure:** Emphasize to the group that this exercise establishes that social and gender norms are created by society. *What is society made up of? People. Who are we? People. This means that we have the power to change social norms within our own lives and through our work.*
 - This exercise shows us that change is possible — social and gender norms can, and do, change over time.
 - Change occurs differently in different places. We need to strive to understand the context all the time within our work.
 - Sometimes these changes are slow, such as increasing women's representation in senior leadership positions globally or achieving equality when it comes to time spent on domestic work. But change can also happen quickly, such as support for same-sex marriage which achieved majority support in many countries within a generation.



Facilitator's notes

- Groups may comment that change has happened more rapidly for women compared with other groups. Remind participants that the most important factor in bringing about this change has been the existence of strong feminist movements that have demanded greater recognition, formalization and protection of women's rights.
- Changes for men that the group might identify could be sharing responsibility for income-generation and decision-making with spouses / partners, increased participation in childcare and domestic work, or greater freedom to show emotions. Acknowledge that while some gains have been made, progress has been slower here. For example, men still do significantly less household work compared to women globally.
- Acknowledge that progress for LGBTQI+ communities will vary greatly across country contexts. In some countries, changes might be radical, with LGBTQI+ people having progressed from being criminalized to achieving same-sex marriage within just one or two generations. In other countries, very little change is visible across the generations.

1.11 ACTIVITY: WHAT WOULD YOU DO?

Purpose: Enable participants to reflect on their unconscious gender biases that could influence their actions

 **Time:** 45 minutes  **Materials:** Flipchart (optional) and slides

STEPS

- Divide participants into small groups (2-3 people only)
- Tell each group they will have just one minute to discuss and prepare a quick response to different scenarios.
- Display each scenario on the slide, give groups one minute to talk it over, and then invite each group to share their reactions with the plenary.
- For each scenario, try to prompt further reflection by asking groups why they responded the way they did. Some groups might initially give socially acceptable or politically correct answers, so invite them to share their initial, visceral reactions as well. Probe further by asking how their responses might change if the person in the scenario were of a different gender or identity.
- Conclude the session with the understanding that there are no right or wrong answers to the scenarios, since responses vary across contexts. However, our reactions often reveal the perceptions we hold about gender in various situations, showing that our own assumptions and biases influence how we act. This makes it especially important to remain aware of our biases.

1.12 ACTIVITY: 24 HOURS CLOCK

Purpose: Enable participants to reflect on their unconscious gender biases that could influence their actions

 **Time:** 45 minutes  **Materials:** Flipchart (optional)

STEPS

- **Assign groups:** Divide participants into two groups (no more than 10 per group). If you would like to keep groups smaller, 4 groups can be formed.
- **Assign categories:** Assign each group a specific gender category to analyze. For example, if there are four groups, they could represent rural women, urban women, rural men, and urban men. Adapt these categories to fit the context of the participants' project or location—for example, rural women/men in mountain areas or rural women/men in coastal communities.
- **Discuss:** Ask each group to discuss the daily lives of two or four assigned characters, imagining what a typical day would look like for them.
- **Fill out template:** Provide each group with flipchart paper and share the template (as a handout or projected in the slide deck). Ask participants to record tasks or activities on an hour-by-hour basis using the template, and then present their results to the plenary session. Instruct them to leave the third column blank (it will be filled out after an initial discussion).

[illegible]

- Invite participants to reflect on the following through a large group discussion:
- What is the significance of who does what in your household profile?
- How do the perspectives of different gender groups vary in how they view each other's activities, roles, and responsibilities?
- How do schedules and workloads differ based on gender, within a typical urban household and within a typical rural setting?
- Do you see any implications of differences in gendered workloads for your program's planning and implementation of interventions, and if so, which ones and why?
- **Summarize the following.** Emphasize that these forms of work often fall on women. You can project these via the slide deck if helpful.
 - **Productive work:** Production of goods and services for home consumption and sale (e.g. employment and self-employment, formal and informal).
 - **Reproductive work:** Tasks associated with domestic work, maintenance of the household and care for family members. Usually unpaid.
 - **Community work:** Activities such as management and wellbeing of the community. Usually voluntary and unpaid.
- **Invite reflection on types of work:** Ask participants to return to their flipcharts. Invite them to add a label for each task, identifying what form of work their tasks fall into.
- **Encourage reflection on overarching trends:** According to the division of labour based on gender, we often see the following trends, although not universally:
 - **Women:** lower paid, less secure jobs, often support sector.
 - **Men:** technical, managerial positions, political parties
 - **Women:** preparing food, childcare, maintaining the house, collecting water.
 - **Men:** construction, household security, decision-making.
 - **Women:** have to balance their productive work alongside their reproductive work.
- **Reflect:** *People often carry unequal workloads based on gender and contexts. In many cases, activities delegated to women are often overlooked, unmeasured and undervalued, even though they are essential. Activities are often extensions to women's reproductive roles. But this is not universal; there are differences in community engagement across countries.*

1.13 ACTIVITY: PILE SORTING

Purpose: Identify and critically reflect on gender roles and decision-making in the household and other spaces (groups, committees).

 **Time:** 1-1.5 hours  **Materials:** The exercise consists of two parts – Part A: Tasks and Part B: Decision-making.

- For Part A, prepare 10-15 different cards with household tasks listed or pictured on them, and then prepare three title cards: “MEN,” “WOMEN,” and “BOTH.” See suggested examples of “tasks” on page 50.
- For Part B, prepare 10-12 different cards with household decisions listed or pictured on them. You will need the same three title cards of “men,” “women,” and “both.” See example “decisions” on page 50.

STEPS

- **Explain:** *We have understood that there are tasks and decisions that need to be made every day within households. Together, we will explore what some of these decisions are, who makes decisions and why, how decisions are made, and what typical tasks fall on different household members — whether women, men or people of other genders.*
- **Describe categories:** Explain that for the purposes of this exercise, we will be focusing on men and women. Show participants that there are three categories that will be used: pile 1 is for men, pile 2 is for women, and pile 3 is for both.
- **Show task cards:** Show participants the Part A: Tasks cards, clarifying the text or visuals for non-literate groups, making sure that everyone is clear on the meaning of each card.
- **Begin sorting:** Ask participants to sort each of the Part A: Tasks cards and place them under pile 1 (Men), pile 2 (Women), or pile 3 (Both), depending on who they believe usually performs the given task.



Facilitator's notes

- *Encourage participants to identify who usually performs each task in the household or who does it most often, rather than who could perform it. This focus helps ensure that tasks are not automatically placed in the “Both” pile, but instead reflect actual household patterns.*
- **Additional cards:** Ask participants if there are any tasks missing. If so, provide empty cards and ask the participants to write new tasks and place them in the correct pile.
- **Reflect:** Use 3-6 questions of the following questions to facilitate dialogue among participants:
 - Who carries out more tasks? Why?
 - If one group has more tasks, what are the consequences or effects of this unequal distribution?
 - Ask participants to select 3-4 tasks they consider the most important. Then pose the question: “Who usually carries out these important tasks, and why?”
 - Which tasks are not done by women? Which tasks are not done by men? Why?
 - Are there tasks and responsibilities that you wish to be shared by other members in the household? Why?
- **Consider why not 'Both':** Invite a volunteer to pick one task card from pile 1 (men) and one from pile 2 (women). Then, have the group discuss whether either of these tasks could also belong in pile 3 (both). The following questions can be used to guide the reflection:
 - Have men ever done women's tasks and vice versa? Why?

- What happens when men take on tasks usually done by women, and when women take on tasks usually done by men? Why?
- What are the difficulties in moving tasks to pile 3?
- Would men and women be willing to take on the tasks that have been placed in pile 3 (Both)? If yes, what are the reasons these tasks have not been shared so far? If no, what are the reasons for that?
- What are the advantages for men and women to do this task?
- **Do the same for decision cards:** Ask participants to discuss the cards in part B: decisions cards and follow the same steps 1-7 above as used with Part A: Tasks cards.



Facilitator's notes

- *It is important to challenge participants to identify who makes final decisions if there is a disagreement to ensure that all decisions do not get placed under the "both" pile.*

- **Reflect on joint decisions:** Ask participants to reflect on "joint" household decisions. Guide the discussion by exploring: When do joint decisions lead to agreement? When do they lead to disagreement? How are these decisions usually made? Who tends to have the final say? Do both parties generally have an equal voice in the process?
- **Closure:** Time permitting, ask participants 2-3 of the following closing discussion questions.
 - Does this exercise reflect your own behavior within your family? If not, why do we expect different things in our home than what we perceive in our communities?
 - Is our individual behavior different from what we see as normal in our community?
 - How does it feel to look at this list of tasks and decisions as a man/woman? Is it fair? Why? Why not?
 - Do you wish things were different? Why?
- **Reflect on solutions:** Invite participants to reflect on how they might address some of the challenges raised during the session. This reflection will help carry the dialogue forward into the next session.



Facilitator's notes

- *Remind participants that personal stories and experiences shared in this dialogue should remain within the group. At the same time, encourage them—if they feel comfortable — to share with family and friends the issues discussed and the lessons learned.*

Caring for sick children

Large household purchases

Earning money for food

Children's schooling

House maintenance

Children's marriage

Farming cash crops

Daily household purchases

Farming consumable crops

Number of desired children

Caring for livestock

Use of family planning

Preparing children for school

When to go to the health center

Cooking meals

When to have sex

Selling food at the market

Who to socialize with

Disciplining children

Selling major goods

Participating in community activities

Fetching water

Fetching wood

1.14 ACTIVITY: POWER WALK

Purpose: Generate more awareness on the power dynamics that exist within and between communities and organizations; think critically about how diverse backgrounds and opportunities can result in different levels of power and resilience to climate change, environmental risks and other barriers to prosperity.

 **Time:** 30 mins

 **Materials:** Printed character cards

STEPS

- **Assign roles:** Provide a character card to each participant. Ask them not to share their characters with anyone.
- **Prepare for power walk:** Ask participants to stand in one line (a large space should be preidentified for this activity). Describe an environment and ask participants to imagine their characters in that context.
- **Read statements and begin power walk:** Read the following statements, one at a time, giving participants time to step forward or backwards based on their character. If the statement applies to them, they can step forward. If it does not, they can stay at the same place, or step backward (if there is space).
- **Statements can include:**
 - *I can access information about services easily such as health information on vaccinations.*
 - *In difficult economic situations, I still can afford many items without worrying.*
 - *I have access to 3 meals a day.*
 - *I have had access to education.*
 - *People listen to my opinions at home.*
 - *People listen to my opinions at work or within the community.*
 - *I have a job.*
 - *I have a place to live, and don't have to worry about it.*
 - *I can travel freely (i.e. walk to places, travel across provinces, or countries).*
 - *If I am sick, I know where to get treatment and can afford my medical expenses.*
 - *People respect me, and do not look down or make fun of me.*
 - *There is no violence in my home.*
 - *I can talk about my partner/spouse without being judged.*
 - *I was never harassed or treated differently from others at school or in my workplace.*
 - *I am healthy and have no physical disabilities.*
 - *I am not at risk of sexual harassment or violence.*
 - *I can marry who I love and get married legally.*
 - *I feel safe.*
 - *I don't have to worry about earning income.*

- **Ask participants to reflect on the following:**
 - How did you feel?
 - For people who are standing at the back, how did it feel to see everyone move ahead?
 - For the people standing in the front, how did it feel to be in the front of the room?
 - For those who answer that they felt strong or powerful — why did you feel powerful?
 - For those who did not feel strong or powerful — why do you think you were in that position?
 - Reveal your role one at a time.
 - Which statements made you move forward or stay in the same place?
 - What do we notice about men and women in the same role? (Example they can give = men tend to move ahead)
 - What gives people power? (e.g. money, position, authority, gender)
 - **Conclude:** Explain that power is the capacity to make choices, access opportunities, and influence outcomes. This activity highlights that people experience different levels of power. For example, some may have greater access to education, financial resources, safety from violence, or freedom to travel. Often, those with more power are men or individuals in positions of privilege and authority, but power can also be shaped by many other social and structural factors.



Facilitator's notes

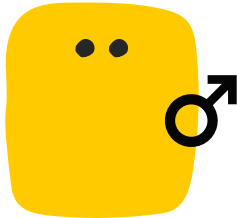
- *This exercise will be later referenced in the module on GBV (Day 2).*

ROLES FOR POWER WALK

- Photocopy one set. Cut into pieces so that there is one stakeholder per piece.
- You can choose/add/adapt the character based on the concepts

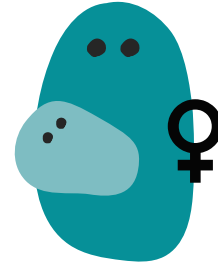


Male district chief



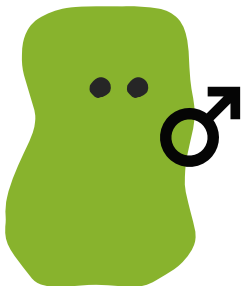
Age 45

Breastfeeding woman, no husband



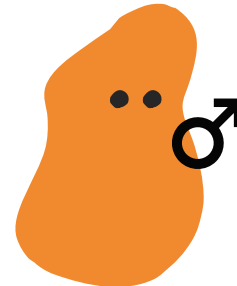
Age 25

Male soldier



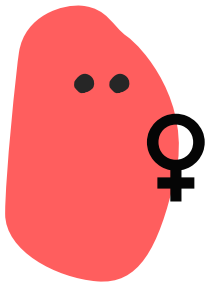
Age 20

Closeted gay man



Age 28

Female soldier



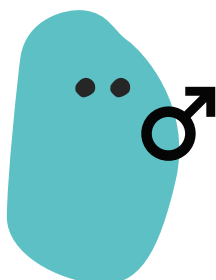
Age 40

Transgender woman



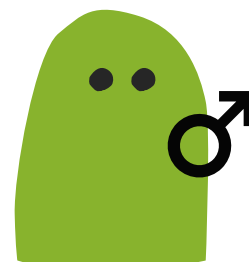
Age 35

Unemployed man with family of 4 people



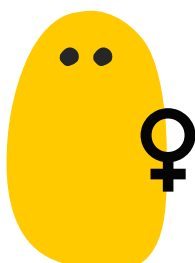
Age 50

NGO director, woman



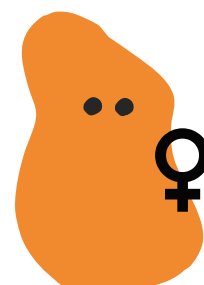
Age 60

Girl with 2 younger siblings



Age 13

Female survivor of domestic violence



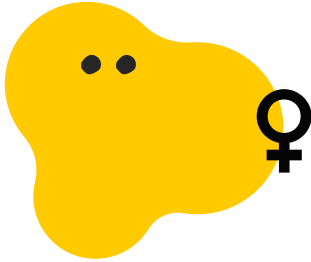
Age 22

ROLES FOR POWER WALK

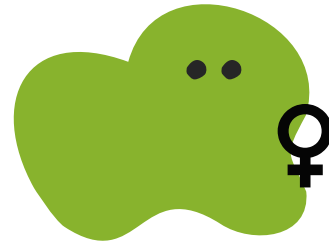
- Photocopy one set. Cut into pieces so that there is one stakeholder per piece.
- You can choose/add/adapt the character based on the concepts



Adolescent girl

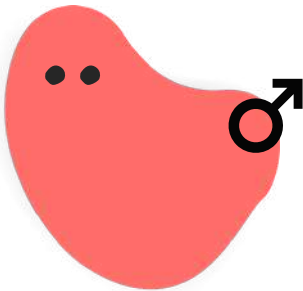


Female International NGO or UN staff member



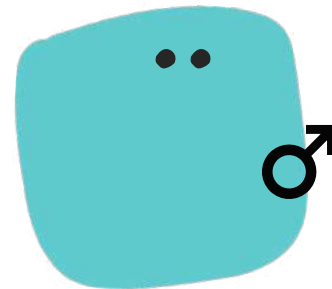
Age 35

Male, religious leader



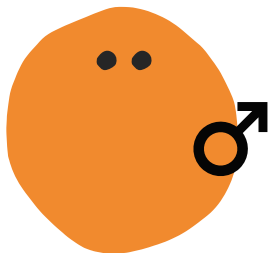
Age 39

Male, National staff for an NGO



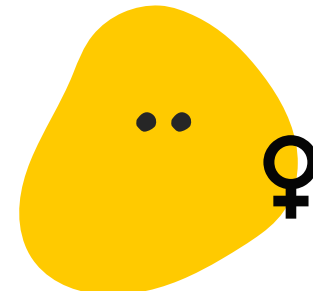
Age 35

Male, undocumented sex worker from neighbouring country



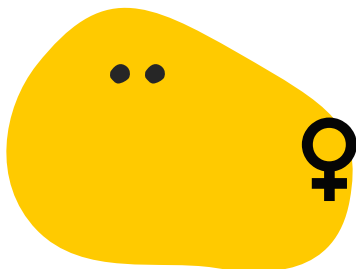
Age 26

Female police officer



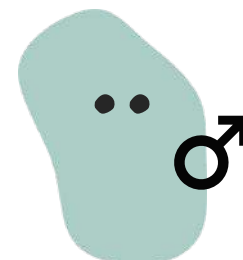
Age 55

Woman with a disability, living alone



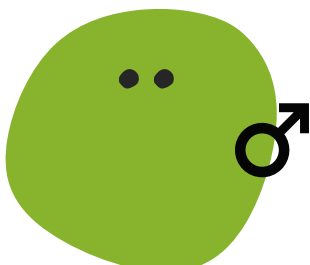
Age 30

Man with disability, living with extended family

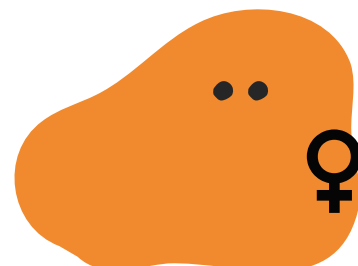


Age 45

Out-of-school youth, male



College student, female



2.0 DAY 2 ACTIVITIES

2.1 ACTIVITY: TYPES OF VIOLENCE

Purpose: Increase understanding of GBV, violence against women and girls and understand different types of violence.

 **Time:** 1 hour  **Materials:** Slides and flipcharts

STEPS

- Divide participants into 4 groups. Provide flipcharts for each group.
- Assign each group with a different type of violence: Physical Violence, Emotional Violence, Sexual Violence, Social and Economic Violence. Ask each group to reflect on two questions:
 - What are specific examples of this type of violence? (2 mins)
 - Where does this type of violence usually occur — at home, in the workplace or in the community? (2 mins)
- **Provide descriptions for each type of violence:**
 - **Physical violence** includes pushing, shoving, hitting, kicking, slapping, hitting with an object, throwing objects, or other acts to attempt to harm.
 - **Emotional violence** is behaviour such as shouting, swearing, insults, embarrassing, criticizing, threatening, extreme jealousy.
 - **Sexual violence** refers to any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances (sexual harassment), or acts to traffic, or otherwise directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting including but not limited to home and work.
 - **Social and Economic violence** is denying a partner control over basic resources. This includes acts such as the denial of funds, refusal to contribute financially, denial of food and basic needs, controlling access to health care and employment.
- **Ask participants:**
 - Who are common survivors of this type of violence? Who are common perpetrators?
 - Why does this violence occur?
- **Conclude** by summarizing that *GBV and violence against women takes many forms: Physical, sexual, emotional and economic and can happen at home, in the community or at work. Regardless of the type of violence or who commits it, GBV and VAW are always unacceptable. There is no circumstance in which they are justified.*



Facilitator's notes: *It is also important here to be sure that we do not blame survivors for violence. If any statements are made that blame the survivor ("they should not be out at night, they burnt the rice, or it is part of their job"), the facilitator should state that GBV and VAW are always wrong. Perpetrators are always to blame and do not have the right to use violence.*

- **Emphasize** that VAW is rooted in power inequalities and the misuse of power. Power exists in all relationships, though social structures often give men more power than women. Each of us chooses how to use the power we have:
 - **Power over:** One person dominates, leaving the other disempowered.
 - **Power with:** Both people feel respected and work together.
 - Facilitators should emphasize that power can be used in non-violent, supportive ways — or misused in controlling and harmful ways.

- **Emphasize** that GBV (including violence against women) cuts across all boundaries of caste, class, religion and culture, and sectors although the degree of its prevalence may vary. It directly affects people's health and well-being, meaning everyone working on health issues must factor GBV.
- **Conclude** by projecting the following via the relevant slide:

Violence against women has been defined as “any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.” (UN Declaration on Elimination of Violence Against Women).



Facilitator's notes:

- *Be prepared to respond to participants who assert that men can experience violence from their female partners. It is important to respond to these comments. Affirm that all forms of violence are unacceptable, have serious consequences, and need to be addressed. Emphasize that evidence shows that women are more vulnerable to violence compared with men. For example:*
 - *1 in 3 women in the world have experienced gender-based violence in their lifetime*
 - *Women are almost three times more likely to have experienced violence by a partner compared with men.*

2.2 ACTIVITY: FACTS AND MYTHS ABOUT GBV

Purpose: Increase participants' knowledge and awareness on ideas that perpetuate VAW.

 **Time:** 1 hour

 **Materials:** Myth cards, projected scenarios using slides

STEPS

- **Assign groups and distribute cards:** Divide participants into either three or six groups, depending on the number of participants. If there are three groups, distribute two cards to each group with the common myths and related questions about GBV outlined below. If there are six groups, distribute one card per group.



Facilitator's notes:

- **Myth 1**
 - *Men and boys can be victims/survivors of some types of GBV (particularly sexual violence).*
 - *GBV has a greater impact on women and girls with 1 in 3 women experiencing violence in their lifetime.*
 - *Men are overwhelmingly the perpetrators of violence against both men and women.*
- **Myth 2**
 - *Violence against women in the household occurs everywhere, regardless of education, wealth or social status.*
- **Myth 3**
 - *This myth is an example of 'victim blaming' where the survivor is blamed for the violence they experience.*
 - *Violence is never the fault of the survivor.*
 - *Everyone has a right to a life free from violence, no matter where they go, what they wear or how they act.*
- **Myth 4**
 - *The most extreme forms of physical violence, including murder, often occur when ending or leaving romantic or sexual relationships.*
 - *When it is assumed that a woman who is a victim of domestic violence stays by choice, blame is taken away from the perpetrator.*
 - *This places the responsibility for responding to the violence on the survivor, who might not be able to leave a relationship because of fears for their lives or the safety of their children.*



MYTH 1

ONLY WOMEN EXPERIENCE GBV.

Questions

- Is this true?
- Which other groups are vulnerable to GBV?
- Who are the primary perpetrators of GBV against different groups of people?

MYTH 2

DOMESTIC VIOLENCE ONLY HAPPENS AMONG POOR OR UNEDUCATED PEOPLE.

Questions

- Is this true?
- What, according to you, are the underlying causes of violence against women?

MYTH 3

VIOLENCE IS ALWAYS PROVOKED BY PEOPLE WHO BEHAVE INAPPROPRIATELY AND ARE NOT ADHERING TO RULES AND NORMS OF THEIR CULTURES.

Questions

- Are only those who challenge their gender stereotypes and gender roles vulnerable to violence?
- What about sexual abuse against children, including boys and girls?

MYTH 4

IF PEOPLE WHO ARE SURVIVORS OF DOMESTIC VIOLENCE WANTED TO LEAVE, THEY COULD LEAVE. IF THEY STAY, IT IS THEIR OWN CHOICE.

Questions

- What social or cultural factors might lead someone to believe that violence is their spouse's right within a marriage?
- Why do you think that some do not leave the family that perpetrates violence against them?
- What support systems and resources are available to survivors if they decide to leave their families?

- **Present and establish facts:** Ask each group to share their myth and summarize their discussions. Use the Facilitator's notes to establish the facts for each myth.
- **Introduce alternative myths and facts:** Explain to participants that the group will review a series of scenarios. For each scenario, they will be asked specific questions to guide discussion and reflection. Ask participants to physically move to the right or left side of the room depending on their opinion. Give them a few minutes to discuss their reasoning, and then share the Facilitator's take home message to establish facts. The movement is meant to energize the group and make the activity interactive. If preferred, the same discussion can be done without moving, simply as a seated conversation.

Scenario 1 *"I know a woman that does not do what her husband says. He tells her to stay at home, but she goes to the market and visits her parents a lot. I don't think he would hit her if she just did what he said."*

← Move to the left if you disagree.

Move to the right if you agree. →

Questions to guide discussion

- Should the wife obey the husband? Should the husband also obey the wife?

Take home messages

- Women have equal rights to men. A man does not have the right to control his wife.
- Women do not have to obey their husbands and husbands do not have to obey their wives. Couples can work on their relationship problems through discussion and engagement. If a woman does not obey, it does not give the man the right to hit her.

Scenario 2 *"My sister's partner hit her but she did not have any injuries. Is this domestic violence since there are no injuries?"*

← Move to the left if you think it is not domestic violence.

Move to the right if you think it is domestic violence →

Questions to guide discussion

- Why is it violence? Why do you believe it isn't violence?

Take home messages

- Violence can be sexual, physical, verbal and emotional.
- A person has the right to feel angry, but not the right to react violently.

Scenario 3 *"My husband and neighbour drink together. My neighbor's spouse hits her sometimes after he drinks. Is alcohol the cause of violence?"*

← Move to the left if you think alcohol is not the cause of violence.

Move to the right if you think alcohol is the cause of violence. →

Questions to guide the discussion

- Do all men that drink commit domestic violence?
- If this man stopped drinking alcohol, could we assume he would also stop hitting his wife?
- What factors does society often claim are the causes of violence?

Take home messages

- Drinking alcohol can exacerbate violence (occur more often or be more severe) but it does not cause violence.
- People often blame alcohol or drug use for causing violence, but substance use does not create violence on its own. Many people drink without ever being violent. Violence is a choice, and blaming substances can distract from the real issue of power and control.
- Reducing alcohol or drug abuse may help lower some instances of violence, but it does not eliminate it. The real cause is the belief that using violence is acceptable, an idea shaped and reinforced by social norms.

Scenario 4 *"Children were in the home when their father threw plates at their mother. The plates did not hit the children so I don't think the abuse affects them."*

← Move to the left if you think children were affected by this incident.

Move to the right if you think children were not affected by this incident. →

Question to guide discussion

- How does abuse within households affect children?

Take home messages

- Consequences can be serious and lifelong. Children are affected emotionally and physically. Children that witness violence are also more likely to become perpetrators or survivors of violence.
- Children who witness violence often experience fear, anxiety, health issues, and difficulties in school or social settings — even if they are not directly abused.

Scenario 5 *"I work in a restaurant. Men constantly make sexual innuendos towards me or try to touch me. Is this considered sexual harassment?"*

← Move to the left if you think it is flirting.

Move to the right if you think this is sexual harassment →

Questions to guide discussion

- Does it matter what someone is wearing or what type of work they do?
- What is the difference between sexual harassment and flirting?
 - To establish difference, probe: What if they feel uncomfortable by the comments even if the other person sees it as flirting?

Take home messages

- Most harassment has nothing to do with social interest or flirting — it is an abuse of power.
- Everyone, no matter their occupation, has the right to work in a safe and violence-free workplace.
- Everyone has the right to stand up against harassment and to report it.

- **Conclude and summarize:** Ask the groups to share their reflections from both activities. What facts and myths did you learn about VAW? Throughout the discussion, share clarifications from the facilitator's notes for relevant facts and myths if needed.



Facilitator's notes:

- *Many ideas about violence are shaped by harmful social norms and misconceptions. These norms often blame survivors for the abuse they experience, tolerate violence within communities, and reinforce inequality. Such attitudes normalize harm and restrict the rights, opportunities, and full development of people of all genders.*
- *It may be helpful to say: Even with clear evidence and the support of international and national laws affirming that all forms of GBV are unacceptable, we recognize that many of the myths and facts that we discussed may be challenging to accept. We encourage you to take time to reflect on why certain statements affect our ways of thinking so strongly. Feel free to reach out to me or our project team if you would like further support or discussion. Regardless of opinion, violence is never justified, and survivors must never be blamed.*

2.3 ACTIVITY: CONSEQUENCES OF GBV

Purpose: Explore how GBV affects individuals, families, and entire communities, and work together to identify effective strategies to prevent it.

 **Time:** 1 hour

 **Materials:** Prepared case studies (see page 24 for guidelines) with accompanying questions.

STEPS

- Distribute three prepared case scenarios, each illustrating a different form of GBV. Include questions under the scenario to prompt reflection.
- Ask participants to read the scenarios and answer the questions in each.
- **Discuss with the larger group:**
 - Is GBV an important issue in communities where you work?
 - What factors are responsible for GBV?
 - How does it affect people physically, emotionally, economically, socially and psychologically?
 - How does it affect specific genders physically, emotionally, economically, socially and psychologically?
 - How does it affect LGBTIQ+ people physically, emotionally, economically, socially and psychologically?
 - How does it affect children physically, emotionally, economically, socially and psychologically?
 - What can be done to prevent GBV, and support survivors?

Say: These scenarios and the discussion highlight the far-reaching consequences of GBV and VAW. Such violence harms families, children, and future generations, while also imposing serious costs on individuals and society as a whole. Violence is never acceptable, and its impacts must be recognized as both immediate and long-term. Survivors are never to be blamed

Say: GBV and VAW can affect a person's health, placing a burden on them and their community. Their inability to fully participate in the economic development of their family and the community keeps them locked in a cycle of poverty. The exclusion of survivors from social and communal decision-making processes hurts the entire community.



Facilitator's notes:

- Review the Additional Reading materials listed in the workshop overview before this session.

2.4 ACTIVITY: MAPPING SUPPORT FOR GBV SURVIVORS

Purpose: Increase participants' knowledge and awareness on ideas that perpetuate VAW and identify sources of support within communities.

 **Time:** 1 hour

 **Materials:** Flipchart, coloured markers

STEPS

- **Discussion:** Ask the group: What resource organizations are available to support someone experiencing gender-based violence? Encourage participants to identify specific services by probing: What about health services? Legal aid? Protection? Safe spaces? What about supportive policies organizationally, locally, nationally and internationally, such as workplace protections, reporting procedures, access to services or international rights.

- **Assign groups:** Divide participants into two or three groups. Ask each group to create a community map that includes key locations and services, such as a police station, hospital, clinic, health center, commune office, and village chief's house, members of the village mediation unit and relevant government and non-government offices and agencies, as well as the services mentioned in the discussion above. Also ask them to identify supportive policies that may support survivors.
- **Explain** to participants that they should use simple symbols or drawings instead of words (e.g. a picture of a house, hospital, or clinic). The facilitator can later add written labels to indicate what each symbol represents, for monitoring and documentation purposes.
- **After completing the community map, ask each group to:**
 - Identify the barriers that prevent people from reaching these organizations for help (e.g. distance, costs, lack of information, stigma).
 - Discuss what the community can do to improve access to these services and strengthen support for survivors.
- **After 10 minutes,** invite each group to present their community map. Presentations should highlight:
 - The **resources** available to support those affected by GBV
 - The **barriers** that make it difficult to seek help
 - The group's **ideas for improvement** to strengthen community response and support systems
- **Conclude:** Summarize the key challenges that survivors of GBV face when seeking support, apart from practical challenges such as distance and cost. Shame and guilt, particularly over deep-rooted gender biases that GBV survivors navigate, also add further challenges. Victim-blaming attitudes from service providers (police, medical personnel, and others) also remain a serious risk. These challenges stem from limited understanding and negative perceptions of gender-based violence, further isolating survivors and restricting access to essential support.



Facilitator's notes:

- *In this activity, participants should explore sources of support available to survivors of GBV. Emphasize that evidence shows that survivors may not reach out for formal assistance, including the Mekong region. When they do, they are most likely to turn to friends, family, or neighbors, seeking advice, support, and understanding.*
- *Invite participants to draw on concrete support examples from communities they have worked with. Some resources in some communities are: Women's organizations, courts, safe houses / woman support centres, rescuer teams, village chiefs, police departments, health centres, friends, family, neighbours.*

See [*IUCN GBV Referral Pathways*](#) for further information.

3.0 DAY 3 ACTIVITIES

3.1 ACTIVITY: GBV AND GENDERED CLIMATE RISKS MAPPING

Purpose: Gain a basic understanding of the interlinkages between climate change and gender roles assigned to women, and explore GBV risks

 **Time:** 1.30 hours  **Materials:** Flipchart from Activity 1.12 (24 Hours Clock), post-it-note, markers, pens

STEPS

- **Assign groups:** Divide participants into four groups. Each group should review the flipchart from Activity 1.12 (24 Hours Clock).
- **Asks group to agree on a hypothetical person:** Then, select one specific occupational category for a hypothetical person of a specific gender (for example, she can be a middle-aged woman, whose lifestyle may be familiar to most group members). Categories may include — farmer, fisherfolk, pastoralist, street vendor, home-based worker, garment worker. Ask them to narrow down on the geographical location of this person. Encourage groups to focus on women's experiences to explore both formal and informal roles in greater depth.
- **Discussion and list-making:** Ask each group to brainstorm all the daily activities undertaken by this person during a 24-hour period. Tell them to list all activities across seasons which fall into the purview of this woman's work. Ask each group to list their activities on a flipchart, using the sample format provided below:

TIME	SECTOR (PRODUCTIVE / REPRODUCTIVE / COMMUNITY / LEISURE)	WORK	CLIMATE OR ENVIRONMENTAL RISKS ASSOCIATED WITH THE WORK	ASSOCIATED GBV RISK
4 AM - 8 AM				
8 AM - 12 PM				
12 PM - 4 PM				
4 PM - 8 PM				
8 PM - 12 AM				

- **Explain the differences between activity types / sectors:**
 - **Production or income-generation:** Activities that ultimately earn money, such as farming, goat rearing, dairy, fish marketing, tailoring, fodder management, forest produce collection, beekeeping, and similar work. Invite participants to also include activities that may not bring direct payment but contribute to overall household income.
 - **Domestic activities:** Tasks required to run the household, including cooking, cleaning, washing, fetching water, childcare, elder care, nursing the sick, and similar responsibilities.
 - **Social activities:** Participation in community life such as festivities, weddings, funerals, public meetings, and related events.
- **Clarify with context-specific examples:** Ask them to seek clarification if necessary. For example, activities such as cowshed cleaning, or milking animals are often mistakenly considered domestic work, but should actually be recognized as productive activities.
- **Identify climate and environmental risks:** Invite participants to list the various climate risks in their region somewhere on their flipchart. Once all risks have been identified, ask participants to mark in their tables which risks affect women's different roles, using the designated column. Then, guide them to reflect on areas within their social roles where conservation, disaster risk reduction, climate change adaptation and resilience activities can be discussed. Emphasize that multiple risks may be linked to the same type of work.
- **Identify GBV risks:** Ask participants to list all the GBV risks that may affect their hypothetical person based on their activities and the climate or environmental risks identified. Have them write each risk on a post-it-note and place it in the column that corresponds to the related climate risk or activity. Remind the group that they can draw on their knowledge of GBV and its different forms from the Day 2 sessions.
- **Present and reflect:** Once each group has finished, ask them to present their hypothetical person and their chart. Invite reflection on these questions:
 - **Productive activities:** Which of the person's productive activities are most affected by climate change and/or environmental risks? Does this differ for women, men and other genders?
 - **Domestic activities:** Which reproductive/domestic activities are most affected by climate change and/or environmental risks, and in what ways?
 - **Overall impact:** Do you think people of certain genders—for example, women—are more affected by climate change and environmental risks? If so, why?
 - **GBV linkages:** What common patterns can you identify in the types of GBV that are associated with specific climate or environmental risks or with particular activities?
- **Conclude** on the point that *"climate change will have disproportionate impacts on women, particularly those from poorer and more marginalized communities. There is a need to engage women from these groups in disaster risk reduction (DRR) and climate change adaptation and resilience efforts. Their participation ensures that needs assessments reflect lived realities and that local plans are more gender-inclusive."*



Facilitator's notes

- Provide resource materials on the gendered dimensions of climate change as further reading and/or discussion points, such as [UN Women's Gender Dimensions of Climate Change](#).

3.2 ACTIVITY: INCREASING WOMEN'S PARTICIPATION

Purpose: Identify practical actions to increase women's participation in conservation programming

 **Time:** 1 hour

 **Materials:** Slide, flipchart paper, marker pens

STEPS

- **Explain:** Based on results from the previous activity, it is clear that women are directly and indirectly affected by, and at risk of, both GBV, climate change and environmental risks. Recognizing women as equal partners in driving conservation and climate solutions is also essential; their participation and leadership are critical to achieving meaningful and sustainable change.
- **Discuss key challenges:** Ask participants to remain in the same groups as the previous activity. Present the following template, and ask them to reflect on the following through their group discussions:
 - What barriers do women and other marginalized groups face in order to participate in conservation-related activities, or to raise their voices on these issues? Are they facing these barriers at different levels?
 - How would you address each barrier?
 - What are the resources that you need in order to do that? Where can you find support?

LEVEL	BARRIERS	HOW TO ADDRESS	RESOURCES NEEDED
Women themselves	e.g. Lack of confidence and skills		
Family	e.g. Partner or family are not supportive. Burdened by household work		
Community	e.g. Community does not allow women to join the committee.		

- Ask the group to present back to the plenary. Participants with similar projects or programme interventions can share their learning and discuss solutions together. Simple actions are acceptable — even if they may not amount to a large-scale impact immediately. What matters is recognizing participants' reflections and thought processes as a foundation for meaningful conversation.

4.0

DAY 4 ACTIVITIES

4.1 ACTIVITY: SIMULATION

Purpose: Practice facilitation skills in conducting gender sessions.

 **Time:** 1.30 hours

 **Materials:** Refer to each assigned activity for specific materials, flipchart, marker

STEPS

- **Assign groups:** Divide participants into 5-7 groups (based on the total number of participants). Each group should not have more than 4 people.
- **Assign activities:** Assign each group an activity from Days 1-3. Ask them to prepare the session as if they were facilitating it for colleagues or partner organization teams. They should develop both the session content and practice the facilitation skills they have learned. Remind them that they can access the manual digitally for reference
- **Groups conduct sessions:** Ask each group to conduct their session within 20-30 mins, and other groups will serve as the audience who will observe and provide feedback.
- **Reflect:** At the end of each group's practice session, ask observing participants to share their feedback on these key questions:
 - What do you like about their facilitation?
 - What can they do differently?
- **Collect & summarize:** Document participants' feedback on flipcharts, then present a summarized version to the whole group in plenary.

4.2 ACTIVITY: CLOSING

Purpose: Gain a sense of completion; review key learnings; share commitments; evaluate the event.

 **Time:** 20 mins

 **Materials:** Evaluation forms

STEPS

- **Sharing key takeaways:** Ask the group to form a large circle. Invite participants to briefly share one key takeaway from the training and what they plan to commit to in order to apply their learning in their workplace and/or their life.
- **Reflect on how to keep the learning going:** Often in this training, the question arises about what needs to be done for the learning to last. Ask participants: how would you answer this?
- **Complete evaluation forms:** Ask participants to complete evaluation forms (see template provided within this Annex / Toolkit). They can either submit this immediately or leave their completed form on a chair beside the door on their way out.

ACCOMPANYING SLIDE DECK

This manual includes an accompanying slide deck that can be adapted for your needs. Be sure to review the slides in advance and delete / add slides that best suit your workshop.



DOWNLOAD DECK ➔

PRE AND POST ASSESSMENT TEMPLATE

This assessment should be administered twice — once before the workshop and once after — to gauge learning improvement.

How would you describe your gender identity?

☐ Woman

☐ Man

☐ Non-binary /
Another identity

☐ Prefer not to say

1. How would you rate your understanding of GEDSI?

1

2

3

4

5

6

7

8

9

10

Very low

Very high

2. How would you rate your capacity to use GEDSI knowledge in your work?

1

2

3

4

5

6

7

8

9

10

Very low

Very high

3. Please share how you understand the concept of GEDSI.

1

2

3

4

5

6

7

8

9

10

Very low

Very high

4. For each statement, select one option — Strongly Agree, Agree, Disagree, or Strongly Disagree — based on your own perceptions. There are no right or wrong answers.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Only women and girls are at risk of gender-based violence				
Women who dress inappropriately deserve to be sexually harassed.				
Women should always take care of household responsibilities at all times.				
A husband should earn more than a wife.				
LGBTQI+-identifying people are not so serious about their relationship.				

**Note: statements can be added or adjusted based on the context.*

5. Since your role involves gender mainstreaming, please briefly share the main challenges or concerns you face in implementing it.

TRAINING NEEDS ASSESSMENT TEMPLATE

Note: Participants should provide their responses after the training – during the workshop or virtually.

1. Describe your role(s) in your organization/programme/project

2. How would you rate your understanding of GEDSI on a scale from 1 to 10

1 2 3 4 5 6 7 8 9 10

Very low

Very high

3. How would you rate your ability to use GEDSI knowledge in your work?

1 2 3 4 5 6 7 8 9 10

Very low

Very high

4. Please describe how you understand the concept of gender.

5. Please describe how you understand the concept of Gender based violence (GBV).

6. In what areas of project implementation do you feel you need more support for mainstreaming GEDSI?

7. Can you confirm your commitment to the four-day training?

☐ Yes

☐ No

8. Do you have any dietary restrictions?

☐ Yes

☐ No

9. Do you have any access and / or mobility restrictions

☐ Yes

☐ No

Notes

10. Is there anything you would like us to be aware of to support you in maximizing your learning from the workshop?

WORKSHOP EVALUATION TEMPLATE

Note: Participants should provide their responses before the training — ideally 1-2 weeks in advance — to help in adjusting and refining workshop modules.

1. What is one aspect of this workshop you liked the most?

2. What is one aspect you would like to see improved in this workshop?

3. What new learnings or insights did you gain from this training?

4. Did you feel like the learning environment was safe and inclusive?

**Note: You may include additional questions about the logistics, venue and workshop management to help improve the overall arrangement of future sessions.*

GLOSSARY

ACCESS AND CONTROL OVER RESOURCES

This concept has three parts: resources, access, and control.

- **Resources** include economic means (income, land, tools, credit), political means (leadership, information, organization), and time.
- **Access** is the ability to use and benefit from these resources.
- **Control** means having decision-making power over them—for example, women's control over land includes using it, holding legal ownership, and deciding whether to sell or rent it.

Access and control are central to women's empowerment and the achievement of gender equality.

DECISION-MAKING AND PARTICIPATION

Serves as a key measure of empowerment and a pathway to equality, development, and peace. These processes must include the perspectives of women, men, people of diverse gender identities, persons with disabilities, and marginalized groups.

Decision-making extends across government, politics, business, education, culture, media, religion, science, law, and international organizations. Equal and meaningful representation in all these spaces is essential.

EMPOWERMENT OF WOMEN AND GIRLS

Means gaining power and control over one's life. It involves:

- **Awareness and confidence:** Building self-belief and expanding choices.
- **Resources and opportunities:** Equal access to education, health, land, employment, and other means.
- **Agency:** The ability to use rights and resources to make strategic decisions, such as through leadership and political participation.
- **Structural change:** Transforming institutions and norms that perpetuate discrimination and inequality.

Promoting empowerment requires creating space for people — especially women, girls, persons with disabilities, and marginalized groups — to articulate their needs and take an active role in advancing them. Importantly, empowerment is not achieved in isolation; men and wider society must also be engaged in the process of change.

GENDER

Refers to the roles, behavior, activities, and attributes that a given society at a given time considers appropriate for men and women.

In addition to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, gender also refers to the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable.

Gender is part of the broader socio-cultural context, as are other important criteria for socio-cultural analysis including class, race, poverty level, ethnic group, sexual orientation, age, etc.

GENDER (OR SEXUAL) DIVISION OF LABOR

Explains how societies assign work to men, women, boys, and girls based on socially-defined roles. Understanding this—disaggregated by sex and age—is essential for planning community interventions.

Types of roles:

- **Productive roles:** Work to produce goods or services for sale, exchange, or family subsistence.
- **Reproductive roles:** Tasks that sustain the labor force, such as cleaning, cooking, childbearing, and caregiving—often assigned to women.
- **Community managing roles:** Voluntary, unpaid work (often by women) to maintain shared resources like water, health care, and education.
- **Community politics roles:** Leadership roles (often by men) in politics or governance, usually recognized and sometimes paid.
- **Triple role:** Women often carry reproductive, productive, and community responsibilities simultaneously, leading to longer, fragmented workdays.

GENDER EQUALITY

Refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean same rights across genders rights, responsibilities and opportunities will not depend on gender-based. Gender equality implies that the interests, needs and priorities of all genders are taken into consideration, recognizing the diversity of different groups of women and men. Equality is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.

GENDER EQUITY

Means fairness for people of all genders. Because women and marginalized groups often face historical and social disadvantages, special measures may be needed to ensure a level playing field. Equity is a step toward gender equality, which guarantees equal rights, responsibilities, and opportunities.

At the 1995 Beijing Conference and later in CEDAW's General Recommendation 28, states were urged to use the term gender equality rather than equity. Equality recognizes that fair treatment may sometimes mean identical support, or different support that provides equivalent rights, benefits, and opportunities.

GENDER IDENTITY

Refers to a person's innate, deeply felt internal and individual experience of gender, which may or may not correspond to the person's physiology or designated sex at birth. It includes both the personal sense of the body, which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical, or other means, and other expressions of gender, including dress, speech, and mannerisms.

GENDER NORMS

Ideas about how people should be and act based on gender. We internalize these "rules" early in life. This sets-up a lifecycle of gender socialization and stereotyping. Put another way, gender norms are the standards and expectations to which gender identity generally conforms, within a range that defines a particular society, culture and community at that point in time.

GENDER RELATIONS

The specific sub-set of social relations uniting men and women as social groups in a particular community, including how power and access to and control over resources are distributed between the sexes. Gender relations intersect with all other influences on social relations – age, ethnicity, race, religion – to determine the position and identity of people in a social group. Since gender relations are a social construct, they can be transformed over time to become more equitable.

GENDER BASED VIOLENCE (GBV)

GBV is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (gender) differences between females and males. The nature and extent of specific types of GBV vary across cultures, countries and regions. Examples include sexual violence, including sexual exploitation/abuse and forced prostitution; domestic violence; trafficking; forced/early marriage; harmful traditional practices such as female genital mutilation; honour killings; and widow inheritance.

PATRIARCHY

Refers to a traditional form of organizing society which often lies at the root of gender inequality. According to this kind of social system, men, or what is considered masculine, is accorded more importance than women, or what is considered feminine. Traditionally, societies have been organized in such a way that property, residence, and descent, as well as decision-making regarding most areas of life, have been the domain of men. This is often based on appeals to biological reasoning (women are more naturally suited to be caregivers, for example) and continues to underlie many kinds of gender discrimination.

VIOLENCE AGAINST WOMEN

Refers to any act of GBV that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

It establishes that violence against women shall be understood to encompass, but not be limited to physical, sexual and psychological violence occurring in the family, within the general community and perpetrated or condoned by the state. Finally, it argues that states should condemn violence against women and should not invoke any custom, tradition, or religious consideration to avoid their obligations with respect to its elimination.

WOMEN'S ECONOMIC EMPOWERMENT

Gender equality in the economy means that all people — regardless of gender identity — can fully and equally enjoy their economic rights and opportunities. This requires supportive policies, inclusive institutions, and empowerment initiatives. Economic empowerment is central to equality: it involves both the ability to succeed and advance in economic life, and the power to make and act on financial decisions.

Ensuring the economic empowerment of women, men, and gender-diverse people is not only a fundamental right, but also essential for achieving equality and driving broader development goals such as economic growth, poverty reduction, and improvements in health, education, and social well-being.

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