

# Gender and Development (GAD) Training Toolkit - PDF view

*This is a preview of the first 30 pages of the toolkit. To view the entire PDF, download the attached file on the left.*

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# Gender Training Toolkit

SECOND EDITION



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*Fatuma Hashi*  
Director, Gender and Development  
World Vision International

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## Foreword

Our Christian foundations and witness, and our learning from World Vision's journey in development lead us to acknowledge our responsibility to fully embrace, model and apply the very best practices in Gender and Development in all our work.

This requires that we actively identify and disseminate that learning so we waste no time in sharing our best with those we are called to serve. The following second edition of the Gender and Development (GAD) Training Toolkit encompasses decades of deep field experience, learning from others and our own journey in ever better appreciating the roles and gifts that women and girls, men and boys bring to sustainable development and human transformation. It represents yet another milestone in codifying the insight and progress we have made since World Vision declared its commitment to women in development (WID) in the early 1980s.

I encourage all of us to reflect on the theological grounding for transformed gender dynamics and to better understand, model and apply GAD learning in all our work and witness.

I want to thank Fatuma Hashi, the Partnership's leader for Gender and Development, for her initiative in leading this second edition, and all those whose field experience, effort and support contributed to the content and production of this toolkit.

*David Young*  
Senior Vice President  
Integrated Ministry and  
Strategy  
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## Preface

World Vision, an international Christian NGO with a commitment to transformational development, recognises gender and development (GAD) as an essential and critical component of its ministry. As a widely referenced social transformation theory, gender and development focuses not on the needs of women and girl children in isolation, but on gender relationships among men and women, boys and girls in the context of their families and communities. In this, GAD theory shares much in common with Christian ideas of reconciliation, justice, and the notion of being co-stewards of God's resources and co-heirs of God's grace.

For more than half a century, World Vision has accumulated experience in working with children and families around the world to build hope, to provide sustainable access to food and clean water, to promote MED and provide education and basic health necessities for a better future, and more. Through its work with communities, World Vision has learned that women and girls are often the most marginalized and discriminated against within a given population. Nevertheless, these women and girls hold the keys to the future for their entire communities. If women are literate, their children will be too; if girls are protected and well cared for, boys will be too. Additionally, when women are encouraged in leadership and responsibilities, this new power for transformation inevitably benefits men in their communities as well.

And so, for more than a decade, World Vision staff has been accumulating knowledge and experience in gender training and capacity building. In 1992, the World Vision International Board adopted a "women in development" policy for the entire partnership. In 1997, a gender-focused leadership position was created to implement and support this policy. This policy was revised to reflect the GAD approach in 1999.

The aim of this Gender Training Toolkit is the systematic integration of gender equality sensitivity, awareness and analysis into World Vision ministry in every area of its work. Gender equity not only affects the outcome and effectiveness of World Vision programs and projects, but it is also a vehicle toward the achievement of a transformed social relations and values within World Vision staff and in the communities where the organisation works. Most importantly, the Gender Training Toolkit gives World Vision staff a holistic understanding of key biblical passages related to gender equity.

World Vision staff members in many regions are being trained to use internationally recognised GAD tools such as the Harvard Analytical Framework. However, experience has demonstrated the value of translating some theoretical principles into lay language, as well as a need to contextualise these frameworks and address World Vision's unique ministry. Production of this Toolkit is our attempt to respond to staff needs on the ground and to specific requests for World Vision to produce a user-friendly gender training resource that is in alignment to LEAP.

As emphasized in the introduction, the integration of gender equality analysis and principles within each phase of the LEAP Cycle is an important goal in this second edition of the Gender Training Toolkit. Key GAD concepts support sound conceptualization and rigorous program design within Assessment, Design, Implementation, Monitoring and Evaluation and Reflection. Ensuring that Transformational Development Indicators and TD approaches integrate GAD principles, concepts and analysis at each step in a transformational development process is an integral part of the training sessions in this Toolkit. A particular focus on the use of gender analysis tools in Module 4 directly supports the five domains of change as presented in the Transformational Development framework.

The Gender Training Toolkit is designed as a resource for staff with training and facilitation skills to use in the training of new trainers and local and regional leaders. Staff can use the Toolkit's contents and exercises in workshops or small group sessions. Such sessions are particularly encouraged for staff who conceptualise, design, oversee, implement, evaluate and promote area development programmes. Participants in gender training workshops may come from diverse organisational units and levels in the organisation's hierarchy. There is something for everyone in this Toolkit, because it is designed to relate to specific and regular practices in the organisation's daily work.

This second edition of the Gender Training Toolkit consists of eight modules, with more than 30 individual training sessions. The first module introduces participants to World Vision's policy, mission statement and history regarding GAD. The second module discusses, explores and links gender relations with biblical reflection. The third and fourth modules define and discuss WID and GAD theoretical concepts, introduce gender analysis frameworks/tools and present gender-sensitive



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indicators. In any community or ADP, specific sectors (health, education, MED, HIV/AIDS) face unique challenges. This is also true as these sectors integrate GAD into their work. In Module Five, the curriculum integrates specific sector needs through use of the gender analysis tools presented in Module Four. Thus, participants are able to assess GAD needs in their sectors and actively address those needs. As this training is focused on transformed gender relations, Module Six participants use their gender lens – developed in Modules 1-5 – to examine their attitudes towards children and how they can contribute to the sustained well-being of children in the communities in which they work. Modules Seven and Eight are dedicated to Advocacy and HEA to ensure that participants examine the integration of these programming tracks with GAD principles, concepts and analysis.

This second edition of the Gender Training Toolkit is a resource for the World Vision Partnership, as well as for any sister agencies who may wish to adapt from these pages. It is my hope that as these ideas are implemented, they will empower our visionary and hard-working staff and contribute to equitable transformations in communities throughout the regions and nations where we work.

***Fatuma Hashi***  
Director, Gender  
and Development  
World Vision  
International



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## INTRODUCTION

### Why Gender and Development?

Of 1.3 billion global citizens living in poverty, a large percentage are women. While statisticians, theoreticians, multi-lateral organisations, NGOs and academics study this phenomenon, the women themselves – whose daily lives form the tapestry of this reality – have little time or strength for abstract debates regarding their condition. But these women know its many faces: the 18-hour day, the high risk of maternal death, the constant and consistent discrimination, the stretching of dollar-a-day incomes to feed and clothe their families, the bartering of their existence to survive one more day.

It has been said, “Women hold up half the sky.” For millions of women locked in poverty, responsibility for their families’ and communities’ well-being does not end just because they encounter unequal access to resources in health, nutrition, education and economic structures. In their ongoing responsibility, the women themselves, their families and their entire communities pay a steep price for constraints and injustices encountered in attempting to provide for basic human needs.

Men and women, girls and boys all have a role in working to transform this picture, so that both genders thrive in partnership and in living productive lives. This is the challenge addressed in the Gender Training Toolkit.

### The road to transformed gender relations

Historically, as agencies pioneered development efforts, they overlooked the importance of transformed gender relations and failed to recognise the contributions of both genders. Those designing projects and programmes were often unaware of the impact of the development process on the daily lives of the women and men, boys and girls in the communities in which their organisations worked. When this issue was identified, development researchers began documenting women’s and men’s contributions as well as constraints. The importance of working towards transformed gender relations emerged as a key competency.

Further, both grassroots and academic research began to demonstrate how gender interactions impact the development process. GAD (Gender and Development) became the internationally recognised term for a progressive approach to development that emphasises transformed gender relations and intentionally includes perspectives and experiences of women, men, girls and boys. GAD focuses on



ways to ensure that unequal relationships do not prevent equitable and sustainable development. The development research demonstrates that development programmes, policies and projects affect women, men, boys and girls differently and that GAD programmes provide *long-lasting effective transformation of communities only when women and men in the communities engage as co-decision makers.*

When they hear words such as “gender equity” or “gender issues”, most people immediately assume this is “women’s stuff”. It is important that we recognise that gender is about relations—between men and women, women and women, also between men and men and boys and girls. It is about who we are as men and women and how we are developing all our potential given by God regardless of our sex.

Comment By Luis Armenta, Director of Communications, WV Mexico in Volume I, Issue 2 of *La Esperanza*

Christian organisations have a great responsibility to provide leadership in this arena. The highest standards for justice, equity, human dignity and transformed relationships embedded in our faith continually challenge us to improve our efforts and illumine the path for others. As Christians, we believe that female and male are created equally in the image of God. Jesus’ life and works underscored this reality, as he challenged constraints and cultural restrictions women faced in New Testament times in order to honour and empower both men and women. He continues to do so today.

### **World Vision's Response: Gender and Development Training**

World Vision's Gender Training Toolkit is a comprehensive response to the global challenge of implementing a GAD focus in World Vision's work. The Toolkit reflects World Vision's ethos, core values and policy. After decades of intentional work and effort amongst the organisation's leadership and staff, women and men in World Vision ADPs (Area Development Programmes) are also beginning to share burdens, ideas and decisions.

While many gender training materials developed by other NGOs are available to development practitioners, the World Vision Gender Training Toolkit is a response to specific issues and challenges faced by field staff, especially in the context of a Christian NGO, in daily work. Sessions provided here focus on pragmatic uses of these tools and concepts for World Vision staff at all levels, and adapt several internationally recognised tools.

### **Linking the Gender Training Toolkit to World Vision's Integrated Focus: Christian, Child-Centred and Community-Based**

Module 2 presents theological grounding for Gender and Development and encourages participants to reflect on Christian perspectives in this development arena. Module 6 looks at roles of both girls and boys as agents of transformation, and helps development workers ensure that they are modelling healthy gender relations in their work as well as enabling full participation by children. Throughout the sessions in this Toolkit, participants are encouraged to ground what they are learning in the context of communities in which they work. Further, gender analysis tools and principles are designed to be shared with communities in each phase of the LEAP cycle.

"Now, with this knowledge, we will go back to our offices and share it with others. We hope that God will use us to help others understand the importance of gender integration in our work. Understanding in depth the concept of [gender] equity is important to engage in meaningful dialogue with community groups. Eventually, we will work together to bring about change in the communities, promoting transformed relationships for the well-being of children."

Participant in Gender Training in Larnaca, Cyprus, for development practitioners in MEER. From *La Esperanza*, article by Maia Woodward, Regional Communications Officer, MEERO, and Albana Dino, Program Quality Specialist, MEERO.

### **Linking the Gender Training Toolkit to World Vision's Programming Tracks: Transformational Development, Humanitarian & Emergency Affairs (HEA) and Advocacy**

Ensuring that Transformational Development Indicators and TD approaches integrate GAD principles, concepts and analysis at each step in a transformational development process is an essential element of this Toolkit. Participants examine their own programmes in light of lessons learned in each session. Particular focus on use of gender analysis tools in Module 4 directly supports the Five Domains of Change as presented in the Transformational Development framework.

Modules dedicated to Advocacy and Humanitarian & Emergency Affairs (HEA) ensure that participants will examine integration of these programming tracks with Gender and Development principles, concepts and analysis. Exercises require thoughtful integration of GAD into ongoing work, and ask for thorough preparation by participants who are experts in this field as well as participants who hold responsibility for ensuring a balanced development programme in the field.



### **Linking the Gender Training Toolkit to LEAP**

World Vision's design, monitoring and evaluation (DME) is called LEAP. In English, the acronym stands for Learning through Evaluation with Accountability and Planning. This framework is the result of a comprehensive Partnership process to achieve a common DME approach.

LEAP promotes quality, accountability and professionalism in programming with communities. LEAP implementation builds competence and confidence, and models systematic prospective learning.<sup>1</sup>

Integration of Gender and Development analysis and principles within each phase of the LEAP Cycle is an important goal in the Gender Training Toolkit. Key GAD concepts support sound conceptualisation and rigorous programme design within Assessment, Design, Implementation, Monitoring and Evaluation and Reflection.

### **Audience for the Gender Training Toolkit**

Facilitators for World Vision's gender training workshops can use these Gender Training Toolkit sessions to meet Gender and Development training needs of staff in every country, at every level.

- ADP staff will learn to use a wide variety of gender analysis tools for project assessment, design, implementation, monitoring and evaluation, reflection, and transition/re-design.

- Management staff will focus on learning GAD concepts and reflect on the theological grounding for transformed gender dynamics.
- Staff working in specific sectors such as health, HIV/AIDS, microenterprise development (MED) and education will find sessions that address implications of gender-sensitive programme design in their sector.
- Staff dedicated to Humanitarian & Emergency Affairs (HEA), Children in Ministry, and Advocacy will find frameworks and content customised for their particular needs.

Training sessions in the Toolkit include approaches, activities and materials for increasing World Vision staff expertise in gender and development issues in a participatory learning environment. Participants discuss obstacles and challenges and are encouraged to develop innovative strategies to address these. Their experience with LEAP, Transformational Development, sectors and programming tracks informs discussions and enhances integration of GAD with World Vision's ongoing development work.

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<sup>1</sup> Introduction to *LEAP 2nd Edition*, World Vision International, 2008.

## Gender Training Toolkit: Objectives

This Gender and Development (GAD) Training Toolkit represents a dynamic and living process, encompassing decades of experience while creating space for discussion, adaptation and development of tools, new insights and future research in GAD. As we are all a part of this process, your investment in study and use of this Toolkit for training is an integral part of its ultimate success.

### Overall Objectives

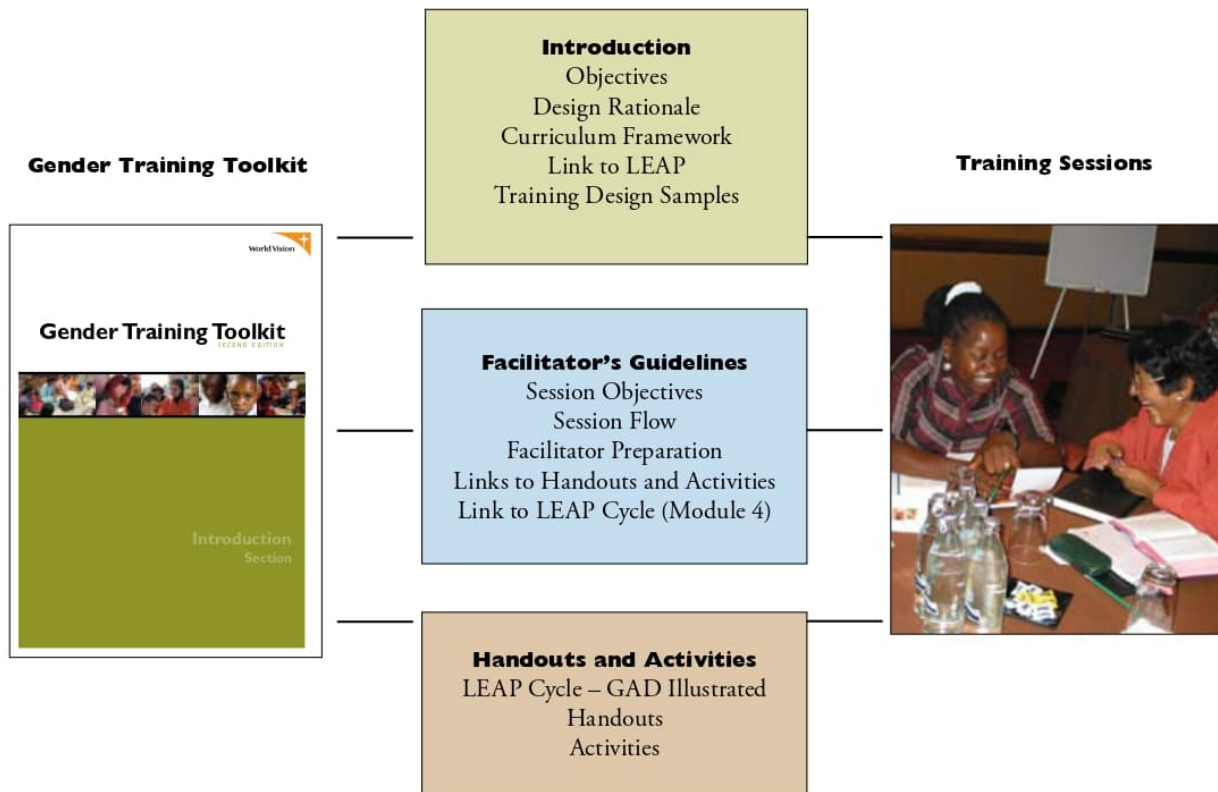
1. Link GAD concepts to the organisation's core values, mission statement and GAD Policy.
2. Gain theological and scriptural insights related to GAD.
3. Apply GAD concepts and Gender Analysis Tools to Transformational Development in each of TD's Five Domains of Change.<sup>2</sup>
4. Apply Gender Analysis to each phase of the LEAP Cycle.
5. Integrate gender analysis into all programming tracks and sectors.

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<sup>2</sup> TD Domains of Change Include:

- Well-being of girls, boys, families and communities
- Empowerment of all girls and boys as agents of transformation
- Restored relationships
- Interdependent and empowered communities
- Transformed systems and structures

## Gender Training Toolkit Components





## Core Curriculum in the Gender Training Toolkit

Curriculum for this training Toolkit addresses the complexities and challenges of holistically integrating Gender and Development. Module 1 presents World Vision's organisational journey in Gender and Development. This provides both rationale and support for staff as they create space and priority for GAD work. Because theological grounding is essential for all development work in the context of a Christian NGO's agenda and worldview, Module 2 invites participants to reflect on Jesus' response to gender dynamics in his life and work. Familiar passages are revisited with a gender lens. This module encourages spiritual insights, motivation and endurance as staff pursue transformed gender dynamics. Module 3 covers essential GAD concepts and the importance of transformed gender relations to sustainable development.

As staff recognise GAD's importance to their work through participation in the first three modules, they'll need tools to implement GAD in Area Development Programmes and project work. Linking GAD concepts and foundational principles to the LEAP Cycle through Gender Analysis Tools introduced in Module 4 addresses this need. Additionally, the facilitator has opportunity to revisit concepts and insights gained in the first three modules throughout each session, integrating them into daily practise.

In any community or ADP, specific sectors (health, education, MED, HIV/AIDS) face unique challenges. This is also true as these sectors integrate GAD into their work. In Module 5, the Toolkit curriculum addresses specific sector needs through use of Gender Analysis Tools presented in Module 4. Participants are able to assess GAD needs in their sectors and actively address those needs.

A comprehensive description of each module and each session is included later in this Introduction. Additionally, training design samples are presented to demonstrate the Toolkit's flexibility, enabling facilitators to respond to diverse staff needs and time constraints. However, it is important to note that facilitators should become familiar with all of the material in the Gender Training Toolkit. A strong foundation built in the first three modules, together with tools and sectors addressed in Modules 4 through 8, provide essential background for making training design decisions.

## 10 Easy Steps for Preparing Your Training Session

Steps for using this toolkit to design a training session are simple and straightforward.

### **Step 1**

Review examples of training designs in this Introduction.

### **Step 2**

Identify specific training needs of the group you will lead. Establish time available for workshops or sessions.

### **Step 3**

Identify modules and sessions corresponding to current training needs and allotted time.

### **Step 4**

Review Facilitation Guidelines for sessions you choose. Note links in the guidelines to appropriate handouts and activities, then locate the handouts and activities you will need. Familiarise yourself with the links to LEAP in the sessions you have chosen.

### **Step 5**

If desired, photocopy Facilitation Guidelines, handouts and activity materials. Prepare your customised training guide for the workshop.

### **Step 6**

Make any further preparations for the sessions you will be using, as noted in the Facilitation Guidelines. Prepare icebreakers; review strategies.

### **Step 7**

Consider including experienced participants as part of the facilitation and presentation team, if appropriate. Prepare these participants before the session

### **Step 8**

For quick daily feedback or evaluation, simply ask participants to respond to one or two questions about the day. Make appropriate adjustments as needed the following day.

### **Step 9**

Include time for written and spoken evaluation at the end of the workshop.

### **Step 10**

After the workshop, save your customised training guide for the workshop, along with your notes, lessons learned, and ideas for further use. If you receive a request for that particular workshop format again, your session is ready to go.

## HELPFUL HINTS FOR FACILITATORS

### ■ **Work together with LEAP or DME practitioners.**

Remember that your expertise is in gender and it's important to partner, particularly in Module 4, with a facilitator whose expertise is in LEAP/DME. The facilitator you partner with should be very familiar with the material presented in Modules 1-3, and can then give participants a solid foundation in the integration of GAD tools with LEAP. You may also want to team up with sector and programming track specialists for sessions in Modules 5 – 8.

### ■ **Relax!**

One challenge of facilitation is that you are working with a live and always unpredictable group of participants. You can never know with complete accuracy how a particular exercise or discussion is going to unfold with a given group. What if a discussion falls completely flat? What if you go over the time limit and have to revise the schedule? What if one participant becomes unexpectedly hostile and changes the group dynamic? What if a participant asks a question you can't answer? Shouldn't a "good" facilitator be able to ensure that every workshop goes flawlessly?

Don't worry! These unpredictable aspects of workshops contain the very seeds of growth and authenticity. Participants may learn very little from a completely flawless workshop except that sometimes they do go perfectly. For the most part, staff in your workshop will face these same challenges as they implement gender training. They need to be prepared to think on their feet and possess the confidence to deal with whatever happens. Watching you use your own experience to work with a difficult situation or group is the best "classroom" they could have.

### ■ **Recognise Your Strengths, Strengthen Your Weaknesses**

Every facilitator brings a unique set of strengths and weaknesses to these sessions. At the beginning, work from your strengths (leading a discussion, sharing content, directing a role-play, or even something simple like setting the right tone for a coffee break). However, be aware of areas in which you need more experience or support, and ensure that you have extra resources and practise in those areas.

### ■ **Experience Counts**

Few professional skills depend so much upon experience as training or facilitating. Every workshop increases one's ability to respond quickly and effectively to group dynamics. As a facilitator, gaining experience is extremely important.

### ■ **Modeling**

As a facilitator, you do not have to know all the answers. What you do have to know is how to help workshop participants find resources or build a network that will help them find answers. This is a process you can model at every opportunity.

### ■ **The Instant Replay**

After a workshop, "instant replay" is a helpful tool to examine group dynamics and improve facilitation skills. You do not have to videotape the workshop to replay and evaluate it. Just develop and improve your skill in active reflection on the dynamics of the workshop. With practise, you should be able to sit back and "watch yourself" interact with the group by recalling events and discussions after the workshop is over. What would you do differently next time? Make a plan to incorporate these improvements, and write down any notes you may need as reminders.

### ■ **Colleagues Count**

As you facilitate, do not forget to nurture collegial relationships. You now have another set of professional colleagues to discuss the challenges and joys of facilitating GAD workshops. Send books, websites, new networking contacts, and new ideas for the workshops. Check in frequently to see how they are doing. Expect ideas, books, articles and project documents back from them as well.

### ■ **Training Portfolio**

A great way for all trainers and facilitators to track their growing experience in training and facilitation is to maintain an active portfolio of workshops they lead. Evaluation notes, participant names, content covered, as well as exercises used and enhanced, can all be a part of this portfolio. Additionally, when you go to visit or follow up on staff participants' progress, viewing the training portfolio is a great lead-in to discussions about their growth and experience.

*A facilitator* — is a nurturer, an advocate and a role model.

*A facilitator* — contributes his or her experiences, perceptions and concerns on issues covered in the workshop.

*A facilitator* — always checks his or her value systems.

*A facilitator* — remembers that workshop participants may have different opinions on the subject.

#### ■ Non-verbal Facilitation Skills

- Make eye contact with everyone in your workshop group. Focus attention on every participant. Don't favour some over others.
- Move around the room, as you speak in a slow, calm way.
- React to what workshop participants say by nodding, smiling. In short, let them know you're listening.

#### ■ Verbal Facilitation Skills

- Formulate your questions to encourage candid responses and open discussion.
- Use open-ended questions such as: "What do you think about...?", "Why...?", "How...?"
- After one workshop participant makes a statement, ask the others if they agree.
- Encourage workshop participants to talk. Participants should talk more than you and any other facilitators do.
- Encourage workshop participants to answer each other's questions. In that way, everyone can learn to listen and to show respect for each other's responses.
- Ask workshop participants to paraphrase or repeat something in their own words to check whether they understand a particular concept. You should also paraphrase important points made by workshop participants, both to reinforce their statement and ensure that you have understood them accurately.

- Regularly summarise the discussion. Ask workshop participants whether they disagree with anything, and help them to draw conclusions.

#### ■ Facilitation Reminders

1. **Be Respectful.** Facilitators need to model respectful behaviour. It is crucial to be sensitive to workshop participants' individual differences and perspectives, as well as any discomfort participants may experience in discussing an emotional or personal topic.
2. **Be Non-judgmental.** Don't reinforce stereotypes. Keep the group's focus on facts and solutions.
3. **Establish Safety and Ground Rules.** Ask participants what they need from you and from each other in order to feel safe while talking about sensitive issues. If a discussion becomes heated, remind participants that they are always to disagree respectfully, without resorting to name calling or insults. Another way to create a safe space for workshop participants is to set up a "question box" in which participants can anonymously pose questions that might be difficult to raise in front of peers. You can then read aloud and answer questions without referring to individuals.
4. **Honour Diversity.** While dividing participants for small group exercises, aim to create heterogeneous groups that mix participants by age, race, ethnic background, departmental unit, and position in the organisation.
5. **Exercise Humility.** Don't feel that you have to be the world's foremost expert on gender issues. If you don't know something, admit it. If a workshop participant raises a difficult question, ask whether anyone else has an answer. Or, if the question is important, state, "My current understanding is that... but I'll look into this further." Or say, "That is an excellent question. To be frank, I don't have the answer, but I'll find out for you."



## THE FACILITATOR'S ROLE: WHAT IT IS AND ISN'T

| IS                          | ISN'T                |
|-----------------------------|----------------------|
| Positive                    | Cynical              |
| Optimistic                  | Holding hands        |
| Tough                       | Solving problems     |
| In control                  | Negative             |
| Motivating                  | Timid                |
| Supporting                  | Sarcastic            |
| Leader                      | Superior             |
| Entertaining with a purpose | On an ego trip       |
| Inspiring                   | Giving magic answers |
| Happy                       | Lecturer/teacher     |
| Raising awareness           | Rigid                |
| Confident                   | Boring               |
| Clear                       | Know-it-all          |
| Organised                   | Counselling service  |
| Approachable                | Distant              |

**BE PREPARED  
ENTHUSE – ENERGISE – ENCOURAGE**

## CORE CURRICULUM: DESCRIPTIONS OF MODULES AND SESSIONS

Gender and Development, as an essential component of the development process, is continually refined whenever women and men engage in the challenge of transformation in communities. This Toolkit's curriculum integrates specific concerns raised by development practitioners in the daily work of World Vision and partnering organisations. As such, it incorporates biblical reflection intended to exercise the "soul" of a Christian development organisation, as well as internationally recognised GAD practises, concepts and tools increasingly required of all development professionals.

The sequential nature of the Toolkit's modules reflects the difficult and essential work of personal and corporate change that is expected as part of this training. The curriculum intends to be transformational, not only in communities where staff work and live, but likewise in organisational and leadership cultures, in staff families and in relationships with colleagues, recognising that we are all in need of transformational development. Each session builds a foundation for participants that will both motivate and support this transformational process. Further, skills participants acquire as they use Gender Analysis Tools and Gender Indicators prepare them to work effectively in Area Development Programmes towards outcomes that are long-term and multi-generational, for the holistic benefit of women and men, girls and boys.

### Module 1

#### Why Gender and Development Is Important to Our Work

In this module, Gender and Development (GAD) is linked to World Vision's Core Values, Mission Statement and policies. Participants explore connections between the organisation's daily work and gender issues, gender concerns, gender concepts and gender analysis. This engagement lays the groundwork for in-depth gender training in Modules 2-5.

##### 1.1 World Vision's Mission Statement, Core Values and GAD Policy

During this session, the facilitator presents an overview of the mission statement, core values and gender policy as well as a historical overview of key individuals, events and initiatives in Gender and Development as a critical element in World Vision's journey. Group discussion centres on implications for transformational development in Area Development Programmes and initial assessment of the relationship between policy and current reality.

### Module 2

#### Gender and Biblical Reflection

For an NGO whose identity, history and core values are Christian, biblical and theological grounding are essential to determining priorities, strategies and response at every level of our daily work. This is particularly true of Gender and Development. World Vision affirms that Scripture is to be interpreted holistically and thematically, and also distinguishes between inspiration and interpretation. Inspiration relates to the divine impulse and recognises the whole canon of Scripture as the Word of God. Interpretation is our human activity as we seek to discern revealed truth in harmony with the totality of Scripture and under the guidance of the Holy Spirit.

To be truly biblical, followers of Jesus must continually examine their faith and practise under the searchlight of Scripture. In humility, we acknowledge that Christians throughout history have erred in interpretation at various times and have had to rely on the grace of God in resubmitting to the authority of Scripture in light of new understanding. Just as we now recognise that Copernicus was correct despite condemnation by church authorities, and just as Jesus had to rebuke Nicodemus, his own disciples and religious leaders of his day for not understanding Scripture accurately, so we followers of Jesus today need to be humbly willing to re-examine our assumptions regarding God's words to us about gender relations and reconciliation.

Module 2 explores central biblical passages, concepts and imagery related to gender dynamics. Activities allow staff to reflect on what the Bible says about gender relations, discrimination, women, injustice and cultural issues in gender relations. The actual historical context of the life of women in the New Testament illumines Jesus' response to harmful traditions and cultural constraints faced by women at that time.

Jesus' own transformation of gender dynamics – the cultural and religious norms during New Testament times – is presented as our deepest motivation to work for justice, empowerment and transformed gender dynamics in the 21st century. This module can also be used as devotional material or as a one-day in-depth study on gender and the Bible.

##### 2.1 From Genesis to Galatians

New insights are encouraged during small group discussion and reflection as participants re-examine key theological concepts in Genesis with



a gender lens. Additionally, participants examine concepts of gender equality, diversity, unity and complementarity in light of Genesis 1:26-28 and Galatians 3:26-28.

### **2.2 Incarnational Power: The Magnificat**

A dramatic reading of The Magnificat highlights the poetry, socio/political/historical realities and implications of this passage for gender equality. Participants work in pairs or small groups to explore how The Magnificat speaks to God's order and point of view regarding gender dynamics and social structures. Further questions address intergenerational implications for nurture and support of girl children's potential, along with consequences of this provision or lack for whole communities.

### **2.3 Jesus Challenges the Gender Dynamic**

A thorough grounding in the "gender dynamics" that Jesus lived and modelled is essential for any Christian understanding of gender. In this session, participants are introduced to historical and textual evidence of constraints women faced in New Testament times. Participants work in small groups to prepare and present a narrated role-play of two biblical stories: The Samaritan Woman, and Mary and Martha. Narrative and dramatic role-play help participants examine ways in which Jesus engaged with harmful traditional and cultural patterns.

### **2.4 Gender Imagery in the New Testament**

Participants examine familiar passages and imagery in the New Testament with a gender lens. Discussion and activities heighten awareness of "gender mainstreaming" throughout the New Testament and the challenge this raises for all Christians working with GAD.

### **2.5 Scripture Search in the Community: Using a Gender Lens**

This session outlines Scripture Search methodology and its effectiveness in introducing and developing gender equity. Participants use role-play to explore practical and powerful ways in which Scripture can be applied to resolve a gender conflict.

## **Module 3**

### **Gender and Development Concepts**

Module 3 builds on the importance of gender to World Vision's work in sustainable development and on the importance of understanding a community's theological perceptions of gender dynamics (Modules 1 and 2).

Activities encourage increased awareness of historical dimensions of gender dynamics and the urgency and scope of current work in GAD. Participants learn essential concepts of Gender and Development, including the difference between sex and gender, the importance of understanding gender roles, the shift from "Women in Development" to "Gender and Development" (WID to GAD), empowerment and women's triple roles in work (reproductive, productive and community), as well as practical versus strategic gender needs.

Most importantly, these concepts are linked to participants' specific engagements in Area Development Programmes (ADPs) and communities.

### **Session Descriptions**

#### **3.1 Sex and Gender Roles**

This session explores gender roles in light of participants' own experiences and cultural conditioning, as well as the concept of gender roles in GAD work. Distinguishing between "sex" and "gender" further clarifies the difference between aspects of our lives that are socially conditioned and those that are gender-related biological imperatives.

#### **3.2 The Road from WID to GAD: Key Definitions for Gender and Development**

Following the road from WID to GAD illumines reasons that gender dynamics have such a profound effect on the well-being of women and men, boys and girls. Presentations focus on differences in WID and GAD approaches as development practitioners work with communities in problem analysis, as well as definitions of goals, solutions and strategies.

#### **3.3 Practical Gender Needs and Strategic Gender Needs**

This essential GAD concept is presented and discussed with the entire group participating. Using a worksheet to identify Practical Gender Needs (PGNs) and Strategic Gender Needs (SGNs), participants then work individually with a list of needs to determine which would be categorised as strategic and which categorised as practical. Because this GAD concept is expressed in technical language, the session closes with participants' construction of natural language (community language) expressions of these needs.

### **3.4 Women's Triple Role: Productive, Reproductive and Community Work**

After distinguishing between these three categories of work, participants in small groups develop a matrix to analyse types of work present in their communities. Both gender needs (strategic or practical) and types of work are considered. The session closes with a discussion of the value of consistent technical definitions for GAD concepts. Additionally, there is an emphasis on recognising these concepts when expressed differently by ADP and community members.

## **Module 4**

### **Gender Analysis Tools**

Gender Analysis, for development practitioners at all levels, includes integration of sound GAD practises into every phase of the LEAP Cycle. Module 4 includes specific and internationally recognised Gender Analysis Tools that assist development practitioners in this process.

An opening session introduces Gender Analysis and demonstrates how tools are used in the LEAP Cycle. Sessions include the Harvard Analytical Framework, the Gender Analysis Matrix, The 24-Hour Day, the Equality and Empowerment Framework (EEF/formerly WEEF), and basic concepts in the Participatory Learning Approach (PLA). Each tool is presented with opportunities to practise key components of Gender Analysis in both the training setting and a community or Area Development Programme (ADP) setting. Finally, a session on Transformational Development gender-sensitive indicators assists participants in programme design and integrating use of the tools into daily work.

#### **4.1 An Introduction to Gender Analysis Tools**

The what, why, who, when and how of Gender Analysis Tools is the focus of this session. What is Gender Analysis? Why conduct Gender Analysis? Who conducts Gender Analysis? When is the best time to conduct Gender Analysis? How is Gender Analysis conducted? What tools are available?

Additionally, this session presents a paradigm of how key components interact in Gender Analysis. These key components include gender roles, gender division of labour, access, power relations and gender needs. Participants learn how these components interact and practise recognising the dynamics as expressed in the daily language of their communities.

This session also links Gender Analysis Tools with the LEAP Cycle. A matrix identifies specific tools with their appropriate use in each phase of the LEAP Cycle.

#### **4.2 Introduction to the Harvard Analytical Framework**

A brief presentation of the four elements of the Harvard Analytical Framework is the focus of this session. Subsequent sessions detail each of the four elements, but this introduction presents the framework as an integrated whole. The intent is to prepare participants to examine the framework in depth.

#### **4.3 The Harvard Analytical Framework: Activity Profile**

A plenary group presentation of the Activity Profile opens this session. After review of the three kinds of work (reproductive, productive and community), a skit/role-play offers both skit participants and observers an opportunity to experience being on the receiving end of an Activity Profile, as well as opportunity to examine their own attitudes towards different kinds of work. Group discussion focuses on appropriate methodologies for gathering information using an Activity Profile and appropriate use of the tool in each phase of the LEAP Cycle.

#### **4.4 The Harvard Analytical Framework: Access and Control Profile**

Plenary group presentation of components and essential definitions of the Access and Control Profile prepares participants for a hands-on practise session with another member of the group. Using an interview process, they administer the Access and Control Profile. Time is allotted during the session to clarify definitions and categories. Particular sensitivities – required when eliciting this kind of information in a community – are discussed, as well as management strategies required to master use of this tool in the midst of a busy work schedule. Participants also examine effective use of this tool in each phase of the LEAP Cycle.

#### **4.5 The Harvard Analytical Framework: Analysis of Factors Influencing Activities, Access and Control**

Using project documents from their own work, participants use this tool to analyse external factors that influence the success of Transformational Development practise. Discussion centres on essential strategies to ensure sound development design practises can influence external factors to



have a positive effect on the life of the project. Use of this tool in organising data and analysing GAD constraints and opportunities in each phase of the LEAP Cycle is also a focus of this session.

#### **4.6 The Harvard Analytical Framework: Project Cycle Analysis**

Participants apply LEAP Project Cycle Analysis questions to project documents to determine whether gender-appropriate questions or Gender Analysis was used in initial project identification, design, monitoring and implementation. One element of small group reflection centres on the importance of sound management strategies to successful achievement of long-term Transformational Development that includes gender equity and justice.

#### **4.7 The Harvard Analytical Framework: Project Application Session**

After a community practicum in which participants experience first-hand how to use the Harvard Analytical Framework, they engage in small group work, plan a presentation of their findings and lessons learned in the community, and share this information in a plenary session. Participants are encouraged, in their community practicum, to determine how linking Gender Analysis to each phase of the LEAP Cycle will enhance the effectiveness of GAD programming.

#### **4.8 The Gender Analysis Matrix**

After working with the Harvard Analytical Framework, participants are introduced to the Gender Analysis Matrix. Small group work and plenary group discussion give participants opportunity to work with the matrix directly and to implement its use in specific and appropriate development scenarios. Participants also examine how dynamic use of this tool can support empowerment goals and transformed gender relations in communities.

#### **4.9 Empowerment: Goals, Definitions and Classifications**

Empowerment is examined within a specific paradigm, distinguishing power as “power over”, “power to”, “power with” and “power within”. Participants evaluate essential gender dynamics associated with their work in development programmes. As empowerment is an important World Vision choice for sustainable development work, a clear understanding of goals, definitions and classifications of empowerment is crucial to sound programming.

#### **4.10 Equality and Empowerment Framework (EEF)**

Presentation of the Equality and Empowerment Framework leads participants to further integration of GAD concepts and Gender Analysis Tools, increasing their range of options as they work in sustainable development. This opportunity to become acquainted with a widely used framework and to examine it in light of Transformational Development principles broadens awareness of resources adaptable for various contexts and enhances programming expertise across the LEAP Cycle.

#### **4.11 Participatory Learning Approach and Gender Analysis**

Most participants will be familiar with PLA. This session is designed to link their expertise and experience to Gender Analysis. Content includes working with timelines, family lines, trends analysis and participatory resource mapping. Questions and engagement in PLA are linked with the Harvard Analytical Framework to encourage integration of Gender Analysis Tools where appropriate. The session encourages using PLA in each phase of the LEAP Cycle to lead to transformed gender relations.

#### **4.12 The 24-Hour Day**

Staff can practise and master this effective and simple tool by interviewing each other in pairs or small groups. They then analyse data gathered and review the types of work (reproductive, productive and community) in light of GAD. Roles of women and men, boys and girls are illuminated and used throughout each phase of the LEAP Cycle.

#### **4.13 Gender-Sensitive Indicators: An Overview**

Differences between qualitative and quantitative indicators are defined in this session. After a presentation of the Canadian International Development Agency’s (CIDA) Guide to Gender-Sensitive Indicators, participants engage in a case-study approach to use of these indicators. Participants integrate and apply what they have learned in previous sessions and also examine how sound gender analysis can be reflected in World Vision’s Transformational Development Indicators (TDIs) and ultimately support transformed gender relations in the community between men and women, girls and boys.

## Module 5

### **Multi-Sectoral Gender Awareness: Women as Peacemakers, Health, HIV and AIDS, MED, Education**

Module 5 focuses on issues and available tools that enhance gender awareness in specific development sectors. Sessions are dedicated to gender issues and available tools for Women as Peacemakers, Health, HIV and AIDS, MED and Education. Each highlights the importance of Gender Analysis Tools in programme design and implementation. Participants review what they have learned in previous modules and reinforce these learnings as they analyse the relevance of specific tools and the importance of Gender Analysis to specific sectors.

#### **Session Descriptions**

##### **5.1 Women as Peacemakers**

When armed conflict disrupts daily life in a community, women are both at risk in the conflict itself and of high value in reconciling the conflict. This session focuses on women's dual strength and vulnerability in armed conflict scenarios and highlights particular strategies and efforts required to meet the needs of both genders.

##### **5.2 Gender Analysis and Health**

To assess the complex interactions of factors that promote health and well-being in communities and Area Development Programmes (ADPs), this session utilises the Equality and Empowerment Framework (EEF, formerly WEEF) to analyse empowerment in addressing health issues in programme design, implementation and evaluation. Small-group questions allow participants to study this interaction of factors affecting health and well-being through the lens of an individual woman's life in the community.

##### **5.3 Gender Analysis and HIV and AIDS**

HIV/AIDS is of increasing significance and concern for many countries already overburdened with economic and development challenges. In this session, participants examine rights and responsibilities of both genders in addressing HIV/AIDS. Existing factors that increase vulnerability are analysed through use of the Harvard Analytical Framework.

##### **5.4 Gender Analysis and Microenterprise Development (MED)**

Economic viability for both genders is crucial in every community. This session examines needs and circumstances of women and men as they work towards this goal. Discussion of uses of

Gender Analysis Tools in MED programme design and implementation allows staff to analyse interactions of factors that influence the success of MED projects.

#### **5.5 Gender Analysis and Education**

Gender issues specifically related to both formal and non-formal education are integrated into presentations and discussions in this session. Small group work focuses on effective strategies to ensure both genders equal access to education. Cultural and economic factors are examined through use of The 24-Hour Day. Participants consider how current practises and norms affect time and resources available for education.

## Module 6

### **Girls and Boys as Agents of Change**

World Vision's central focus on the sustained well-being of children as a key development goal makes this module on children – girls and boys – essential. How do we protect children? How do we encourage their authentic participation? How do we transform their role in the community? How do we help adults in a community see children's value and encourage development of their potential? How do we ensure that both girls and boys experience gender equity and build healthy models of transformed gender relations in their daily behaviour – both now and in the future?

This module addresses these questions through presentations of important content in the areas of protection and participation, healthy gender modelling, and children's rights. Participants examine this content in light of phases of the LEAP Cycle and in programmes in which they are working. As this training focuses on transformed gender relations, participants use their gender lens – developed in Modules 1-5 – to examine attitudes towards children and how they can contribute to sustained well-being of children in communities in which they work.

#### **6.1 Empowering Girls and Boys – What difference does it make?**

This session focuses on empowerment of girls and boys and links that empowerment to the sustained well-being of children. Discussions, role-plays focused on transforming ways community members interact with children, and a choral reading of the Convention on the Rights of the Child (CRC) – contribute to participants' understanding.



## **6.2 Key Concepts, Types, Methods and Guidelines for Full Participation of Girls and Boys**

This session helps participants understand key concepts for effective participation by boys and girls. Group members also examine types of participation usually found in communities, and how these relate to each phase of the LEAP Cycle. Additionally, group members work with diverse participation methodologies appropriate for eliciting participation of girls and boys.

## **6.3. Using Gender Analysis Tools with Girls and Boys**

In this session, participants re-visit experience with Gender Analysis Tools to learn appropriate ways to use these amongst children to gather information in highly participatory ways. World Vision believes children can be agents of transformational change. Participants examine this expectation in light of what they have learned in this module.

## **Module 7**

### **Gender and Advocacy**

Almost all development initiatives focused on transformed gender relations involve some level of advocacy for the women and men, boys and girls involved. In this module, participants become familiar with World Vision's definitions, priorities and categories of advocacy. This session also introduces international conventions as a standard and guideline for improving conditions for both genders. Participants look at issues and concerns when embarking on advocacy work, and appropriate responses. Finally, participants look at dynamic challenges faced by World Vision colleagues in advocacy to examine how to match the right advocacy response to issues in their own work.

## **7.1 GAD and Advocacy in World Vision – An Introduction**

Participants are introduced to World Vision definitions and priorities in advocacy. They discuss their own experiences in advocacy and identify common issues and concerns and how to overcome resistance, amongst themselves or ADP staff members and amongst the communities in which they work. Presentation of international conventions which World Vision adheres to ensures that participants recognise their responsibility to uphold these conventions in their development work.

## **7.2 World Vision's Categories of Advocacy Practise – Link to Gender Advocacy**

In this session, World Vision's categories of advocacy practise are presented to participants with specific examples of usage and possible outcomes. Participants then utilise an Advocacy Category matrix to reflect on advocacy issues in their own programmes and how advocacy initiatives can effectively address these.

## **Module 8**

### **Gender and Humanitarian & Emergency Affairs (HEA)**

Gender sensitivity in HEA programming responses to relief and emergency scenarios is essential to the successful implementation of HEA. Once development practitioners and HEA experts are involved in a response, there is little time to integrate GAD knowledge and insights. For this reason, thoughtful consideration of the demands of Gender Analysis within a relief and emergency modality needs to be incorporated into HEA plans in a pre-response timeframe.

Much of the material in this module is adapted from Elaine Enarson's work with World Vision staff during the recent tsunami in Asia and other HEA scenarios around the globe. Checklists cover considerations for practitioners before, during and after a relief scenario. Participants discuss these in small groups and present findings and observations in plenary. They examine their own experiences in relief responses and consider what contributions Gender Analysis can make. Finally, participants are introduced to CIDA's (Canadian International Development Agency) Capabilities and Vulnerabilities Framework as a way of organising a gender-sensitive response. Exposure to this framework also ensures that participants are familiar with an internationally recognised and widely used framework.

## **8.1 Introduction to Gender and HEA**

A background reading by Elaine Enarson offers participants and facilitators an in-depth look at how to think about GAD in emergency scenarios and how this focus can lead to sustainable development. Insights from World Vision HEA experience contribute to understanding how concepts of Reproductive, Productive and Community work transfer to Gender Analysis in post-disaster scenarios.

### **8.2 Gender Considerations in HEA Programming and Planning**

This session focuses on sound GAD practises in both rapid response mode and in post-disaster development planning. Participants are introduced to these practises through presentation and handouts of checklists for every development area. Using these checklists, they work in small groups to evaluate past experience in HEA and what they can do differently next time.

### **8.3 The Capacities and Vulnerabilities Framework**

CIDA's Capacities and Vulnerabilities Framework gives relief workers another tool to work flexibly within emergency or refugee scenarios. Knowledge of and aptitude in using this tool is especially important in partnering with other agencies who may be using CIDA's framework to plan their response.



## TRAINING DESIGN FOR THE GENDER TRAINING TOOLKIT

Gender training facilitators have to address time constraints while accommodating specific staff requests and needs. This Toolkit has been designed with these constraints and training needs in mind. Each session is self-contained, yet can be combined in a variety of ways. However, facilitators' own clear understanding of why they are choosing specific training sessions is essential.

Modules 1-3 provide participants with conceptual and theological frameworks they need to appropriately integrate Gender Analysis Tools, gender-sensitive indicators, and GAD sectoral recommendations that follow in the later modules. It is highly recommended that you start with these first three modules. If some participants already are familiar with this background, they can be utilised as co-facilitators or leaders in small group work and/or encouraged to deepen their own understanding of the basics.

In Module 4, several Gender Analysis Tools are presented. While facilitators may be tempted to present only the tools they know well or tools requested by staff, it is recommended that facilitators present as many of the tools as possible. Each will increase staff effectiveness and flexibility as they work with specific programming challenges in ADPs. Additionally, many of these tools are used by partner organisations. Working knowledge of the standard gender training tools will enhance staff effectiveness with their partners.

Gender-sensitive indicators – Session 4.13 – will enable participants to meet requirements to measure and evaluate the effectiveness of GAD in their development projects. This is also an important session to include for management, who will be empowered to ask important questions as they evaluate current and potential projects.

Module 5, although specifically focused on sectoral interventions, gives gender co-ordinators and ADP managers tools and perspectives they need to effectively integrate diverse strands of project design, implementation, monitoring and evaluation.

Modules 6 and 7, focused on Children in Ministry and Advocacy, present important World Vision perspectives in these particular areas and round off participants' expertise in GAD. By the time the participants reach sessions in these modules, the exercises will also help them integrate concepts, principles and analysis they have learned from Modules 1-4 in their daily work.

Additionally, all offices and ADPs need to be prepared before emergency or relief efforts are required, as part of disaster mitigation training. In Module 8, learning to integrate GAD into every aspect of planning will ensure that staff are well-equipped to meet needs in what is always a difficult and chaotic situation.

This Toolkit's flexibility makes the facilitators' role vitally important. We invite training designers and facilitators to take what is offered here and make it work for the unique needs of their staff. Training design scenarios on the following pages illustrate some examples, which may be instructive for combining sessions to address specific training goals.

## Training Design Sample for a Five-Day Workshop

| MONDAY      | TUESDAY   | WEDNESDAY    | THURSDAY            | FRIDAY  |
|-------------|---|--------------|---------------------|---|
| Session 1.1 | <b>Regional Perspectives on Gender/ Integrating Gender and LEAP</b> | Session 4.4  | Session 4.13        | Session 6.1   |
| Session 2.1 | Session 3.1   | Session 4.5  | Session 6.2         | Session 7.1   |
| Session 2.2 | Session 3.3   | Session 4.6  | Community Practicum | Session 8.1   |
| LUNCH       | LUNCH   | LUNCH        | LUNCH               | LUNCH   |
| Session 2.3 | Session 3.4   | Session 4.8  | Community Practicum | Session 6.3   |
| Session 2.4 | Session 4.9 and 4.10  | Session 4.12 | Community Practicum | Session 7.2   |
| Session 2.5 | Session 4.1 - 4.3   | Session 4.11 | Community Practicum | <b>Next Steps in Implementation and Continuous Learning</b> |

### Training Design Sample for a Five-Month Process with One Workshop per Month

| JANUARY<br>(MONTH 1) | FEBURARY<br>(MONTH 2)       | MARCH<br>(MONTH 3) | APRIL<br>(MONTH 4)  | MAY<br>(MONTH 5)                                     |
|----------------------|-----------------------------|--------------------|---------------------|--|
| Session 1.1          | Integrating Gender and LEAP | Session 4.4        | Session 4.13        | Session 6.1  |
| Session 2.1          | Session 3.1                 | Session 4.5        | Session 6.2         | Session 7.1  |
| Session 2.2          | Session 3.2                 | Session 4.6        | Community Practicum | Session 8.1  |
| LUNCH                | LUNCH                       | LUNCH              | LUNCH               | LUNCH  |
| Session 2.3          | Session 3.4                 | Session 4.8        | Community Practicum | Session 6.3  |
| Session 2.4          | Session 4.9 and 4.10        | Session 4.12       | Community Practicum | Session 7.2  |
| Session 2.5          | Session 4.1 - 4.3           | Session 4.11       | Community Practicum | Next Steps in Implementation and Continuous Learning |

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