

5

Rutgers

For sexual and
reproductive health
and rights

**Adopting a gender
transformative
approach in sexual
and reproductive
health and rights,
and gender-
based violence
programmes**

RUTGERS' TOOLKIT

**Module 5
Gender transformative
approach at the level
of organisations and
institutions**



Adopting a gender transformative approach in sexual and reproductive health and rights, and gender-based violence programmes

This toolkit has been designed as a resource and a guide to support the integration of a gender transformative approach (GTA) into sexual and reproductive health and rights (SRHR) programmes and organisations.

It consists of five modules and a guide to the theoretical background of the components covered. For each module there is an accompanying set of handouts.

Module 1: Six interrelated components and the socio-ecological model

Module 2: Gender transformative approach and comprehensive sexuality education

Module 3: Gender transformative approach and youth-friendly services

Module 4: Gender transformative approach and advocacy in the area of SRHR

Module 5: Gender transformative approach at the level of organisations and institutions

This module is a stand-alone module, which can be used without having applied the other modules, although we do recommend you start your workshop with a selection of the sessions from Module 1.

The toolkit on GTA can be also found on Rutgers' website: www.rutgers.international/GTA

Published 2020



This work is published under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. For more information see: <https://creativecommons.org/licenses/by-nc-nd/4.0/>

Do you have comments, questions or feedback related to this publication? Tell us! Rutgers continuously aims to improve and adapt its work to remain relevant for its target audiences.

Contents

Abbreviations	4
<hr/>	
Introduction	5
Why this module?	5
How to use this module	8
<hr/>	
Before you start	11
Understanding: a basic level of knowledge on GTA	12
Willingness: ownership and political will	12
Capacity	12
Creating a safe space	13
Coaching through change – the long haul	13
<hr/>	
The adapted Gender at Work Framework – reflecting on gender, power and norms within organisations	14
Introduction	15
Session 5.1 Storytelling – why we work for gender equality	18
Session 5.2 Power Walk for institutions	20
Session 5.3 Vision for gender transformation in your organisation	23
Session 5.4 GTA organisational self-assessment	25
Session 5.5 All about change	27
Session 5.5a All about change – diving deep	29
Session 5.5b All about change – tackling resistance	32
Session 5.5c All about change – picture time	34
Session 5.6 Action planning	35
Session 5.7 Walking away inspired	37
<hr/>	
Annexs	
Annex 1: Handouts	39
Annex 2: Creating safe spaces	45
Annex 3: GTA organisational self-assessment	46
Annex 4: Optional extra introductory exercises	56
Annex 5: Glossary	61
Annex 6: References	64
<hr/>	
Acknowledgments	65

Abbreviations

GBV	gender-based violence
GTA	gender transformative approach
HIV	human immunodeficiency virus
LGBTI	lesbian, gay, bisexual, transgender, intersex
NGO	non-governmental organisation
SMART	specific, measurable, achievable, relevant and time bound
SOGIESC	sexual orientations, gender identities and expressions and sex characteristics
SRHR	sexual and reproductive health and rights
SRH	sexual and reproductive health
ToR	terms of reference
UNFPA	United Nations Population Fund
WHO	World Health Organization

Introduction



“ Through the gender transformative approach, we reflected on our resources and strength to achieve change, and where we can further improve. Not only as an institution, but also as individuals. The sessions allowed us to be open to one another. They made us realise the privileges and amount of power we have in relation to our partner organisations. Additionally, we also realised that some of us do not get healthcare for our partners when we do not fit the heteronormative norm. I believe that after

participating in the training, we have better interaction amongst ourselves and more clarity towards the organisation’s values and goals. We already made active steps to improve some of our policies like the health care policy.’

Wina Naeha, Indonesia

Why this module?

Women around the world are speaking out against inequality and violence. Recent years have seen the emergence of several movements motivating women, girls, men and boys to act and speak out against gender inequality, e.g. #MeToo #SheDecides #HeforShe #womensmarch #Timesup and #EndFGM. The drastic rise in gender-based violence (GBV) cases during the Covid-19 pandemic has painfully highlighted that harmful gender (and sexual) norms are unfortunately still present in all levels of society across the globe (UNFPA 2020). Unfortunately, our institutions and organisations are not immune to these harmful norms.

With this knowledge and awareness, organisations are no longer able to ignore the deeply entrenched values, norms and related practices that sustain and promote gender injustice. Equally, it is no longer acceptable for organisations that promote gender equality to just say the right thing. To achieve lasting, positive change in the lives of men, women, boys and girls, organisations that work on gender transformation must hold themselves accountable and model the behaviour and change that they want to see in the world. By “walking the talk”, organisations create the culture, values and actions that match their human rights commitments.

Gender equality and human rights mutually reinforce each other

When organisations embrace a gender transformative approach (GTA), ideally all their activities should be based on human rights principles. This would imply that everyone working in such organisations should have internalised the rights-based approach (Jonsson 2003). However, reality is often more complex. Influential international players like UNFPA have long recognised that staff of SRHR organisations tend to operate within multiple socio-cultural worlds, and that there is a need to build bridges between local cultural values and universally recognised human rights and the principle of gender equality (UNFPA, 2008).

Gender equality and cultural sensitivity are important prerequisites for the fulfilment of human rights, which includes sexual and reproductive health rights (SRHR) (UNFPA 2010: 24). According to UNPFA “international human rights are universally recognised, but their practical implementation requires a clear sense of the interplay between gender, culture

and human rights. Because a human rights-based approach aims to promote and protect rights, reduce inequality and harness the substantive participation of those who are most affected [and vulnerable], it is, by definition, sensitive to issues of culture and gender". (UNFPA 2010: 24).

Re-focus on power relations

Awareness of the need to reflect and act upon gender equality within organisations is not new within the SRHR field. A lot has been done by the women's movement to challenge patriarchal systems and politicise gender relations within institutions since the 70s and 80s. The gender mainstreaming interventions that followed have put women's rights and gender equality firmly on the development agenda. However, many gender activists and researchers (Cornwall, 2011) also agree that the women's rights agenda has been gradually de-politicised. That is, the development interventions that followed started to ignore the initial concern with unequal power relations and its structural economic and political root causes. Because of hostile policy environments, active resistance to gender equality and low levels of funding and/or capacities, gender mainstreaming efforts of the past decades have only been partially successful. In this context, it has proven especially difficult to change organisations/institutions to become gender equitable and have better equality outcomes (Rao and Kelleher, 2005). This is largely because of organisations' deep structure, which includes ingrained, unconscious ideologies, values and norms and related practices, as well as the policies that maintain the, often inequitable, status quo (Gender at Work, 2001).

It is therefore crucial to acknowledge that gender relations exist within a field of power relations and power is often used to maintain existing privileges, also within organisations (Rao and Kelleher, 2005). When we focus on the relatively recent interventions that engage men for gender equality, we should also be aware of the often unequal power relations between Northern and Southern organisations (Comaroff and Comaroff, 2012).

To increase the effectiveness of SRHR and gender programming it is therefore important to move beyond gender mainstreaming and make gender relations political again (Cornwall et al, 2011). This then automatically includes the (often invisible) gender and sexual norms that maintain these inequalities. We also believe that we should start with our own organisations, and reflect first on our own power relations and gendered practices before we start to engage the "gendered and sexual other".

SOGIESC and the engagement of men and boys

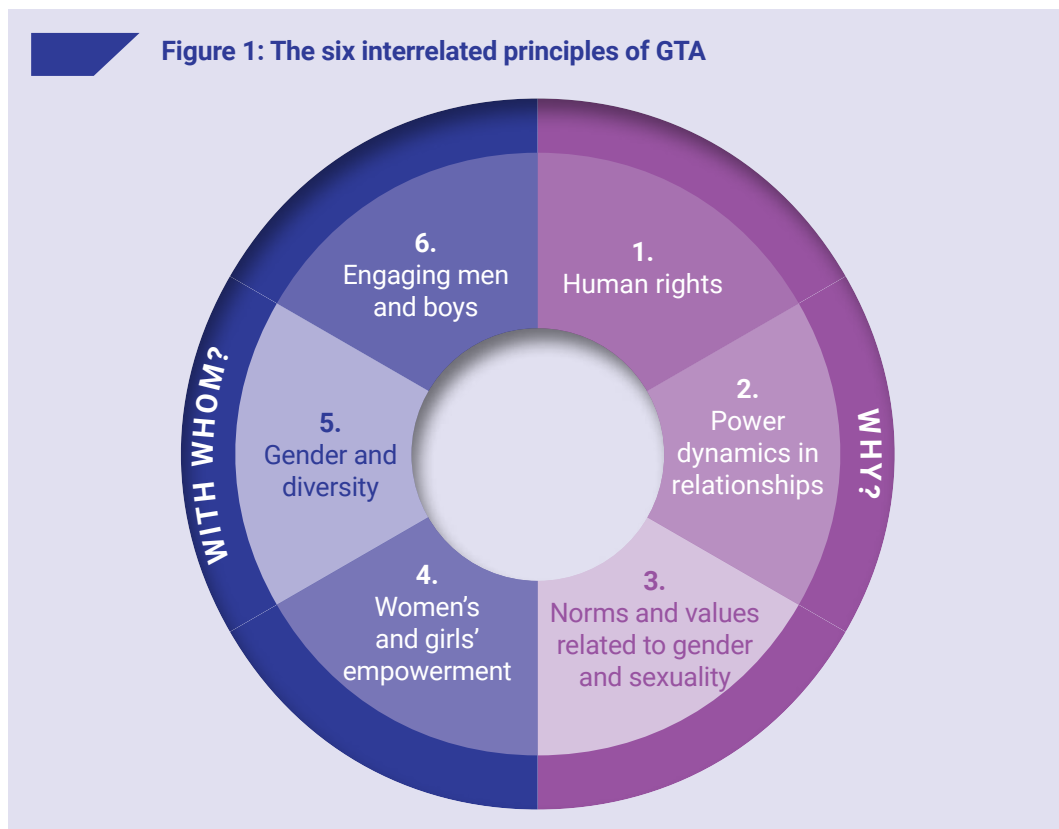
What is therefore new and exciting within the gender transformative approach, is that it recognises this interlinkage of SRHR with power, norms, women's/girls' empowerment, gender and sexual diversity, and the importance of engaging powerful groups, i.e. the role of men and boys in gender equality has been ignored for too long, as have their rights to sexual, reproductive health (WHO 2007), while remaining such an obvious category involved, as they are, in fact so often maintaining unequal gender and sexual relations.

Furthermore, gender is no longer theorised as binary (men vs women), but as diverse and fluid (Butler, 1990). Following these insights and the efforts of activists around the world, the rights violations of people with diverse sexual orientation, gender identity and sex characteristics (SOGIESC) are now finally recognised and foregrounded in policy. For example, in 2007 human rights experts defined the Yogyakarta Principles on the Application of Human Rights Law in Relation to Sexual Orientation and Gender Identity. In 2016 the 32/2 resolution "Protection against violence and discrimination based on sexual orientation and gender identity" was adopted by the Human Rights Council, a milestone in recognising the rights of sexual and gender minorities.

Six principles of GTA for institutions

In short, gender equality, linked to social inequalities between women and men, girls and boys and people with diverse SOGIESC, is also affected by other inequalities due to age, race, religion and disability, an interaction that scholars call “intersectionality”. Intersectionality is a concept that helps us to understand how different social factors might interact to create unique forms of discrimination and disempowerment. For example, a 17-year-old under-aged boy from an ethnic minority who does not identify with the heteronormative culture he lives in, might find it extra hard to get access to SRHR services or contraception because of stigma and discrimination. This rights violation comes on top of the norm that young people should not be sexually active in the first place.

Based on the literature and this analysis, the gender transformative approach for SRHR that Rutgers aims for therefore focuses on the following six interrelated principles:



The first three principles of the GTA concern the “why”. That is, the core aim of a GTA is changing harmful norms and their underlying power relations, so that we can ensure SRHR for all, both within and outside organisations.

Principles 4 to 6 address the question with “whom” we have to work to make gender equality for SRHR become a reality in our organisations and programmes. That is, we cannot address unequal power relations and harmful norms by focusing on girls and women alone, as has often been the case over the past 30 years. To be successful we have to engage men and boys, and we should no longer exclude people of diverse SOGIESC.

This module has been developed to guide organisations that recognise the need to reflect on these six principles and to adhere to them. That is, to make conscious efforts to be more diverse and inclusive in order to achieve greater impact where it is most needed. In this way, the module supports SRHR organisations to be part of the process of change that they want to see in the world.

Intersection with race

It is important that organisations understand that gender intersects with other social markers of inequality like race, age, economic class etc. creating additional challenges. For example, for centuries white men have dominated the global political and economic spheres, which in many cases has resulted in institutional racism and discrimination against diverse groups within organisations. Gender bias, racial bias and patriarchy are often internalised unconsciously by people in organisations and should therefore also be also part of our reflections and analysis. This process is complex and situational: one should realise, for example, that someone who identifies as a white woman from a donor organisation might be more powerful than someone who identifies as a black man in an implementing organisation. Context therefore should always matter in our analysis and actions for positive change within our own organisations and beyond!

How to use this module

The target audience

This module is targeted at SRHR and gender justice organisations that are willing to reflect on how they can internally create or improve the culture, values and actions that they want to see in the world. The module is intended to be used by a trained facilitator with expertise in gender transformation and who is preferably also familiar with organisational change management processes. It is strongly advised that this facilitator is someone from outside the organisation. Because external facilitators are not part of the organisation, they are usually less biased and not involved in office politics. Therefore, they are better placed to support the organisation in critical reflection on any power relations and organisational cultures and processes that might need change.



The structure of the module

Apart from the optional extra introductory sessions in Annex 4, this module contains seven sessions and three sub-sessions. Below is an overview of the sessions, the aim of each session and information on how the different sessions are aligned.

The sessions build on the experiential learning method. The core of this method is that participants are learning from experiences that result from their own actions and responses to these actions, instead of learning from reading information or just being told how things work. That's why all the sessions include an activity (doing) and a reflection and adaptation (learning) component. Of course, the content of sessions and the order can be customised. We encourage you to identify beforehand what would work best in the specific context of any training.

Workshop sessions

1	Storytelling – why we work for gender equality	1 hour
2	Power Walk for institutions	1 hour
3	Vision for gender transformation in your organisation	1.5–2 hours
4	The organisational self-assessment	2 hours
5	All about change	30 minutes
	5a All about change – diving deep	1.5 hours
	5b All about change – tackling resistance	1.5 hours
	5c All about change – picture time	1 hour
6	Action planning	1.5–2 hours
7	Walking away inspired	0.5–1 hour

Session 1: The module opens with a short introductory exercise that dives into participants' personal motivations to work for gender equality. This exercise sets the stage for creating an open, positive and reflective environment that will benefit the entire training process.

Session 2 makes participants understand the intersectionality between gender, sexual orientation, identity, age, race, class, ability, ethnicity, religion etc. and how it might affect power relations and privilege in the workplace. The session also aims to make participants more aware of power/privilege within the relationships and spaces in their own workplace.

Session 3: The aim of this session is to make participants familiar with the four dimensions of change required to create a gender transformative organisation. With the four dimensions in mind, participants will envision what a true gender-just organisation looks like according to them. Outcomes of these sessions feed into the action planning session.

Session 4: During this session, participants are invited to (critically) reflect on the strengths and weaknesses of their own organisation in terms of the application of the principles of GTA and to identify priorities for change. This exercise is based on the results of a GTA organisational self-assessment survey that is filled out prior to the training (see "The process – steps to take"). The GTA organisational self-assessment can be found in Annex 3. Outcomes again feed into the action planning session.

Session 5 is about organisational change and acknowledges that creating change can be difficult and challenging. The three sub sessions focus on which enabling factors can support a positive change process.

Session 6 is an action planning session to identify short-term wins and long-term objectives and to plan the process towards this positive change.

Session 7 is intended to complete the training with a positive, motivating vibe. The exercise makes participants aware of the importance of translating a vision into day-to-day behaviour and helps them understand that change does not start from scratch, as good practices already exist in every organisation including the organisation they work for.

The process – steps to take

As mentioned above, it is recommended that only well-trained, experienced facilitators engage organisations on this change process. The journey starts with the facilitator meeting with the management of the organisation to identify its needs and establish ownership of the process. Understanding the context and history of the organisation is crucial at this stage.

When the process has been agreed by all parties involved, it is a good idea to formalise the relationship by means of a terms of reference (ToR). It is recommended a contact person or focal point will be appointed to represent the organisation in communication and coordination with the facilitator(s). The first task for this representative is to ensure that staff have filled out the survey (before the workshop). This self-assessment process is fully described in Annex 3: GTA organisational self-assessment.

This “baseline” will set the stage, informing the activities during the workshop as well as the following steps in the change process.

The facilitator and management team of the organisation that wants to engage on this journey of gender transformation should of course decide for themselves what they feel is the best trajectory for their specific situation, and adapt the proposed course of action based on their specific need. Regardless of the path chosen, it is important that by the end of the workshop a practical workplan has been agreed by all parties involved.

As change takes time, it is recommended that the organisation is supported through the change process after the initial workshop by an independent coach with organisational change experience. This could be the same facilitator or another person who is experienced in guiding organisational change.



Before you start

“Willingness and capacity without understanding leads to wrong actions, understanding and capacity without willingness leads to cosmetic action, willingness and understanding without capacity leads to failure and potential disillusionment” (Gallopín, 2002)



Before you start to work with Module 5, it is recommended you take the following into account. Research in organisational change shows that these are prerequisite to achieving transformation of organisational cultures:

- **Understanding:** in this case, basic knowledge of a gender transformative approach, i.e. understanding power dynamics, norm change and diversity, with the aim of working towards gender equality and rights for all.
- **Willingness:** political will and ownership of the change process within the organisation; without ownership, GTA runs the risk of becoming mere window dressing; change takes time and a sincere willingness to self-reflect and change.
- **Capacity:** gender equality within and outside of organisations requires resources, skills, tools and systems to support the change process over time.
- **Attention to safe spaces:** changing sensitive issues requires a trusting and safe environment for staff to reflect on sensitive issues like power, harmful gender norms and gender and sexual diversity.

Understanding: a basic level of knowledge on GTA

This module is designed with the assumption that participants will have a basic level of understanding of the concepts of gender, power and norm change, preferably through participation in *Rutgers' GTA Toolkit: Module 1* (Rutgers, 2018). In case participants do not have this knowledge and you lack the time or resources to go through the first module in its entirety, it is highly recommended you start your workshop with a selection of the sessions from Module 1. For this, three optional exercises on gender, power and norms are shared in Annex 4, which you could use as an introduction to the workshop.

For example, if participants lack basic knowledge on gender relations you can opt for the "Gender Box" exercise. If participants do not have enough understanding of power relations and how they maintain and reproduce harmful norms, you could choose to do the "Power in your context" exercise.

If you feel that the group's basic knowledge needs extra attention in general, you could also opt to add an extra introduction day to your workshop and do all three of these exercises. The toolkit modules, technical assistance and extra information are available via the Rutgers International website: www.rutgers.international/GTA

Willingness: ownership and political will

As mentioned before, this module has been developed to guide organisations that recognise the need to reflect and change unequal power relations and underlying gender and sexual norms, with the aim to be more equal and inclusive. What is important is that the ambition to reflect and change should emerge from within the organisation itself. Outside parties can facilitate this process and ask the difficult questions, but the actual process really has to be owned by political leadership within the organisation. It should be noted that this module is intended as a tool to facilitate such change and co-create equity, not as a means to impose change.

Capacity

This module is designed to strengthen the six principles of a GTA within SRHR organisations. Achieving gender equality within and outside of organisations requires resources, awareness, knowledge, skills, tools and systems to support a process of change over time. The participatory exercises in this manual are designed to enable the required reflection on dimensions of change of the adapted Gender at Work Framework, which

is explained in the next section. It should also be stressed that change takes concerted effort, reflection and action over a long period of time and often does not come easily. It is therefore crucial to plan for the long term.

Creating a safe space

As a facilitator, you are responsible for creating a climate of safety and trust for all participants. Personal reflection, challenging discussions on (un)equal situations and providing constructive feedback are part of this role and require a sensitivity to power dynamics within the organisation. The survey that participants will have filled out before the workshop (see Annex 3) will help you to prepare for this and anticipate possible resistance to change. Participants will represent the different departments and interests within the organisation. This might include resistance at both the personal and organisational level, and because this mixed bag of interests is at play you are likely to touch on several sensitive issues that require conflict mediation skills and the ability to manage tension productively within a group. We also have to be realistic that the ideal of a perfectly safe space is impossible and that a certain amount of friction might actually be necessary for things to change for the good. The key is to make sure everyone in the group feels respected and safe to participate freely. Some extra tips to help you create a safe workshop environment are in Annex 2.

Coaching through change – the long haul

Any sustainable change in individuals, teams and/or organisations starts with embracing the need for change. This module and its reflection process will help to build ownership of the change process: it should create insight into what kind of change participants want to see within their organisation and what steps they identify to get there for themselves. But as change is often a long-term process that needs to be sustained over time, a longer-term coaching trajectory for the persons who are the “drivers of change” within the organisation, might be extremely useful.

Change processes are not easy: most will encounter obstacles and resistance on the way. Having leadership and advocates for change in the different departments is recommended as a strategy to sustain momentum over time. But these key people might need some form of coaching to stay motivated and on track.



The adapted Gender at Work Framework – reflecting on gender, power and norms within organisations

Session 5.1 Storytelling – why we work for gender equality

Session 5.2 Power Walk for institutions

Session 5.3 Vision for gender transformation in your organisation

Session 5.4 GTA organisational self-assessment

Session 5.5 All about change

Session 5.6 Action planning

Session 5.7 Walking away inspired



Introduction

We have adapted the Gender at Work Framework for institutional/organisational change. This framework, inspired by Ken Wilber's integral theory (*A Theory of Everything*, 2000), suggests that if we want to make sure that the organisations we work with in our SRHR programmes operate in a gender transformative way, we have to take into account four interrelated dimensions of change (Gender at Work, 2006). See Figure 2.

It should be noted that all dimensions of change within the Gender at Work Framework are interdependent; change in one dimension is likely to influence other dimensions.

To make sense of the dimensions of change, it is important to make a few distinctions between attitudes, norms and ideologies (see Box 1).

Box 1: Key concepts to understand norm change

Attitude: An individual's personal tendency to evaluate something positively or negatively, e.g. your attitudes towards gender equality or diversity.

Behaviour: What a person actually does.

Social norm: Behaviour pattern motivated by a wish to follow the shared social expectations of an important reference group.

Reference group: A reference group is a shared group of relevant others to which we compare ourselves; we rely on reference groups to understand social norms, which then shape our values, ideas and behaviour.

Gender ideologies: An idealised world view of what gender relations should be like, often more difficult to change than gender roles. Conservative gender ideologies can co-exist with progressive change in gender roles. This makes gender ideologies more difficult to change than personal attitudes.

Source: ODI, 2014

For anyone interested in social science theory on norms change, we recommend reading the Overseas Development Institute study, *Gender Justice and Social Norms: Processes of Change for Adolescent Girls*, freely available on the internet (ODI, 2014).¹

In this section we measure the status quo, or current situation, for each of the four dimensions of change through the self-assessment survey that should be filled out before the workshop (see Annex 3). This baseline is used to reflect together on which actions or changes are required in each quadrant if we really want to work towards an organisation that practises gender-equitable behaviour and implements gender transformative programmes. These four dimension of change are:

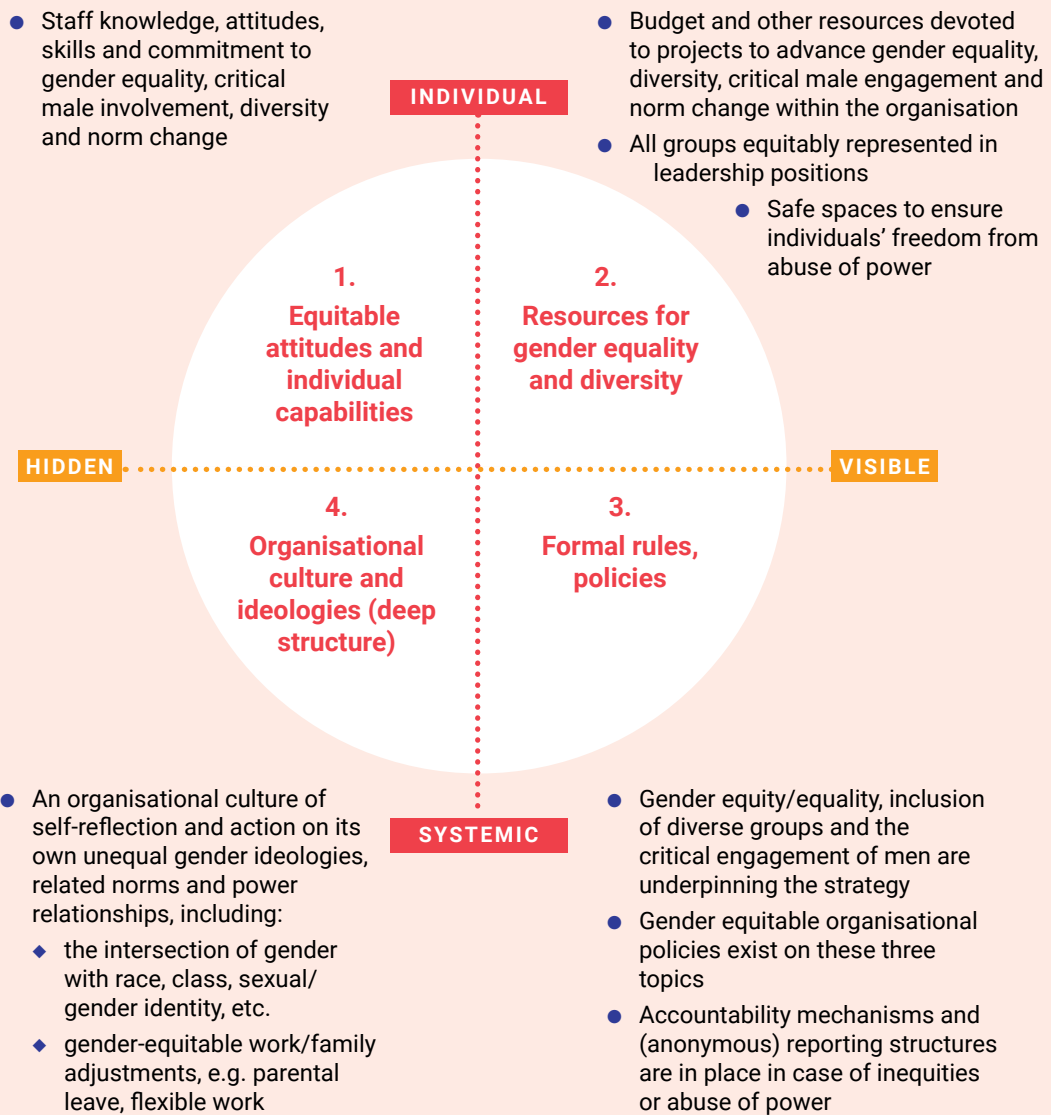
1. Equitable attitudes and capabilities: The first dimension represents change on an individual and "hidden" or invisible level. Everyone has personal attitudes, skills and knowledge (their capacity or capability), which either can result in (gender) equitable or inequitable behaviour. It is important to note that personal attitudes can differ from the group norm or ideologies, as represented in quadrant 4, which are often more resistant to change.

1. ODI (2014) Gender Justice and Social Norms: Processes of Change for Adolescent Girls. Sussex: ODI. Source: <https://www.odi.org/publications/8235-gender-justice-and-social-norms-processes-change-adolescent-girls> (last accessed: 12-11-2019)

2. Resources for gender equality and diversity: For the GTA to be integrated effectively, your organisation needs the required budget lines, staff and skills set. This “formal individual level” within organisations focuses on changes in more tangible conditions. Within organisations this could include, for example, training opportunities for staff, safe spaces to meet and talk, and recruitment of a diverse workforce.

3. Formal rules, policies: If an organisation is serious in wanting to embrace gender equity and equality, the official vision, mission, policies, guidelines etc. should also reflect gender equity and equality. Policies are meaningless if they are not applied, therefore the organisation should ideally also have mechanisms in place to enforce the gender equality principles within its policy documents, e.g. anonymous accountability structures to address abuse of power.

Figure 2: The Gender at Work Framework (adapted)



Adapted from: Gender at Work / What Is Gender at Work's Approach to Gender Equality and Institutional Change? Accessed 1-09-2019. Source: http://gender.careinternationalwikis.org/_media/resource_3_rao_2006_gender_at_work_integrated_framework.pdf

4. Organisational culture and ideologies: This is about the so-called hidden culture or “deep structure” of an organisation, the often unconscious ideologies of gender, class, ethnicity, age etc. that maintain inequalities, outside, but often also within organisations. The organisational culture can be different from personal attitudes (quadrant 1), and often people with gender-equitable attitudes might still follow the group norm (the deep structure of quadrant 4) out of fear of punishment, e.g. when men dominate decision-making and conversations and you are scared to address this unfairness for fear of reprisal or any other form of social sanctioning.

What makes it difficult to change the norms that maintain the organisational culture in quadrant 4 is the “stickiness” (Mackie and Le Jeune, 2009) of such norms, which means that they are influenced by many factors. For example, male dominance of governance structures in the organisation might be linked to their normalised economic and political power with broader society. Or discrimination against people with diverse sexual orientation might be related to religious or political ideologies in a community.

In many, if not most, contexts around the globe, the workplace is still operated as a largely male dominated institution. Unconsciously, what have traditionally been considered as male qualities, like competition, winning and cold rationality, are valued at work, while caring emotions and practices are repressed or even laughed at. Heteronormativity, that is putting people in binary opposing boxes, means that we often do not even recognise these differences. Instead we could ask, why is it not considered “normal” for men to share equally in the care of their children? Or how does the way work-life balance is dictated by the organisation represent current unequal gender norms?

These are some of the questions that you will address when you go through the experiential learning exercises of the workshop in the next section.

Session 5.1

Storytelling – why we work for gender equality



Time
1 hour

Learning outcomes

Knowledge

Participants get to know more about the personal motivations of their team members to work for gender equality

Attitudes

Participants, by sharing their motivation to work for gender equality, feel even more motivated, inspired, or touched by others. Through empathy, participants feel heard and supported by the group

Skills

Participants can critically reflect on their own and other's feelings and motivations, which hopefully increases the (critical) self-awareness needed for change

Methods

Plenary session, followed by reflection and trust building

Description

The purposes of storytelling are manifold: to create a personal and equalising atmosphere in which hierarchies are of no importance, to create rapport within the group, to have people experience empathy and understanding, to create motivation and inspiration for change and to learn from each other, among others.

Facilitator instructions

Step 1. Preparation

- Make sure that the setup of the room is informal. It would be ideal if participants sit in a semi-circle. This set-up is preferable throughout the whole workshop. It is handy to have some side tables or "islands" for group work placed outside the semi-circle. By not having tables in front of participants, they are less likely to get behind their computer and communication will be more open and personal. This set-up also creates a space in which everyone is quite literally equally visible and able to be heard.
- Once everyone is seated and you have dealt with the formalities, you should set some principles for the workshop, e.g. make sure that they write down agreed principles which at least should include the following:

1. Respect each other's opinions even when you might not agree.
2. Confidentiality.
3. Participants are free to *not* participate if they don't feel comfortable.

The last principle is very important, especially in an organisational setting in which there are power relationships and possible histories of conflict, etc. Anyone should be able to excuse themselves and you as facilitator should actively look for this, as there is likely to be peer pressure in social/work groups sometimes to participate or conform against one's own will.

- You might want to ask the group why principles or values are important and perhaps better than the usual “workshop rules”? The answer is that values or principles, once internalised properly, determine most of our behaviour from the inside out, while rules are more often imposed and sanctioned from the outside so might not always be believed in or properly internalised.
- For more tips see Annex 2: Creating safe spaces.

Step 2. Activity

- Ask every participant to share (voluntarily, don't force anyone who is not comfortable): “Why are you personally motivated to work for gender equality?”
- It should be stressed that as a facilitator you are responsible for creating a safe space and if you feel (during preparations) that this group might not be open or safe enough for everyone to share their personal stories without someone taking advantage of this personal information, then you should ask a less sensitive question. This is important because we are operating in a political space with hierarchies and potential histories of conflict, and organisational psychology teaches us that there can be people who abuse other people's shared personal information in their office politics.
- Your role as facilitator is to listen actively and make sure that everyone is respectful of each other's personal stories.

Step 3. Reflection

- Once everyone (who wanted to share) has shared their story and, we hope, seen some signs of empathy and understanding from the group, you could ask the group how they felt about hearing the gender equality-related stories of their colleagues.

Step 4. Application

- Depending on what has been shared in the group, you could ask how the stories have motivated them to do their work differently? You could also skip this part if enough has been shared.

Power Walk for institutions



Time

1 hour



Materials

Power Walk questions (page 22)

Copy of Handout 5.1: Power Walk characters within an organisation

Scissors

Learning outcomes

Knowledge

Participants understand the intersectionality between gender, sexual orientation, identity, race, age, class, ability, ethnicity, religion etc. and how it might affect power relations and privilege in the workplace

Attitudes

Participants have empathy for more disempowered identities, and are more open to reflect on their own positionality and the power relations within their organisation

Skills

Participants can recognise power/privilege within the relationships and spaces they occupy in the workplace

Methods

Group exercise, personal reflection and plenary discussion

Description

This activity has been designed so that participants put themselves into the shoes of others with different identities, statuses and powers within an organisation. The aim is that participants become aware of how privilege and power might operate within an organisation and how harmful norms and values of the wider culture (can) affect the culture and practices within an organisation. Through experiential learning, the Power Walk for institutions exercise makes these often hidden and unconscious social forces visible, creating critical awareness of how power and gender might operate in relation to these other intersecting social categorisations. This critical awareness is a pre-requisite for reflection on the positive changes in policy, programmes, organisational culture and practice which are addressed in the activities that follow within this module.

As the exercise addresses sensitive issues within a space that potentially already contains hierarchies and power differences, it should be stressed that participation is voluntary.

To make the exercise less difficult, participants do not role-play themselves, as is sometimes the case in privilege walks, but instead get an organisational role assigned that is different from their own.

For maximum impact and learning it is actually good to give less powerful people within the organisation powerful characters in the role play and powerful players less powerful characters to play. Empathy is the key here for new insights to emerge on how power and different identities operate within an organisation.

Box 3: Intersectionality

The rather technical concept of “intersectionality” can be defined as the interconnectedness of social categorisations such as gender, race, class, sexual orientation etc. and how these often create overlapping and interdependent systems of discrimination or disadvantage that in turn reinforce these hierarchies of power and privilege. In other words, gender inequality is often mutually reinforced by other forms of inequality, e.g. racism, exclusion of sexual and gender minorities, economic elitism, ageism etc.

Facilitator instructions

Step 1. Preparation

- Cut the strips of paper from the list of characters in Handout 1 so that each paper strip describes one character.
- To contextualise the exercise, you can always leave out characters that are not relevant or make up new ones that are important within your specific context. Be creative! The purpose is to create reflection and each situation might call for different gendered power issues that call for attention.
- Make sure you have an open space in which every participant can stand next to each other on a straight line. As there will be steps made forward there should be enough space in front of the line of people.

Step 2. Activity (30 minutes)

- Explain that everyone gets one character or role assigned within a fictitious organisation similar to their own organisation or NGO. Give each participant standing on the straight line, one strip of paper with the character description.
- Explain that no-one is to share the description of their character with their neighbours and that they should be empathetic and try to imagine what it would be like to feel and behave in the role they have been ascribed.
- Then explain that you will read out the Power Walk statements (on page 22) and that if the answer to the statement is YES, the person takes one small step forward. If the character's answer is NO then the participant does not take any step and stays where they are.
- It is also important to stress that when participants are doubtful about an answer or whether or not to take a step, they should choose the most likely option or the option that first intuitively came to mind. For example, when asked, "*Are you from a dominant group in society?*" and you think you might be, given the description of your character, then your answer is YES even though you are not a hundred percent sure. The idea is to highlight power and the intersection of gender with other markers of inequality and not to be perfect actors.

Step 3. Reflection and application

- When all the questions have been asked and the participants are spread out through the room, ask everyone to read out loud (for everyone to hear) what the description of their character was. For each "confession" of the played role, you ask questions about how the person felt to walk in someone else's shoes and how they felt about the differences that he/she/they observed in the fictitious organisation. Make sure the discussions that follow include the relationship with power, gender and the other social markers of inequality like race, ethnicity, age, class, sexual orientation etc.
- During the emerging discussions, make sure everyone is participating and listening and also ask the group if they recognise these kinds of situations in their own work environment (make sure answers are given voluntarily, taking into account the actual power relations and sensitivities that might play out in their actual organisation).
- Finally ask the group what could be done to make people in their organisation more aware of power and inequality within their organisation. Make sure to document the key points for discussion on a flip chart or "parking lot" so that you can come back to these issues later on in the workshop.

Power Walk questions

Read the following statements out aloud:

1. My opinion matters in organisational decision making.
2. I get to negotiate with partner organisations on budget allocation and workplans.
3. I get to influence major decisions made regarding the vision and mission of the organisation.
4. I never have to worry about discrimination based on race or ethnicity.
5. I never have to worry about discrimination based on class.
6. I never have to worry about discrimination based on gender identity.
7. I never have to worry about discrimination based on sexual orientation.
8. I never have to worry about discrimination based on ability.
9. I never have to worry about discrimination based on age.
10. A culture of distrust might benefit my position.
11. A culture in which there are unequal, hidden power relations might benefit my status, position or agenda.
12. A culture of fear might benefit my status or position within the organisation.
13. I am NOT likely to be a victim if there is a culture of bullying or making insensitive jokes.
14. People are NOT likely to ask me where I am from, based on the way I look.
15. I can definitely afford to pay for private extra schooling to further my career.
16. I can definitely influence the gender policies of the organisation.
17. I am NOT very likely to ever be the victim of sexual harassment or jokes.
18. I am NOT from immigrant parents.
19. When I find myself in a conflict with a colleague I am the most likely party who will be believed by others.
20. I am NOT likely to be stereotyped because of my age.
21. I have gone to university.
22. I have an advanced degree.
23. I did NOT have to work, or take out a loan, to be able to pay for my university degree.
24. I can influence decisions at management or senior management level.
25. It will be easy for me to find a new job based on my qualifications.
26. I can make mistakes without people attributing it to my racial, ethnic, or age group or gender.
27. I am likely to have a very good medical insurance package.
28. I feel safe to speak my opinion, even when I know it is not a popular opinion.
29. I am NOT likely to feel lonely because of my background, sexual orientation, gender identity, class, religion or ability.
30. I am NOT likely to feel unsafe if I have to go back home after dark by myself.
31. I am NOT likely to be excluded from new knowledge and developments within the organisation.
32. I have NO fear of sexual harassment within the workplace.
33. I am NOT afraid to confront colleagues if they discriminate against others on the basis of gender, ethnicity, race, sexual orientation, religion, age or socio-economic status.
34. I am NOT likely to be discriminated based on religion.

Vision for gender transformation in your organisation



Time

1.5–2 hours



Materials

Flip chart

Markers

Learning outcomes

Knowledge

Internalise the four dimensions of change required for creating a gender transformative organisation

Attitudes

Willingness to step out of comfort zones and reflect and imagine change and a gender equitable organisation

Skills

Ability to envision a gender transformative organisation and the changes required and identify practical steps forward

Methods

Group work and plenary reflection

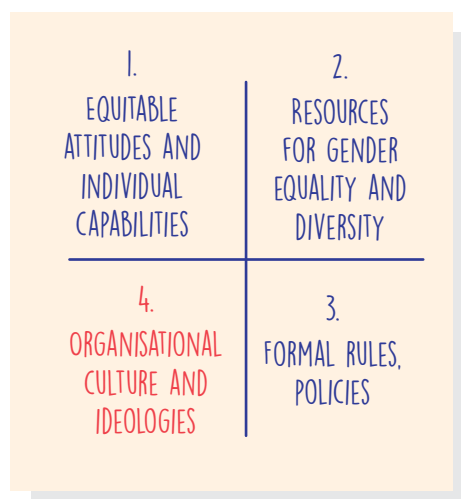
Facilitator instructions

Step 1. Preparation

- For this exercise you will make use of the adjusted Gender at Work Framework. It is important that you first read the summary of this model for organisational gender transformation on page 16 and internalise it well.
- It is also advisable to read some of the literature that is referred to, so that as facilitator, you understand social norm theory and the rationale behind the framework.

Step 2. Activity

- First, in plenary, explain the four dimensions of change of the Gender at Work Framework by drawing the four quadrants on a flip chart. Make sure everyone understands that all dimensions are interconnected and that change in one dimension most likely affects change in other dimensions. Also point out that it is most difficult and also most important to change quadrant 4 (organisational culture), as this concerns the ideologies and social norms that most people are unaware of. It is difficult to change these invisible values and ideologies because they are often determined by more than one social factor, e.g. taboos on adolescent sexuality might be strengthened by religious norms, by customary law, by the custom of bride price etc., “outside” the organisation.



- Once the participants understand the areas of organisational change necessary to make their organisation more gender transformative, divide the group into four smaller groups. Assign one quadrant of the framework to each individual group.
- As this is a brainstorming session, explain that each group should imagine what their quadrant or dimension of change would look like in an ideal world, without constraints on budget, resources, skills, time, etc. One person in the group can write these ideas down on a piece of paper and then the group can discuss what they think are the best ideas to capture on their flip chart.
- Ask the participants to be creative and draw, with markers or colours, the change they want to see for their ideal organisation.

Step 3. Reflection

- Once you think the groups have had enough time to finalise their group drawing, let one or two member(s) of each group to present their vision for gender transformation. This could be done in a “gallery” with all the different visions stuck on a wall. Make sure the presenter(s) explain it so that everyone else understands the meaning of their drawing. Let the other groups ask the presenting group questions to clarify what certain things in the picture mean. As facilitator you can add questions for clarification if you feel the audience is not completely clear on the vision. Each group can also choose a name for their vision of change, one that represents the core of their dream for change.
- Repeat the presentation and round of questions for each of the other groups.
- Once every group has presented, place the four flip charts on the floor in the middle of the semi-circle, so that it represents the whole Gender at Work Framework.
- Ask the group in plenary if there are connections between the quadrants or if there are any gaps. Add any new ideas that the group comes up with.

Step 4. Application

- Finally, with the whole group, brainstorm for each quadrant what the best ideas are and pick a few activities that are both practical and necessary to make the envisioned change a reality in their organisation. Have someone write these potential action items down on a flip chart, so that you can refer to them later when you come to the action planning exercise at the end of the workshop.

GTA organisational self-assessment



Time

2 hours



Materials

Flip charts

Tape

Print-outs of the summary of the self-assessment

Sticky notes

Flip chart with the six principles of GTA

Learning outcomes

Knowledge

Collective understanding and analysis of the strengths and weaknesses of the organisation in terms of the application of the principles of GTA

Attitudes

Collective agreement on priorities to strengthen GTA at the institutional level

Skills

Participants are able to reflect on organisational strengths and weaknesses in terms of application of GTA principles and can identify priorities and quick wins

Methods

Presentation, discussion in pairs, group discussion

Description

This session builds on the organisational self-assessment survey that has been filled out and shared by different staff prior to the workshop. During this session, workshop participants analyse the outcomes of the organisational self-assessment and come to agree joint priorities for change within the organisation.

Facilitator instructions

Step 1. Preparation

See Annex 3: GTA organisational self-assessment.

Step 2. Activity

- Introduce the session to the group, explain how the process of the organisational self-assessment has been conducted and how the self-assessment has been analysed.
- Tell the group that this organisational self-assessment is not meant in any way to grade or shame their organisation; it should be seen as an interpretation of the current state of affairs and a tool to help staff reflect on where the organisation's strengths lie and where there is room for improvement. This is a process fully owned by the organisation and its members. The completed self-assessments and the outcomes belong to the organisation alone and are not shared with anyone else beyond the facilitator of the workshop.
- Present the results of the self-assessment by using the flip chart sheets (or PowerPoint):
 - ◆ *What are the most important findings regarding the four different dimensions?*
 - ◆ *What are the strengths and weaknesses of the organisation in applying a GTA?*
 - ◆ *What are indicated priorities and quick wins?*
 - ◆ *Which other conclusions can be drawn from the self-assessment?*
- Allow for clarifying questions during this presentation.

- Ask the participants to form pairs and hand out the print-outs of the outcomes of the self-assessment.
- Ask the pairs to take 30 minutes to discuss the following questions and write their answers down on sticky notes. Ask them:
 - ◆ *Do you recognise what is being said about the strengths and weaknesses of the organisation?*
 - ◆ *Are there any points you strongly disagree with? Why?*
 - ◆ *When looking at the self-assessment, which dimensions of the Gender at Work Framework need most attention? Why do you think that is?*
 - ◆ *Do you think something is missing in terms of strengths or weaknesses of the organisation? If so, write them down on a sticky note and add them to the flip charts on the wall.*

Step 3. Reflection

- Ask the participants to gather around the flip charts showing strengths and weaknesses (or have a discussion using PowerPoint)
- Ask the participants if they want to share their discussion points and observations
- Open the discussion by asking: *What are we really proud of when we're looking at the strengths of the organisation? Why is that? Are there ways we can make more use of these strengths?*

Step 4. Application

- Follow up with a discussion on issues that could be improved. *Which ones would be the most urgent? And which ones are easiest/quickest to solve?* Circle these so that they can be integrated in the action planning session.



All about change



Time

30 minutes



Materials

Flip charts

Markers

Learning outcomes

Knowledge

Participants better understand why creating change within an organisation can be challenging; participants understand factors that can enable positive change

Attitudes

Participants are mentally prepared for possible resistance towards change that might be encountered as part of the change process

Skills

Participants can reflect on obstacles to and enablers of change

Methods

Individual exercise and plenary discussion

Description

This introductory exercise illustrates that (organisational) change processes can be complicated and is followed by a group discussion to explore why this might be the case. Next, the group reflects, informed by evidence and research (Gallopini, 2002), on factors that can support organisational change in their context, i.e. *understanding, willingness, capacity and a safe environment*.

Facilitator instructions

Step 1. Preparation

- Make sure you are familiar with the four factors that can support organisational change (*understanding, willingness, capacity and a safe environment*). You can find a more detailed description of these factors in the section 'Before you start' on page 11.

Step 2. Activity

- Ask the participants to cross their arms.
- When they feel comfortable, ask them to cross their arms the other way around.
- Once they have done this, ask the group if it was more difficult to cross their arms the other way than they are used to, and if so, why this might be the case?

Step 2: Reflection

- Explain that this exercise demonstrates that change (including organisational change) can be difficult.
- Ask the group to discuss (and write down) several reasons that might explain why organisational change can be difficult. Make sure they include fear and resistance to change, as well as power dynamics within the organisation.
- Explain to the participants that although cultural organisational change can be difficult, there are enabling factors that positively contribute to change processes within organisations.

- Ask participants what, in their view, might be helpful ideas or practices that can positively contribute to cultural change processes within organisations.
- Discuss some of the insights that science (Gallopín, 2002) considers a prerequisite for organisational change:
 1. **Understanding:** in this case, basic knowledge of a gender transformative approach, i.e. understanding power, norm change and diversity, with the aim of equal rights for all.
 2. **Willingness:** political will and ownership of the change process within the organisation.
 3. **Capacity:** achieving gender equality within and outside of organisations requires resources, skills, tools and systems to support the process over time.
 4. **Attention to safe spaces:** changing sensitive issues requires a trusting and safe environment for staff to reflect on sensitive issues like power, harmful gender norms and gender and sexual diversity. (Gallopín, 2002)
- In addition, you could mention that the discourse on organisational change also recommends having advocates for change in the different departments of an organisation and planning for the long-term, but also celebrating short-term successes. This keeps people motivated, as change and self-reflection can be daunting and sometimes demotivating.

Step 3. Application

- How do the enabling factors mentioned above relate to the observations of ideas and practices that participants came up with themselves? Ask the participants, *Which enabling factors do you think are most relevant in your own context?*

The following sub-sessions: 5a, 5b and 5c, all focus on strengthening enabling factors of change within an organisation. Depending on which factors need to be strengthened and how much time there is available, it may be possible to pick one or more of these sessions for inclusion in the training.

Session 5.5a

All about change – diving deep



Time

1.5 hours



Materials

Flip charts

Pens, pencils
or coloured
markers

Notecards

Strengthening enabling factors

- Understanding
- Attention to safe spaces

Learning outcomes

Knowledge

Participants have a better understanding of the concept of “deep culture” and deep cultural practices

Attitudes

Participants acknowledge that changing sensitive issues requires a trusting and safe environment for staff to reflect on sensitive issues like power, harmful gender norms and gender and sexual diversity

Skills

Participants can recognise aspects of a truly gender transformative organisation by reflecting on their own organisation’s deep culture, including underlying power dynamics, hidden norms and informal rules

Methods

Plenary for the introduction and group work

Description

To better understand what deep culture is and what a gender transformative organisation looks like, participants dive into deep culture practices of their own organisation.

Facilitator instructions

Step 1. Preparation

- Make sure you are familiar with the concept of “deep structure” or “deep culture” (see Box 4), and how it relates to dimension 4 of the Gender at Work Framework.

Step 2. Activity

Plenary introduction

- Ask the group what we mean when we speak about deep culture/deep structure within an organisation. Write down some key words that come out of the discussion on a flip chart.
- Ensure that important components of the description below are taken into account.
- Note: you can mention one or two examples of deep culture practices as a means to explain the concept, but avoid focusing the discussion around examples only. During groupwork the participants are going to further explore what deep culture entails by visualising examples of deep culture practices, i.e. the approach of learning by doing.

Box 4: Deep culture

Deep culture corresponds to quadrant 4 in the adapted Gender at Work Framework.

Deep culture (also known as deep structure) refers to underlying power dynamics, hidden norms and informal values, rules and behaviour that exist within an organisation. It includes unofficial systems of reward and recognition but also rejection and exclusion. All these practices influence how an organisation and its members actually function. Important characteristics of deep cultural practices are that these practices are informal, not openly discussed and in most cases taken for granted and normalised. Therefore, deep cultural practices might be hidden and invisible at first sight and only become noticeable if you dive deeper.

Deep culture dynamics are not negative in themselves, there also exist positive deep culture dynamics. For example, colleagues who gain informal power because they are highly respected by other colleagues due to their integrity, honesty or friendliness, which might represent wider cultural, religious or spiritual norms.

Sometimes deep culture is referred to as “the elephant in the room”. This comparison is accurate and helpful to understand deep culture in situations where people are aware of deep culture practices, but at the same time no one speaks out about these processes. There are also situations in which we are not aware of deep culture practices because they are seen as “natural” and not socially constructed. For example, when patriarchal norms and ideologies of the wider community dictate that the key decision-makers in the organisation are men, or that gender and sexual norms of society invisibly exclude sexual or gender minorities from taking up leadership positions in the organisation. Unconsciously internalised ideologies around class, gender, ethnicity, age etc. are often ‘drivers’ of harmful deep culture practices. Shining light and awareness on these hidden forces is a prerequisite for gender equality and positive transformation.

Group work

- Ask participants to make small groups.
- Note: during this exercise participants might touch upon sensitive topics, therefore it is important to monitor whether extra attention for safe spaces is needed. If you feel this is the case, make sure that participants feel comfortable within their small groups, e.g. divide groups in age categories/positions within the organisation/colleagues that are close to one another. It does not matter if some groups consist of only two participants as a result.
- Ask each group to discuss and write down 10-15 examples of deep culture practices on small cards (with one example per card). Emphasise that we are looking for general examples of deep culture practices that are also the norm in society outside of the organisation. In case group members find it difficult to come up with examples, you can refer to the examples listed in the box on the next page.
- Once all groups are ready, ask each group to swap their notecards with another group.
- The next step is that group members will take turns in taking a notecard from the pile and (in the case that they feel comfortable enough) reflect on the example on the notecard by linking it to attitudes/behaviour/informal rules/habits in their own organisation. Emphasise that the aim is to have a valuable in-depth discussion rather than ticking the boxes by discussing all notecards. Guiding questions for the conversation can be:
 - ◆ *What does the practice exactly entail?*
 - ◆ *How is it linked to our own organisation?*

- ◆ If it can be linked to the organisation:
 - *When does it occur?*
 - *Who is involved?*
 - *How does it influence the organisation and its members?*
- ◆ In case it influences the organisations in a negative way:
 - *What can be done about it?*

Step 3. Reflection

- When the group work is finished, give participants the opportunity to share what they discussed in their groups in plenary. A safer space can be created by discouraging participants from discussing what is being shared, only allowing listening and asking clarifying questions. Furthermore, it is important that groups have the opportunity to share their findings with the bigger audience, but are not forced to do so.

Step 4. Application

- During the activity, participants linked examples of deep culture practices to their own organisation. If ideas about how to deal with negative aspects of deep culture practices/dynamics are shared in Step 3, these can be written down on a flip chart and used as input for the action planning session.

Box 5: Examples of negative and positive deep culture norms and practices

- Groups/individuals who gain informal power because they directly influence colleagues in decision-making positions, because they are part of the same dominant ethnicity or social group
- Colleagues who gain informal power because they are highly respected by other colleagues due to their integrity, honesty or friendliness, which might represent wider cultural, religious or spiritual norms
- Groups/individuals that are feared by other colleagues because of their discriminatory, patriarchal behaviour
- Groups/individuals that are admired by other colleagues because of their fearless and activist attitude towards achieving a gender equitable society
- Individuals or groups that are excluded from decision-making processes because they are considered too young
- Individuals or groups that are included in decision-making processes because they are young and therefore considered an important stakeholder group
- Insensitive jokes about someone's background, religion, body, sexual or gender identity etc.
- Groups/individuals who have to prove themselves more than others to be taken seriously because of their ethnic background
- Someone is not being hired because of their religion
- Someone with equal suitability compared to other applicants is being hired because of their non-binary gender identity in order to create a more inclusive organisation
- Mansplaining – the practice in which a man, because of the invisible gender norm that states that men are "cleverer", explain to a woman how things are, often when she has just explained it to a group or the person herself
- Microaggressions, frequent and often unconscious, are verbal and non-verbal slights, snubs, or insults, whether intentional or unintentional; these normative practices communicate negative messages

Session 5.5b

All about change – tackling resistance



Time

1.5 hours



Materials

Flip charts

Pens, pencils
or coloured
markers

Strengthening enabling factors

- Willingness
- Capacity

Learning outcomes

Knowledge

Participants have better insight into possible fears and reasons for resistance against organisational transformation processes towards more gender-just and inclusive organisations, and what are effective ways to deal with resistance

Attitudes

Participants show more understanding towards possible responses towards change

Skills

Participants can explain the need for change, involve stakeholders, motivate them and celebrate successes in order to gain support and create more willingness for organisational change

Methods

Plenary for the introduction and closure, and group work

Description

In this session participants are going to practise talking (and walking) a specific stakeholder group through a simulated change process as a way to deal with possible resistance.

Facilitator instructions

Step 1. Preparation

- Make sure you are familiar with the most common categories of resistance and strategies to tackle resistance towards organisational change. You can find more information below.

Step 2. Activity

Plenary introduction

- Explain that this session specifically focuses on tackling resistance to organisational change. Discuss what are the most common categories of resistance:
 - ◆ We do not need to change, why should we have to change?
 - ◆ We don't have time to change
 - ◆ We have tried to change before and that did not work
 - ◆ We do not have to change, they have to change
- Explain that change management theory shows us that an effective way to deal with resistance is to talk and walk employees through the change process, by:
 - ◆ Explaining the need for change
 - ◆ Involving employees in the change process (let employees contribute to and support in integrating new plans)

- ◆ Providing an attractive perspective of what a change process will lead to and what it will bring employees individually
- ◆ Celebrating successes

Group work

- Ask the participants to make groups (maximum of four or five people per group).
- Explain that the groups are going to do a simulation exercise (explained below).

Instructions

Imagine you are part of the gender transformative taskforce of organisation IMAGINARY. According to the gender transformative taskforce it is time to take action towards a more gender-equitable and inclusive organisation.

Step 1: Come up with a radical/daring/creative idea (consisting of one action only) that would make the organisation more inclusive and gender equitable.

Step 2: Discuss where resistance to your plan might come from in the organisation (identify different groups of stakeholders).

Step 3: Based on your mapping: choose one group of stakeholders to focus on.

Step 4 (core of the exercise): Discuss how to convince the stakeholder of your plans and tackle possible resistance. Focus on:

- ◆ Explaining the need for change (evidence)
- ◆ Involving employees/stakeholders in the change process (let them contribute to and support integrating new plans)
- ◆ Providing an attractive perspective of what a change process will lead to and what it will bring to employees individually
- ◆ Celebrating steps forward

- After the exercise is done, ask each group to present their plan.

Step 3. Reflection

- Ask participants to reflect on the group exercise. *How did the group choose their idea? How did they select one group of "most resistant" stakeholders? What do they see as the most promising strategy to tackle resistance?*

Step 4. Application

- If time allows, you can create an open discussion about how participants dealt with resistance to positive change themselves in the past in their own organisation. *Would the strategies they worked with in this session have been helpful? Why, or why not?*

Session 5.5c

All about change – picture time



Time

1 hour



Materials

Plain paper to draw on

Pens, pencils, coloured markers

Strengthening enabling factors

- Willingness
- Capacity

Learning outcomes

Knowledge

Participants learn about the difference between Who wants change? versus Who wants to change?

Attitudes

Participants no longer exclude themselves from the process towards positive transformation

Skills

Participants are better able to reflect on what could be their personal role in facilitating a change process

Methods

Plenary for the introduction and closure, and an individual drawing exercise

Description

Through this learning-by-doing exercise, participants will learn about the difference between who wants change versus who wants to change.

Facilitator instructions

Step 1. Preparation

- To be able to facilitate the participants' creativity make sure there are enough coloured markers and big sheets of plain paper to draw on.
- Don't discuss the rationale behind the exercise beforehand with participants. The "aha moment" when some participants will realise they did not draw themselves on the first picture will strengthen their personal reflection process.

Step 2. Activity

- Ask the participants to draw a picture of **what needs to change** within their organisation, according to them, to become a more gender-just and inclusive organisation. Be aware this is different to their vision of a true gender-just organisation (Session 5.3). Make it clear that words/text cannot be part of the participants' pictures, it should really be a drawing.
- Ask one or two volunteers to explain to the group what we see on their pictures.
- Then ask how many participants literally drew themselves on their picture, without starting a discussion or asking for explanation. Discuss that there is often a difference between "who wants change" versus "who wants to change".
- Explain to the participants that it is now #selfietime: ask the participants to draw a new picture of what needs to change within the organisation to become a more gender-just and inclusive organisation. In the new drawing the participant should be at the centre of the picture.

Step 2. Reflection

- Give participants the opportunity to share with the bigger group what the main differences are between their first and second picture.

Step 3. Application

- Ask the participants if there are any ideas based on their second drawing that they would like to use as input for the next session on action planning.

Action planning



Time

1.5–2 hours



Materials

Flip charts

Markers

Action plan tool as a PowerPoint slide or flip chart, or copies of Handout 5.2: Action plan tool

Learning outcomes

Knowledge

Participants have knowledge of the process and plan ahead

Attitudes

Participants are prepared and motivated to start the change process

Participants are realistic in their expectations

Skills

Participants have planned for short-term wins (the low-hanging fruit) and the long-term goals

Methods

Brainstorm, joint reflection and planning

Description

In this final planning exercise, the participants will walk through the findings of all the exercises of the previous two days. This session should be as practical as possible, encouraging participants to identify action points that will be achievable within a certain time frame.

Change management theory points out that it is good to have a long-term vision, but that in order for people to stay motivated you should also have short-term objectives. These “low-hanging fruits”, or things that you know you can change easily with minimal inputs, should be regularly celebrated to keep people energised to drive the change process.

Facilitator instructions

Step 1. Preparation

- In advance of the session place the flip chart papers around the room which have captured learning from the previous exercises, e.g. the flip charts from Session 5.3. This will act as a visual reminder.
- Make sure that the action plan tool (or other planning tool that will be used) is visible either on PowerPoint, on a flip chart on the wall or share Handout 5.2.

Action plan tool

Overall goal:			
Time period:			
Result	Activity	Responsible/ Resources	Deadline
1			
2			
3			
4			

Overall goal is a response to the question: what would you like to achieve?

Example: To promote gender equality in comprehensive sexuality education in schools

Time period is the time in which you would like to achieve your overall goal

Example: During the third quarter of Year X

Results are concrete outputs that you need to achieve in order to contribute to your overall goal. They should be as specific, measurable, achievable, relevant and time bound (SMART) as possible.

Example: Five teachers will have gained skills to discuss gender in the classroom by the end of term one.

Activity means, what action is needed to achieve your result?

Example: Train five teachers for three days on gender transformative approaches

Responsible is the person who has to carry out the activity to achieve the result and will be held accountable for it

Resources are the required budget, knowledge, skills, hours etc. required to fulfil the activity

Deadline is the moment when your activity should be finished and your result(s) achieved

Example: At the end of year X

Step 2. Activity

- Walk the participants through the action planning tool and allow time for questions/clarifications. Explain why it is important that steps forward are formulated as specific, measurable, achievable, relevant and time bound (SMART) as possible.

Group work

- Referring to the vision exercise in Session 5.3, divide the group into four smaller groups. Each group focuses on one of the quadrants of the adapted Gender at Work Framework.
- Based on the input of the previous exercises (vision, change exercises and the self-assessment) ask participants to take a few moments to discuss what the long-term goal and short-term objectives for change should be for their quadrant.
- Ask the participants to write down the resources required for each activity; this could be budget, hours, training materials, consultants etc. You can add this to the column that states who is responsible.

Plenary discussion – finalise plan

- Have each group share their plans for their “dimension of organisational change” and have others ask questions and/or add activities. It is of course very important that there is consensus on the activities that are selected in the end. It is advisable that you as facilitator take a step back in this exercise. The participants are owners of the change process and therefore the steps forward should resonate with what they want to achieve with each other, what they think is feasible and what the priorities should be in the short-medium- and long-term. As facilitator, you can guide the discussion by asking clarifying questions and ensuring all dimensions of the Gender at Work Framework are taken into account.
- Make sure that someone draws up the final, agreed plan including results, activities, responsibilities and deadlines so it can be kept and shared for future reference.

Step 3. Reflection

- Ask the participants to reflect on what they like best about the action plan and what challenges might appear in putting the plan into action, and invite a few to share their thoughts with the group. How can these challenges be overcome?

Session 5.7

Walking away inspired

“ Vision without action is just a dream, action without vision just passes the time, and vision with action can change the world.” Nelson Mandela



Time

0.5–1 hour



Materials

PowerPoint slide with inspirational human rights defender or copies of Handout 5.3a or b

Learning outcomes

Knowledge

Participants learnt about the importance of translating a vision into day-to-day behaviour and understand that change does not start from scratch, that good practices already exist in every organisation

Attitudes

Participants feel inspired and motivated because of bigger and smaller successful stories of change

Skills

Participants are aware it requires discipline to (continuously) see positive transformation within their organisation

Methods

Plenary introduction, discussion in pairs, plenary reflection

Description

You begin this session by illustrating how well-known, inspiring activists translated the “big vision” that they are famous for into day-to-day behaviour. Next, participants will sit together in pairs to talk about a moment when they were inspired by a colleague, because this colleague acted in a certain way or spoke about something particular, and in this way they positively contributed to a more inclusive and equal organisation. These small, inspiring examples emphasise the importance of everyday behaviour and demonstrate that change does not start from scratch.

Facilitator instructions

Step 1. Preparation

- During the first part of this session the group will discuss an example of a famous human rights defender that lived up to his/her/their visionary ideas by practising these ideas in day-to-day behaviour. It is important that the story appeals to the participants’ realities. In the handout you find stories of two well-known activists, however if you feel there are other examples of inspiring human rights defenders that better fit the participants’ context, you should select and prepare a local example.
- Set up the PowerPoint with a photo of the inspirational activist the group is going to discuss. It is also possible to use Handout 5.3a or b.

Step 2. Activity

Plenary work

- Ask the group what they know about the person on the photo.
- Make sure the group discusses the vision that the human rights’ defender is famous for.
- Now discuss a day-to-day behaviour of the human rights activist that resonates with the vision.

- For Nelson Mandela, Handout 5.3a can be used
- For Malala Yousafzai, Handout 5.3b can be used
- Ask the group what link they see between the vision of the human rights defender and the behaviour/action that is demonstrated

Conversation in pairs

- The goal of this exercise is to inspire participants by creating a link between famous stories and personal experiences.
- Ask each participant to think individually about a moment they felt inspired by a colleague, because this colleague acted in a way or spoke about something particular, and in this way positively contributed to a more inclusive and equal organisation. Make sure participants do this exercise by themselves and have enough time to reflect internally.
- Ask the participants to make pairs and to interview each other about the inspiring moment they both chose. Guiding questions for this conversation are:
 - ◆ *Can you describe the specific act or words of your colleague that inspired you?*
 - ◆ *How did the behaviour of your colleague contribute to a more inclusive and/or equal organisation?*
 - ◆ *In what way were you triggered by the act or words of your colleague and why did you choose this specific example?*

Step 3. Reflection and application

- Give participants the opportunity to share some of the discussion they had in pairs. Make sure that participants make the link between the inspiring day-to-day behaviour and the bigger vision of an equal and inclusive organisation.
- The goal of this exercise is to discuss how small stories and examples, which are part of the participants' own organisation, demonstrate that positive change is already happening within the organisation and how everyday behaviour can play a relevant role in this process.

Annex 1: Handouts

Handout 5.1 Power Walk characters within an organisation

Handout 5.2 Action plan tool

Handout 5.3a Nelson Mandela

Handout 5.3b Malala Yousafzai



Power Walk characters within an organisation



Heterosexual male board member (65) who owns his own law firm

.....

Male project officer (30) who is afraid his sexual orientation, which is not in line with the norm, might become known

.....

Heterosexual female secretary (21) of immigrant parents and a poor background

.....

Senior heterosexual female member of management (47) with a finance background and good connections within the donor and finance community

.....

Female heterosexual human resources manager (45) who has a lot of influence in the senior management team because of her upper-class background

.....

Female heterosexual project assistant (25), single, from an ethnic minority group

.....

Intern (18) who thinks they might be transgender and does not want to talk about this with colleagues in fear of ridicule

.....

Male advocacy officer (35) who is visually impaired and needs special computer equipment to be able to function well; he is not sure about his sexual orientation

.....

Senior heterosexual male monitoring and evaluation manager (55) who is a member of the senior management team and is part of the governance structures of many major alliance programmes

.....

Heterosexual female cleaner (65) who has no formal education and does not speak the language very well due to her immigration and ethnic background

.....

Male director (57) who is well connected in political circles and who has a reputation for being strict, rule oriented and unbending; he has a wife and children but leads a secret double life as a gay man

.....

18-year-old peer educator (heterosexual female) who has not finished school and has experienced sexual harassment during a training

.....

35-year-old heterosexual male health worker who is ashamed of being from a poor background and who had to borrow money to be able to get his diplomas

.....

Technical advisor (44) with a non-confirming gender identity with a research background who is often asked to write proposals because of their wide knowledge

.....

25-year-old secretary (with questions about their gender identity) who would like to advance their studies but can't afford it time being a divorced single mum of three

.....

Technical advisor (heterosexual male, 45) who is an expat and from a European country

.....

Female senior manager (heterosexual, 63) who is HIV positive

.....

Security guard (57, identifying as "third gender") who is from a minority religion

.....

Expat (lesbian female, 27) from a European country

.....

Action plan tool

Overall goal:			
Time period:			
Result	Activity	Responsible/ Resources	Deadline
1			
2			
3			
4			

Notes

Overall goal is a response to the question: what would you like to achieve?

Example: To promote gender equality in comprehensive sexuality education in schools

Time period is the time in which you would like to achieve your overall goal

Example: During the third quarter of year X

Results are concrete outputs that you need to achieve in order to contribute to your overall goal. They should be as specific, measurable, achievable, relevant and time bound (SMART) as possible.

Example: Five teachers will have gained skills to discuss gender in the classroom by the end of term one

Activity means, what action is needed to achieve your result?

Example: Train five teachers for three days on gender transformative approaches

Responsible is the person who has to carry out the activity to achieve the result and will be held accountable for it; **Resources** are the required budget, knowledge, skills, hours etc. required to fulfil the activity

Deadline is the moment when your activity should be finished and your result(s) achieved

Example: At the end of year X

Nelson Mandela



Vision

The eradication of racism and the establishment of a constitutional democracy. A South Africa in which all its citizens have equal rights.

Example of specific daily behaviour that resonates with Mandela's vision

Mandela spent 27 years of his life in prison because he fought against racial segregation and discrimination. When he became the first black president of South Africa, a few years after he was released from prison, he chose to keep the former president's white security guards, to the surprise of many, and in addition to that hire black security guards. All his guards had to work closely together, in order to promote unification of all races. At the time this was quite exceptional regarding the South African experience of apartheid.

Malala Yousafzai



Vision

A world where every girl can learn and lead because she has access to education.

Specific daily behaviour that resonates with Malala's vision

Fragment from her diary: *"The night was filled with the noise of artillery fire and I woke up three times. But since there was no school I got up later at 10 am. Afterwards, my friend came over and we discussed our homework. The Taliban have repeatedly targeted schools in Swat. Today is 15 January, the last day before the Taliban's edict comes into effect, and my friend was discussing homework as if nothing out of the ordinary had happened."**

* Accessed from: http://news.bbc.co.uk/2/hi/south_asia/7834402.stm

Annex 2: Creating safe spaces

Supporting participants to navigate their way through personal reflection, challenging discussions, as well as giving and receiving feedback is an important responsibility of the facilitator. Related to this responsibility, facilitators are accountable for creating a climate of safety and trust for all participants.

Module 5 specifically focuses on processes within an organisation that might be considered sensitive. Participants will also represent different departments and levels of an organisation and will also have different interests and perspectives that they bring to the table. Therefore, it is almost inevitable that power dynamics will be at play. This dynamic might also influence the extent to which participants feel safe and comfortable to share their visions and openly discuss sensitive topics.

To support this process, the below overview of approaches can help in creating a climate of safety and trust. Of course, these approaches are context dependent and therefore should be adapted to what best fits the specific situation.

It is also important to recognise that a totally safe space cannot be guaranteed, and that friction is sometimes also necessary for change to happen.

Tips and recommendations

At the planning stage of the training:

- It is advised that sessions in Module 5 are facilitated by an experienced *third-party* facilitator from outside the organisation. External facilitators are more likely less biased and not involved in office politics. They are therefore better placed to support the organisation in critical reflection on power relations and organisational cultures and processes that might need change.

Recommendations for during the training:

- At the start of the meeting, ask participants to share what a “safe space” means for them. What is needed to make them feel comfortable in this specific training setting? What are the principles that will enable the space to be safe? What other factors should be taken into account? Write down the outcomes of the discussion on a flip chart and display this on the wall to remind everyone during the workshop of the agreements and commitments they made as a group.
- In this discussion it is good to include the following:
 - ◆ Acknowledge that there are power dynamics in any social group and that power can also be constructive

- ◆ Acknowledge that everyone contributes differently and validating this will lead to richer discussions and outcomes
- ◆ Get commitment to give full attention to each person speaking
- ◆ Agree that participation is always voluntary, just as sharing (personal) reflections with the group is voluntary
- ◆ Agree that someone can only volunteer herself/himself/themselves. No one can be volunteered by others to feedback to the larger group or to take up a specific task or role.
- If you are working with a larger group it can be helpful to appoint a small group of participants (three should be enough) from different levels within the organisation who act together as the support group for creating a safe space. If participants have a specific need or if they feel unsafe and do not want to share the issue with the bigger group or facilitator, they can approach the person in the support group they feel most comfortable with. The support group can take up the issue with the facilitator or bigger group.
- The set-up of the meeting room is important and a means to create a space in which everyone is literally equally visible and able to be heard. A good way to do this is to let participants sit in a semi-circle, without tables or other items to obstruct clear, open communication.
- In each session, make it possible for participants to feedback to the larger group in an anonymous way in addition to speaking out. For example, by using Post-it-notes or an online tool like Mentimeter.
- Do not hesitate to take a break or to close a discussion or process when you feel this is necessary for participants to feel safe and comfortable.
- Do not try to avoid silence in the room. Silence might feel uncomfortable, but this is not necessarily bad. Moreover, the reason it remains silent in a group after posing a question often carries a message in itself. Depending on the situation, it might even be helpful to investigate what this message is.
- Do not hesitate to politely interrupt participants who dominate the conversation or to invite participants that do not speak out so much to share their thoughts. Try to stay away from asking specific participants to contribute to the discussion.

Annex 3: GTA organisational self-assessment

Facilitator's notes

Background to the self-assessment tool

The goal of this self-assessment tool is to identify which aspects of an organisation already contribute to adopting a gender transformative approach and which aspects should be improved. It will uncover relevant examples that can be used in the GTA workshop. This self-assessment is not based on a fully representative sample of the organisation so the outcomes can therefore only be interpreted as indicative.

In order to provide information about how an organisation currently operates in terms of adopting a gender transformative approach in the organisation, the self-assessment includes the individual and organisational (systemic) as well as the hidden and the visible (as in the Gender at Work Framework). Hence, the self-assessment tool provides information across four dimensions:

1. Equitable attitudes and capabilities (individual and hidden)
2. Resources for gender and diversity (individual and visible)
3. Organisational culture and ideology (systemic and hidden)
4. Formal rules and policies (systemic and visible)

Preparation for the session

The purpose of this session is to assess the organisation's capacity for adopting a gender transformation approach. As the facilitator, it is important that you set the right tone for the session, based on your understanding of the organisation, its current context and aspirations. This exercise is an opportunity for the organisation to reflect and identify challenges and shared aspirations.

The self-assessment is based on a survey to be filled in by individuals prior to the workshop. After scoring a set of statements and answering questions, employees identify areas for change related to gender transformation. Subsequently, based on all this information, the facilitator develops a summary with a general picture of the four different dimensions. This summary document will be used in the workshop as a starting point for discussion with workshop participants: what conclusions should be drawn on the GTA principles that need attention within the organisation, and what strategies need to be developed to move their organisation towards a more gender transformative approach?

Step 1: Select participants for the self-assessment survey

- The facilitator meets with a representative of the organisation – the contact person for the GTA workshop – to introduce the goal and steps of the self-assessment process.
- Based on the size of the organisation, the facilitator and contact person decide whether all employees of the organisation or a selection of employees will fill in the survey to assess the organisation's capacity in adopting a gender transformative approach. In the case of a selection, it is important to ensure that all the different groups within the organisation are equally represented (gender, age, position, department etc.).
- It is important to be conscious of internal power dynamics. In order to create a safe space to share thoughts and feelings, the self-assessment is filled in **individually** and **anonymity** should be guaranteed as far as possible. This necessitates the external facilitator receiving the filled in self-assessment directly from the participants, with no interference from the contact person.

Step 2: Contact participants and collect data

There are two options for approaching participants and collecting data:

- The facilitator uses an online survey tool and shares the link to fill out the self-assessment with the participants directly. For example, Rutgers set up this specific survey using its Survey Monkey account. This is the preferred option, because it guarantees anonymity.

OR

- The facilitator receives the email addresses of the selected participants from the contact person and personally sends out the self-assessment survey to each participant in a separate email. Participants are asked to return their completed self-assessment surveys directly to the facilitator without interference of the organisation's contact person. In analysing the data and developing a summary, the facilitator is obligated to ensure results cannot be traced back to individual employees.

Step 3: Develop a summary analysis

The facilitator develops a summary document based on the completed self-assessments, containing:

- A general summary
- Any striking differences between four dimensions
- The strengths and weaknesses of applying GTA principles in the organisation
- Priorities and quick wins

Remember to treat the information as confidential.

Structure of the self-assessment

The goal of this self-assessment tool is to form a picture of how the organisation currently relates to the components and principles of a gender transformative approach.

The aim is to create insight into employees' vision on what, if any, relevant components of a GTA have already been adopted within the organisation, which components are missing or could be improved, and what they see as priorities and quick wins.

To be able to collect this information, the self-assessment combines an adapted version of the Gender at Work Framework for institutional change (Figure 1) and the six interrelated principles of Rutgers' GTA (Figure 2).

According to the Gender at Work Framework, four interrelated dimensions of change should be taken into account to ensure that organisations that work in the SRHR field operate in a gender transformative way internally. These four dimensions form the different sections of the self-assessment. Within each section, questions are included about the six core principles of Rutgers' GTA.

Figure 1: The four dimensions of the adapted Gender at Work Framework

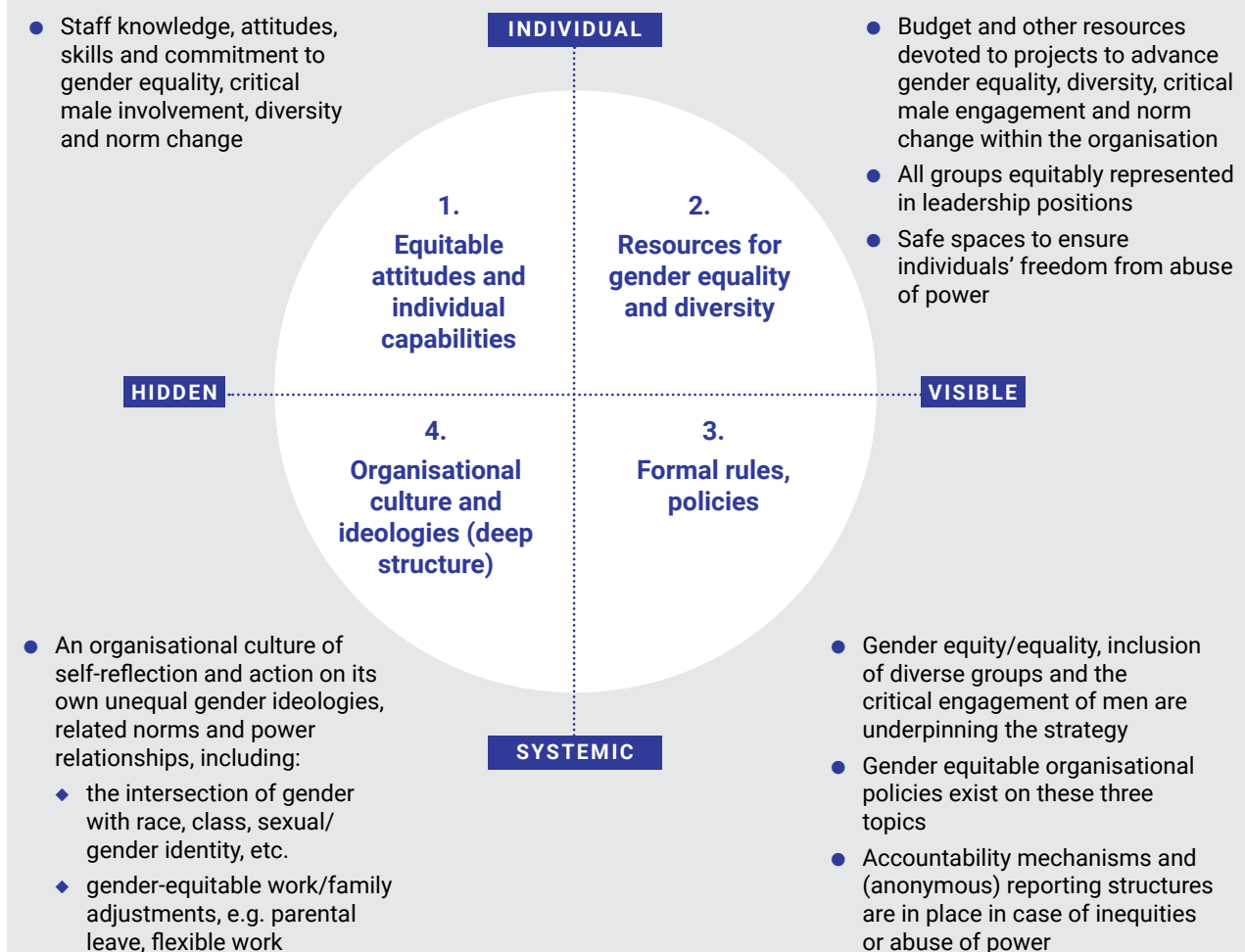
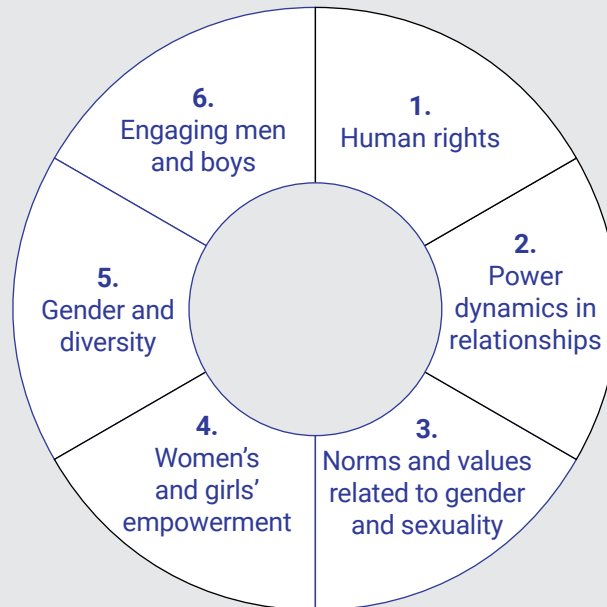


Figure 2: The six interrelated principles of Rutgers' GTA



Practical information

- The information you provide in this survey will only be used for the purpose of the workshop, 'GTA in institutions'. Your involvement will remain anonymous and your participation is only known by the representative of your organisation who invited you to participate and the external facilitator.
- If you would like to share further information as additional background, but you feel it is too sensitive to use in the workshop (for example, incidents with a specific individual), please indicate this in your response by **marking this information in a red font**. In this way, the facilitator is informed, but will not use this information during the workshop.

The statements are meant to receive a score or answer that reflects the **general** organisational status or situation.

Please note that most statements can be answered by giving a rating from 1 to 5:

- 1 = Not at all
- 2 = To a limited extent
- 3 = To a moderate extent
- 4 = To a great extent
- 5 = To the fullest extent

When indicated, some questions can only be answered with Yes, Somewhat, No, or Don't know.

Where possible, you are asked to explain or elaborate by giving an example to support the rating and to provide qualitative information that can be used in the GTA workshop to come to a practical action plan. An alternative option is to write a summary note addressing the principle as a whole.

Your participation is voluntary, and we want to thank you for taking part in this essential element of our process. If you have any queries or concerns, please do not hesitate to contact the facilitator.

The GTA organisational self-assessment survey

Rating

1 = Not at all

2 = To a limited extent

3 = To a moderate extent

4 = To a great extent

5 = To the fullest extent

Quadrant 1: Equitable attitudes and capabilities

Staff knowledge, attitudes, skills and commitment to gender equality, critical male involvement, diversity and norm change

	Mark your score with a tick or x					Explain/elaborate with example(s) to support your scoring (where possible)
	1	2	3	4	5	
<p>1.1 Human rights</p> <p>To what extent are staff dedicated and committed to promote non-discriminatory behaviour and human rights at the workplace?</p>						
<p>1.2 Power</p> <p>To what extent would staff recognise underlying power relations at the workplace, e.g. in case of negative incidents?</p>						
<p>1.3 Norms and values</p> <p>To what extent are staff members aware of gender equitable norms, do they express gender equitable norms themselves and do they speak out against non-equitable values?</p>						
<p>1.4 Gender and diversity (SOGIESC)</p> <p>To what extent do staff accept and welcome employees of diverse gender and sexual orientations in the organisation?</p>						
<p>1.5 Empowerment of women and girls</p> <p>To what extent are staff committed to empower (young) women in your organisation? In formal structures, but also in informal processes such as discussions and internal meetings?</p>						
<p>1.6 Engaging men and boys</p> <p>To what extent are employees who identify as men in your organisation positively encouraged and taken seriously to be involved in advancing gender equality?</p>						

1.7 Open question Are there any other issues, experiences or incidents related to equitable attitudes and capabilities that are important to share here? If so, please elaborate or give an example.	Please write your answer here:
--	--------------------------------

Quadrant 2: Resources for gender equality and diversity

- Budget and other resources devoted to projects to advance gender equality, diversity, critical men engagement and norm change within the organisation
- All groups equitably represented in leadership positions
- Safe spaces to ensure individual's freedom from abuse of power

	Mark your score with a tick or x					Explain/elaborate with example(s) to support your scoring (where possible)
	1	2	3	4	5	
2.1 Human rights To what extent does your organisation provide training opportunities for all employees to improve their knowledge and skills concerning gender equality, human rights and non-discrimination?						
2.2 Power To what extent does the organisation provide a safe environment to ensure individuals' freedom from abuse of power?						
2.3 Values and norms In all programmes and projects within your organisation, specific budget and other resources are devoted to activities that advance gender equitable norms and values.	Yes	Some what	No	Don't know		
2.4 Gender and diversity (SOGIESC) To what extent does your organisation explicitly invest in recruiting and maintaining a diverse workforce with people of diverse genders and sexual orientation? (For example, in vacancies, recruitment, awareness trainings of HR officers and MT)						
2.5 Empowerment of women and girls To what extent do employees who identify as women have equal opportunities for leadership positions within the organisation?						

<p>2.6 Engaging men and boys</p> <p>To what extent are resources devoted to projects and programmes regarding the engagement of (young) men in advancing gender equality?</p>	1	2	3	4	5	
<p>2.7 Open question</p> <p>Are there any other issues, experiences or incidents related to resources for gender equality and diversity that are important to share here? If so, please elaborate or give an example.</p>	Please write your answer here:					

Quadrant 3: Formal rules and policies

- Gender equity/equality, inclusion of diverse groups and the critical engagement of men is underpinning the strategy
- Gender equitable organisational policies on these three topics
- Accountability mechanisms and (anonymous) reporting structures in place in case of inequities or abuse of power

	Mark your score with a tick or x				Explain/elaborate with example(s) to support your scoring (where possible)
<p>3.1a Human rights</p> <p>The organisation explicitly promotes the values of human rights, non-discrimination, gender equality and diversity in its mission and/or vision statements</p>	Yes	Some what	No	Don't know	
<p>3.1b Human rights</p> <p>What kind of formal protocols and reporting mechanisms are in place that enable staff and volunteers to make complaints/appeal on the basis of gender discrimination or other forms of discrimination?</p>	Open question, please write your answer here:				
<p>3.2 Power</p> <p>Accountability mechanisms and (anonymous) reporting structures are in place in case of inequities or abuse of power</p>	Yes	Some what	No	Don't know	
<p>3.3 Norms and values</p> <p>Considering gender norms and values of potential new staff members is part of recruiting procedures</p>	Yes	Some what	No	Don't know	

3.4 Gender and diversity (SOGIESC) The organisation has a written gender equality and diversity policy in place and implements this policy	Yes	Some what	No	Don't know		
3.5 Empowerment of women and girls What kind of attention in recruitment policies and hiring processes does your organisation have to balance gender in your organisation, and also in higher positions?	Open question, please write your answer here:					
3.6 Engaging men and boys To what extent is parental leave equally promoted for all caregiving employees?	1	2	3	4	5	
3.7 Open question Are there any other issues, experiences or incidents related to formal rules and policies that are important to share here? If so, please elaborate or give an example.	Open question, please write your answer here:					

Quadrant 4: Organisational culture and ideology

An organisational culture of self-reflection and action on its own unequal gender ideologies, related norms and power relationships, including:

- the intersection of gender with race, class, sexual/gender identity etc.
- gender equitable work/family adjustments, e.g. parental leave, flex work etc.

	Mark your score with a tick or x					Explain/elaborate with example(s) to support your scoring (where possible)
4.1 Human rights To which extent do you feel safe to call colleagues out on discrimination, bias or prejudice with regards to gender, sexual orientation and gender identity, race, ethnicity, religion, age, disability or other grounds?	1	2	3	4	5	
4.2 Norms and values To which extent does the organisation have a culture of learning to continuously improve work on gender equality and diversity?	1	2	3	4	5	
4.3 Power To what extent do people in leadership positions in your organisation promote to prevent inequalities among employees?	1	2	3	4	5	

<p>4.4 Gender and diversity (SOGIESC)</p> <p>To what extent do you think that all employees feel safe to be open about their gender or sexual orientation/identity to colleagues?</p>	1	2	3	4	5	
<p>4.5 Empowerment of women and girls</p> <p>To what extent does management stimulate staff to critically assess whether the organisation's programmes and actions sufficiently address the empowerment of women and girls</p>	1	2	3	4	5	
<p>4.6 Engaging men and boys</p> <p>To what extent are all staff members being treated equally and taken seriously when they wish for time to care for relatives or work-family adjustments?</p>	1	2	3	4	5	
<p>4.7 Open question</p> <p>Are there any other issues, experiences or incidents related to organisational culture and ideology that are important to share here? If so, please elaborate or give an example.</p>	Open question, please write your answer here:					

Summarising questions

1. Equitable attitudes and individual capabilities

According to your answers, which issue related to equitable attitude is most successfully incorporated in your organisation?

According to your answers, which issue related to equitable attitude needs improvement or strengthening in your organisation?

2. Resources for gender and diversity

According to your answers, which issue related to resources for gender and diversity is most successfully incorporated in your organisation?

According to your answers, which issue related to resources for gender and diversity needs improvement or strengthening in your organisation?

3. Organisational culture and ideology

According to your answers, which issue related to organisational culture and ideology is most successfully incorporated in your organisation?

According to your answers, which issue related to organisational culture and ideology needs improvement or strengthening in your organisation?

4. Formal rules and policies

According to your answers, which issue related to formal rules and policies is most successfully incorporated in your organisation?

According to your answers, which issue related to formal rules and policies needs improvement or strengthening in your organisation?

5. General

According to your answers, what quick wins do you identify? These are actions that are easy to undertake or take little effort (and/or resources), but lead to a major improvement for your organisation and its employees?

Which explanations do you find most important for your organisation to work on, deal with, improve on?

Annex 4: Optional extra introductory exercises

Why these extra exercises?

You can use these exercise when the group that you are working with has only a very basic understanding of the concept of gender. The aim is to set the stage for further reflection on GTA in the institution. Especially when non-programmatic staff participate, e.g. someone from human resources or finance, they might not yet be aware that gender is something learnt and not something that we are born with. The key message is that what we learn, e.g. harmful gender roles and norms, can also be unlearned and changed into something more constructive through reflection and concerted effort.

The following three exercises cover the core and basics of the gender transformative approach, which is understanding how (harmful) gender norms are maintained by unequal power relations. For a more in-depth introduction to the six principles of GTA it is recommended to first hold a three-day workshop based on the *Rutgers' GTA Toolkit, Module 1: Six interrelated components and the socio-ecological model*. Module 1 and technical support is available on the Rutgers International website: www.rutgers.international/GTA

1. The Gender Box



Time
1 hour



Materials

Two sheets of paper per group

Pens, pencils or coloured markers

Flip chart and markers

Optional: a handout of the reproductive health-related laws of the respective country, one for each participant

Learning outcomes

Knowledge

- Participants know about the socially constructed nature of gender roles and norms and how these are enforced
- Increased awareness of socially expected masculine and feminine norms and behaviours
- Knowledge on how certain forms of masculinity (and femininity) are connected to power and inequality
- Knowledge on the link between harmful gender norms and SRHR

Attitudes

- Willingness to look critically to your own gender norms and socialisation, as well as how this relates to SRHR

Skills

- Being able to identify socially expected masculine and feminine norms and behaviour
- Being able to facilitate an open discussion about gender roles and facilitate the internalisation of more equitable norms, especially in relationship to SRHR

Methods

Participation, reflection and discussion

Description

The way we think a woman or a man should behave or act is mainly determined by the society we live in and the cultural norms we share. These expected “roles” of men and women are called gender roles. This is different from the biological characteristics which we are born with, such as the “objectively” measurable organs, hormones and chromosomes, i.e. Female = vagina, ovaries, XX chromosomes; Male = penis, testes, XY chromosomes; Intersex = a combination of the two.*

* Queer theory goes even further to state that biological sex is also socially constructed, i.e. medical science, which itself is not objective, determines whether sexual organs at birth are put in either the male or female category. See also: <http://www.theory.org.uk/ctr-butl.htm>

Many societies look at men as superior and women as inferior. The Gender Box exercise provides a starting point for discussion about gender norms and how they are enforced, about masculinity and its connection to violence and other harmful behaviours. The exercise can be adapted for different groups – young men, young women, mixed youth groups or adults. It can also be used to discuss how gender links to issues such as SRHR.

Facilitator instructions

Step 1. Activity

- Divide the group into a male and a female group. Ask the respective groups to brainstorm a list of words that come to mind when they hear the phrase “Act like a man”, or “Act like a woman”. Explain that this is not a list of things they think are true, but the messages boys/men and girls/women are given about what they must do “to act like a boy/man”, “to act like a girl/woman”. In other words, what it is that society expects for someone to behave like a “real man” or a “real woman”. For example, a man does not show his feelings, or a woman takes care of the children, etc. Let the groups write the different definitions of what it means to be a “good man” or a “good woman” on the sheet of paper.
- Let a representative of each group present what they have written down. The group can add if they want. Write the words on flip chart paper as they are spoken out.
- Discuss:
 - ◆ where these messages come from (*Who is the messenger?*)
 - ◆ the earliest influences in boys’ and girls’ lives and how socialisation occurs (*When do we first receive these messages?*)
- Draw boxes around the two lists on the flip chart, and say “This is a MAN box”, and “This is a WOMAN box”. You can then ask:
 - ◆ *Does this seem familiar? Do you visit this box in your daily life?*
 - ◆ *Can participants share experiences and feelings related to the messages?*
- Ask, *What are the advantages to following these rules and fitting into the box?* Write the responses to this question on flip chart paper under the heading “Advantages of staying in the box”.
- Ask, *Are there any disadvantages to staying in the box?* Write the responses on flip chart paper under the heading “Disadvantages to staying in the box.”
- Ask, *What happens to a man, or to a woman who does not fit into this box, or chooses to step out of the box?* Write the responses to this question around the outside of the box.
- Ask, *Are there any benefits to stepping out of the box?* Write the responses on flip chart paper under the heading “Benefits related to stepping out of the box.”
- Finally, ask, *Are there any costs to stepping out of the box?* Write the responses on flip chart paper under the heading “Costs related to stepping out of the box.”

Step 2: Reflection

- Ask the participants what they think of the exercise. Emphasise that looking at the common horizon of both men and women, there is more that binds men and women together than what separates them. We all are looking for a healthy and happy life, with our friends, families, children, etc.

Step 3: Application

- Ask the group how they can support each other and how they can show solidarity in the process of change and transformation. *How can women support other women, how can men support other men, and how can women and men support each other when it comes to stepping out of the box?* You can also discuss concrete and practical ways, support groups etc.
- Conclude with a comment about how this activity demonstrates how men and how women are trained to fit into a box by rewarding certain kinds of behaviour and punishing other kinds of behaviour. The exercise helps to understand what it takes to step out of the traditional gender

box and to free yourself from rigid gender norms. It also looked at and stressed the importance of supporting each other in processes of fundamental changes.

- **Additionally:** you could also ask the two groups to write down what the 'costs' of gender norms is for each box regarding SRHR. For example, how gender norms affect the right to choose whom, when, how and how often to have sex with someone? Ask if this is the same for men and for women, and if differing gender norms related to having sex might lead to SRHR related costs. Think of things like sexual coercion, unwanted pregnancy, abortion etc. How are men and women affected differently because of different social norms around sexuality? The goal is to point out that harmful gender norms and social expectations linked to each gender box might lead to negative SRH outcomes.
- Be creative! For example, you could do this exercise by looking at the norm around adolescent condom use. *What are the boxes, i.e. social expectations, rewards and punishments when young people want to buy condoms in a public place?*

Conclusion

The norms related to becoming a men or women are changing constantly. Heteronormativity is very strong in many cultures, affecting the lives and SRHR of people who feel different from the heterosexual norm. In many contexts it still remains extremely difficult for men and women to live beyond the expectations of society. Confronting social and sexual norms and expectations remains a challenge for those men and women wanting to step outside the box and act in a more equitable and liberated manner. Through this exercise, participants recognise how society socially creates (constructs) gender, and also how difficult it is for people to challenge her/his own set of cultural beliefs and practices without the necessary skills, knowledge and support.

2. Where do norms come from?



Time
45 minutes



Materials
A blank piece of A4 paper for each participant

Coloured pencils or markers

Flip chart (optional)

Learning outcomes

Knowledge

Participants are aware of the social nature of gender and how they have internalised gender norms from childhood onwards

Attitudes

Willingness and openness to reflect on the fact that norms are learnt and can change

Skills

Ability to facilitate a similar exercise within SRHR interventions

Methods

Art work, self-reflection and discussion

Description

In this exercise, participants further explore that gender norms are learnt in childhood from caregivers and ones' cultural environment. The key point is that this happens without a person being aware of it. The aim is that participants realise that norms are learnt and that we can therefore also unlearn and change them. You could ask participants to do the [Implicit Association Test](http://www.understandingprejudice.org/iat/) exercise before the workshop starts.* Through this exercise they see first-hand to what extent they have internalised gender biases. The key message is that gender and sexual norms are internalised unconsciously and that it is therefore crucial to bring the unaware to the surface before change can become even a possibility.

* <http://www.understandingprejudice.org/iat/>

Facilitator instructions

Step 1. Activity

- Ask participants to sit in a semi-circle, preferably without tables, which can be a hindrance for open communication in the group, or open laptops, etc.
- Provide all participants with a blank sheet of paper and make sure there are enough colour pencils for everyone.
- Ask participants if they are comfortable closing their eyes. If anyone is not comfortable they can excuse themselves without disrupting the group. Explain that nothing scary will happen and that you will just ask them to think about things that happened in their past and that it is easier to remember when you are relaxed and not distracted.
- When everyone has voluntarily closed their eyes ask them to take a few deep breaths, feel their body and calm their mind.
- Then ask them to go back into their childhood. Who was their main caregiver? Or were there several caregivers? Did they have brothers and sisters?
- Ask them to think about the first time they can remember that they were clearly treated differently because they were a boy or a girl.
- What was the message that was given? What was the situation like? How did it make them feel? What else do they remember of this situation – smells, sounds, people etc.?
- Then ask them to open their eyes and use their creativity to draw the situation on the piece of paper.
- Tell them they can be as creative as they like and give them about 15 minutes to finalise the drawing.

Step 2. Reflection

- It is important that everything is done voluntarily and in an environment of trust and confidentiality. Stress this before you start the plenary discussion.
- Then ask a few volunteers to share their story and explain what they have drawn. Make sure everyone in the group can see the drawing clearly.
- You can ask questions like the ones below to facilitate a group's discussion:
 - ◆ *Where do the messages come from?*
 - ◆ *Are the messages different for boys than for girls?*
 - ◆ *How do these messages reinforce the Gender Box? (See Gender Box exercise for more information)*
- Make sure that others in the group also ask questions to each other to stimulate discussion.
- You could choose to write down the different answers for boys and girls on a flip chart and link it to the Gender Box exercise. Be creative!

Step 3. Application

- Finally, ask why the group thinks this exercise is important for gender transformative programming.
- Ask also how they think their insights will apply to their daily work within SRHR activities.

3. Power in your context



Time
1 hour



Materials
Flip chart
Markers

Learning outcomes

Knowledge

Realise that there are different kinds of power and that some kinds of power are only relevant for your specific context

Attitudes

Willingness to look critically at the intersection of power and gender

Skills

Ability to facilitate this exercise and to make people critically reflect on how gender and power are related

Methods

Group work and self-reflection

Description

This exercise looks at how power is experienced in the context in which the organisation operates. Participants explore how power is linked to gender and might reinforce certain harmful behaviours.

Facilitator instructions

Step 1. Activity

- There are different ways of looking at power. First ask both men and women, and possibly participants who identify differently, to organise in separate groups. Ask the groups to draw on a flip chart, a table with two columns, one for men and one for women. You could also add a column for people with diverse SOGIESC, different age groups (as in the picture) or other markers of social difference.
- Then ask the groups to think of all the different kinds of power that are valid for their context and the norm in their society – what society thinks and feels is normal. For example, in the picture you see 'spiritual power', which is something specific to Zambia and Zambians will relate to.
- Then each group adds ticks to show which people hold which type of power according to the general opinion of their society.

Step 2. Reflection

- Then, in plenary, compare the different columns and ask:
 - ◆ *What are the reasons that men have more power (if that is the case)?*
 - ◆ *What are the reasons women (or other social identities or groups) are disempowered?*
 - ◆ *Do the participants think it is fair that there is inequality in power?*

Step 3. Application

- You could opt to ask the participants to discuss in plenary how this exercise might help them to better understand gender and power in their organisation and in their SRHR work.

Facilitator's note: If you feel the basic concepts of "power" are not clear enough you could always refer to page 26 of Module 1 of the GTA toolkit and go through the "power over, within, with..." exercise and/or the exercise on forms of visible, hidden and invisible power on page 28. This will provide the participants with some of the theoretical background regarding power.

Types of Power	Men	Women	GAYS	BOYS
Political power	✓			
Economical power	✓			
Religious power	✓			
Traditional power	✓			
Witchcraft power	✓			
Spiritual power	✓			
Leadership power	✓			
Physical power	✓			
Innere strength power				
Bottom power		✓		
Power of love		✓		
Intellectual power	✓			
Influential power	✓			
Resilience power		✓		
TOTAL	11	3		

Annex 5: Glossary

Asexual: Not interested in any sexual relationship

Attitude: An individual's personal tendency to evaluate something positively or negatively, e.g. your attitude towards gender equality or diversity

Behaviour: What a person actually does

Bisexual: People who are consistently (sexually and/or romantically) oriented to more than one sex

Experiential learning: Experiential learning is a teaching method in which participants do an activity (experience it), reflect on it (alone or in a group) and see how they can apply their learning in practice

Formal leadership: Political participation or representation in leadership and management positions. Leadership can manifest itself individually and collectively and it can encompass power over, power within, power to and, in the case of collective action, power with

Gay: Men who are consistently sexually and/or romantically oriented to other men

Gender: The social, psychological and cultural representations of masculinity and femininity, as a construct that entails gender identity, roles, stereotypes, norms, attitudes and expression. A set of socially constructed relationships which are produced and reproduced through people's actions by dynamic, dialectic relationships. Gender is something that one does, and does recurrently, in interaction with others. Most importantly, gender does not reside in the person, but rather in social transactions defined as gendered. From this perspective, gender is viewed as a dynamic social structure

Gender at Work Framework: A theoretical framework for institutional/organisational change, that takes into account four interrelated dimensions of change

Gender expression: One's outward appearance, body language and general behaviour that are associated with gender

Gender equality: When women and men have equal conditions, treatment, and opportunities for realising their full potential, human rights and dignity, and for contributing to (and benefiting from) economic, social, cultural, and political development. Gender equality is, therefore, the equal valuing by society of the similarities and differences of men and women and the roles they play. It is based on women and men being full partners in the home, community and society.

Gender equity: Referring to the different needs, preferences and interests of men and women, this means fairness and justice in the distribution of benefits and responsibilities between men and women

Gender fluidity: A flexible range of gender expressions, behaviours and identification can change from moment to moment. Children and adults who are gender fluid often feel they do not fit within the restrictive boundaries or stereotypical expectations defined by the operating gender binary in their society.

Gender identity: Someone's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. Your gender identity can be the same or different from the sex assigned at birth

Gender ideologies: Sets of adopted views of what gender relations should be like. These are often more difficult to change than gender roles. Conservative gender ideologies can co-exist with progressive change in gender roles. This makes gender ideologies more difficult to change than personal attitudes.

Gender norms: Powerful, pervasive values and attitudes, about gender-based social roles and behaviours that are deeply embedded in social structures. They manifest within households and families, communities, neighbourhoods, and wider society, ensuring the maintenance of social order, punishing or sanctioning deviance from the established norms, imposing responsibilities on men and women.

Gender roles: Activities, expectations and behaviours assigned to people by the society they live in. Many cultures recognise two basic gender roles: masculine (having the qualities attributed to males) and feminine (having the qualities attributed to females).

Gender stereotypes: Gender stereotypes are preconceived ideas whereby females and males are arbitrarily assigned characteristics and roles determined and limited by their gender. Stereotypes about women both result from, and are the cause of, deeply ingrained attitudes, values, norms and prejudices against women/girls and people with diverse SOGIESC. They are used to justify and maintain the historical relations of power of men over women/diverse SOGIESC, as well as sexist attitudes that hold back their advancement.

Gender transformative approaches: For this module, the Gender Transformative Approach (GTA) actively strives to examine, question, and change rigid gender norms and imbalances of power as a means of achieving SRHR objectives, as well as gender equality objectives at all levels of the socioecological model. Programmes and policies may transform gender relations by:

- ◆ Encouraging critical awareness of gender roles and norms
- ◆ Questioning the costs of harmful, inequitable gender norms in relation to SRHR and making explicit the advantages of changing them
- ◆ Empowering women/girls and people with diverse SOGIESC
- ◆ Engaging boys and men in SRH and gender equality

By applying these four strategies, we can change harmful, inequitable gender norms into positive, equitable and inclusive ones and lead to improved SRH of men/boys and women/girls, the prevention of GBV and to gender equality.

Hidden power: Conscious use of power, applied in such a way that it is not open or visible to those who suffer the consequences

Heteronormativity: Suggesting or believing that only heterosexual relationships are normal or right and that men and women have naturally different roles, for example that the activity of sex comes from a masculine drive, that masculine sex is active and active sexuality is a precondition for masculinity (male assertiveness, competitiveness) and that feminine sexuality is the opposite, reluctant, subservient and vulnerable (compare feminine modesty and care-giving)

Heterosexuality: Sexually and/or romantically attracted to persons from the opposite sex

Homosexuality: Sexually and/or romantically attracted to persons of the same sex

Human rights-based approach: An approach predicated by respect for and the pursuit of human rights. The key elements of a human rights-based approach include: accountability, participation, non-discrimination, equality and transparency. Human rights (political, civil, social, economic and cultural) as enshrined in international/national legislation can be invoked when advocating for and claiming equality, human dignity and opportunities for all people to receive education, healthcare and to fight poverty, violence, discrimination and exclusion.

Informal leadership: The ability to inspire and guide others in order to bring about change.

Leadership can manifest itself individually and collectively and it can encompass power over, power within, power to and, in the case of collective action, power with.

Intersectionality: A model for studying, understanding and responding to the ways in which gender intersects with other identities (gender, race, social class, ethnicity, nationality, sexual orientation, religion, age, mental or physical disability), and how these intersections contribute to unique experiences of oppression and privilege.

Invisible power: This resides in people because of norms, values and beliefs that are generally accepted in society and seem to be true and normal. It operates outside of our consciousness

Masculinity: The socially constructed roles and relationships, and attitudes, beliefs and behaviours associated with being male. Different cultures, tribes, social classes, ages or other sub-groups have different “masculinities”. However, there are many characteristics of masculinity that are consistent across groups.

Reference group: A reference group is a shared group of relevant others to which we compare ourselves. We rely on reference groups to understand social norms, which then shape our values, ideas and behaviour.

Sex: The biological characteristics that we are born with, that define humans as either male or female, such as the “objectively” measurable organs (i.e. Female = vagina, ovaries; Male = penis, testes), hormones, genetics/chromosomes (XX, XY).

Sexual orientation: A person’s sexual identity in relation to the gender to which they are attracted; the fact of being heterosexual, homosexual, or bisexual

Social norm: Behaviour pattern motivated by a wish to follow the shared social expectations of an important reference group

SOGIESC: Sexual orientation, gender identity and expression, and sex characteristics – used in phrases like “people with diverse SOGIESC” and “avoiding discrimination on grounds of SOGIESC”

Voice: The capacity of women/girls and men/boys to speak up, be heard and share in discussions and decisions – in public and private domains – that affect their lives

Women’s/girls’ rights: Rights that promote a position of legal and social equality of women/girls with men/boys

Annex 6: References

- Butler, Judith (1990) *Gender Trouble: Feminism and the Subversion of Identity*. London, United Kingdom: Routledge.
- Comaroff, Jean, and John Comaroff (2012) *Theory from the South: Or how Euro-America is Evolving towards Africa*. Boulder, CO: Paradigm Publishers.
- Cornwall, Edström and Greig (ed.) (2011) *Men and Development: Politicising Masculinities*. London: Zed Books.
- Gallopin, G. (2002) Planning for Resilience: Scenarios, Surprises and Branch Points. In L. Gunderson and C.S. Holling, eds. *Panarchy, Understanding and Transforming Human and Natural Systems*. Washington: Island Press, 2002.
- Gender at Work (2006) *What Is Gender at Work's Approach to Gender Equality and Institutional Change?* Toronto: Gender at Work. http://gender.careinternationalwikis.org/_media/resource_3_rao_2006_gender_at_work_integrated_framework.pdf.
- Jönsson (2003) *Human Rights Approach to Development Planning*. Nairobi: UNICEF ESARO.
- ODI (2014) *Gender Justice and Social Norms: Processes of Change for Adolescent Girls*. Sussex: ODI. <https://www.odi.org/publications/8235-gender-justice-and-social-norms-processes-change-adolescent-girls>
- Rao and Kelleher (2005) Is there life after gender mainstreaming? *Gender and Development* Vol13, No. 2, July 2005, p 57-70. <https://genderatwork.org/portfolio-item/after-gender-mainstreaming/>
- Rutgers (2018) *Rutgers' GTA Toolkit: Adopting a Gender Transformative Approach in Sexual Reproductive Health and Rights, and Gender Based Violence Programmes. Module 1: Six Interrelated Components and the Socio-Ecological Model*. Utrecht: Rutgers.
- UNFPA (2008) *Culture Matters Lessons from a Legacy of Engaging Faith-based Organizations*. UNFPA: New York
- UNFPA (2010) *A Human Rights-Based Approach to Programming: Practical Implementation Manual and Training Materials*. New York, UNPFA.
- UNFPA (2020) *COVID-19: A Gender Lens: Protecting sexual and reproductive health and rights, and promoting gender equality*. New York: UNFPA.
- World Health Organization (WHO) (2007) *Engaging Men and Boys in Changing Gender-Based Inequity in Health: Evidence from Programme Interventions*. Geneva, Switzerland: WHO.
- Wilber, Ken (2000) *A Theory of Everything: An Integral Vision for Business, Politics, Science, and Spirituality*. Berkeley: Shambhala Publications.
- Yousafzai, Malala (2009) *Diary of a Pakistani schoolgirl*. http://news.bbc.co.uk/2/hi/south_asia/7834402.stm

Acknowledgments

A large number of people and organisations have contributed to the development and piloting of this module on the application of a gender transformative approach to organisations and institutions.

We want to extend special thanks to all colleagues from the Rutgers field office in Indonesia, not only for their constructive criticism during the piloting of this module, but also for opening up the organisation to a reflective process of how a gender transformative approach is integrated in the organisation and can be further improved. We also want to extend a special thank you to our colleagues Ingrid Irawati, Amala Rahmah, Anindita Sitepu, Fabienne Simenel, Suzy Wong Chung, and Jantine van Lisdonk for their different, valuable contributions.

We also want to thank de Veranderbrigade and especially Tessy Puik for the useful insights they gave us on organisational change management.

Finally, we are of course very grateful for the financial support of the Netherlands Ministry of Foreign Affairs, which has enabled us to develop this module.

On behalf of the development team at Rutgers, the Netherlands

Jeroen Lorist and Britt Krabbe

May 2020

Arthur van Schendelstraat 696
3511 MJ Utrecht
Postbus 9022
3506 GA Utrecht, Netherlands

+31 (0)30 231 34 31
office@rutgers.nl
gtatoolkit@rutgers.nl
www.rutgers.nl
www.rutgers.international

© 2020, Rutgers

Photography: Front cover, Zinyange
Auntony; page 8, Retha Ferguson;
page 11, Sumi Sardurni; page 14,
Jopwell; page 26, Rutgers; page 39,
Fauxels.

Design: Jane Shepherd

