



Gender Champions Training Manual



Save the Children



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Save the Children's vision is a
world in which every child attains
the right to survival, protection,
development and participation.

OUR MISSION
Save the Children's mission is to
inspire breakthroughs in the way
the world treats children, and to
achieve immediate and lasting
change in their lives.

OUR VALUES
Accountability, Ambition,
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Contents

04 Introduction

06 Overview

08 Materials

10 Agenda

Day 1

12 Gender Introduction

14 Session 1

Introduction to the Week

15 Session 2

Respecting each other

16 Session 3

Gender in Our Lives:
The River of Life

18 Session 4

Our Own Gender Biases

20 Session 5

Gender versus Sex

21 Session 6

The Social Origins of Gender

23 Session 7

Group discussions:
Gender in Our Daily Lives

25 Session 8

Journaling and closing

26 Gender and Power

28 Session 1

Opening and Recap

29 Session 2

Gender Power Walk

30 Session 3

What is Power
The River of Life

31 Session 4

Gender Facts

32 Session 5

Gender and Power
Dynamics in Our Homes

34 Session 6

A Day in the Life...

37 Session 7

Valued Tasks
Gender in Our Daily Lives

39 Session 8

Closing

Day 3

40 Gender in the Workplace

42 Session 1

Opening and Recap

43 Session 2

Gender EQUALITY and
Gender EQUITY

44 Session 3

Gender at Work

46 Session 4

Gender in the Workplace:
Facts

47 Session 5

Changing Gender Dynamics
in Our Workplace

48 Session 6

Achieving Gender Equality
through Equitable Measures

50 Session 7

Reflections

51 Session 8

Closing

Day 4

52 Gender in Children's Lives

54 Session 1

Opening and Recap

55 Session 2

A Day in a Child's Life

57 Session 3

Our Commitments to
our Children

58 Session 4

Gender Dynamics in our
Schools

59 Session 5

Promoting Gender Equality in
Schools

60 Session 6

Closing

Day 5

62 Becoming Gender Champions

64 Session 1

Opening and Recap

64 Session 2

Reflecting on Our Work: Skit

65 Session 3

Action Planning

67 Session 4

Talking about Gender:
Preparation

68 Session 5

Talking about Gender:
Presentations and Discussions

69 Session 6

Closing

70 Annexes

70 Annex 1 Respect Role Play Cards

71 Annex 2 Gender Bias Scenarios

71 Annex 3 Talking About Gender scenarios

72 Annex 4 Daily Evaluations

73 Annex 5 Gender Power Walk Roles

74 Annex 6 Gender Power Walk Instructions

75 Annex 7 Example 24-hour schedule

76 Annex 8 Gender Equality in the Workplace Flip Charts

78 Annex 9 School Video Handout

79 Annex 10 Closing activity, Day 2

80 Annex 11 Closing activity, Day 3

81 Annex 12 Closing activity, Day 4

82 Annex 13 Certificates

Introduction

The Gender Champions training, developed as part of Save the Children's **School Me*** approach to improving girls' education in West Africa, is designed for use with adults, but may be modified for use with adolescents/youth. In recognition of the importance of a shared understanding of gender equality across Save the Children, the principal audience of this training is intended to be Save the Children staff, including Program as well as Operations and Support teams. A supplement for Program teams on incorporating a gendered lens into program design, implementation, and monitoring is also available.

- Supplemental Gender Champions materials include:
- [Supplement 1] Training of Trainers Guide;
 - [Supplement 2] Training for Communities Guide;
 - [Supplement 3] Follow-up Training Series for Communities;
 - [Supplement 4] Training for Head Teachers Guide;
 - [Supplement 5] Follow-up Training Series for Head Teachers;
 - [Supplement 6] A pre- and post-test;
 - [Supplement 7] Half Day Workshop Guide.

The Gender Champions workshop is intended to stimulate reflection on participants' own gender biases, and to use those reflections as a basis for discussion that leads to concrete behavior change. Before the end of the training, participants are asked to commit to specific actions in their own homes and work environments that will promote gender equality. They are celebrated as leaders amongst their peers, and are invited to speak up on behalf of gender equality whenever the opportunity arises.

Facilitators implementing these tools should adapt them to suit context as well as specific group dynamics and levels of comprehension of gender. This guide and associated resources are intended to comprise a foundation, but can—and should—be adapted. Please note that some sessions include specific guidance on contextual adaptation, however this does not mean that other sessions should not be adapted. Facilitators should read through all materials prior to using them, and should adapt so that they are the most effective to the context.

Participation in the Gender Champions workshop is an important step—but just one step—towards increasing gender equality across Save the Children.



* School Me is a program designed to address girls' primary school dropout as symptomatic of the **larger social phenomenon of the lower social status of girls and women** in many of the countries where Save the Children works. The main objective of the program is for girls and boys to equitably be empowered to achieve their full potential in school, at home, and in their community. Unlike most approaches to girls' education, the School Me approach consists of exploring and addressing the root causes of girls' relative lack of educational opportunities through partnerships with key stakeholders, and ensuring that strategies generate meaningful learning for broad-scale impact for girls. It is a holistic approach that includes community, norms, and learning—all of which impact girls' education outcomes.



Overview

Day 1

The first day of the Gender Champions workshop is designed to stimulate reflection on participants' and trainers' own personal biases around gender.

We all have biases shaped by our personal, social, and cultural experiences; in order to be able to reflect on gender, we must first recognize that our own biases exist and require analysis in order to shift. After the introduction and ground rules for respectful discussion, participants reflect on how their own respective gender roles have shaped their paths in life. They then discuss how they would react to various scenarios that highlight gender biases, and role play their responses to those scenarios. Finally, the facilitator guides participants through the definitions of gender and sex, and a discussion of the social origins of gender. An optional pre-test is included that will allow facilitators to gauge participants' progress when compared with the post-test at the end of the workshop.

This day's activities are designed to lay a foundation for discussion the remainder of the week.

Day 2

The second day of the workshop is focused on discussing the links between gender roles and power.

There is no inherent difference in power in different gender roles, however the value that society places on the different roles creates a significant disparity. Participants explore the relationship between gender and power, and learn important statistics about gender roles in their own national and regional context before thinking about whether the gender dynamics in their own lives reflect the national situation.

Day 3

The third day of the Gender Champions workshop is focused on gender dynamics in the workplace.

It is essential that participants come to this session ready to listen—and really hear—each other. Sometimes those in positions of authority and/or male colleagues feel attacked during this day's work; facilitators should be prepared to support participants to express their experiences and hear about experiences that are different from their own with a spirit of open-mindedness.

Following the introduction, participants reflect on the difference between equal treatment and equitable treatment. (For example: Equal treatment would be reading out loud to all students, while equitable treatment might include giving a copy of the text to a deaf student so that he or she can follow along.) Participants then anonymously share experiences they have encountered in the workplace, learn some broader statistics related to gender in the workplace, and discuss the changes they would like to see in their own workplace environment. They prepare and implement a presentation for their leadership team outlining the changes they desire and strategies for achieving those changes.

Day 5

On the last day of the workshop, participants are focused on what comes next—the actions they will take as Gender Champions.

They make action plans, and practice mediating discussions of sensitive topics using likely scenarios. An optional post-test is included to support facilitators in evaluating changes in participants' beliefs and attitudes. Finally, participants receive certificates and congratulations.



Materials

Standard Training Materials

- Projector/screen
- Flip chart paper
- Markers (preferably multicolored)
- Tape
- Scissors
- Notepads and pens for participants

Photocopies

- Agenda, 1 copy per participant
- Role play cards, 1 copy (Annex 1)
- Gender bias scenarios, 1 copy (Annex 2)
- Gender Power Walk Roles, 1 copy (Annex 5)
- Talking about Gender Scenarios, 10 copies (Annex 3)
- 1 color copy of each of the following:
 - School video handout, 1 copy per participant (Annex 9)
 - Closing Activity, Day 2 (Annex 10)
 - Closing Activity, Day 3 (Annex 11)
 - Closing Activity, Day 4 (Annex 12)
- Certificates, completed with participants' names (Annex 13)

PowerPoints and videos

- Boys' and Girls' Clothes PowerPoint
- Gender Statistics PowerPoint
- Gender Equality Video Clips
- Gender in the Workplace PowerPoint
- "With Great Power" PowerPoint (1 slide)
- Classroom Observation Video Clip

* These materials are available from:

<https://bit.ly/2G3FgG5>

The PowerPoints are sample materials and can be updated and modified according to the context.



Materials, by Session

Photocopies and any Additional Materials Needed

Day 1

Session 1. Introduction

- Agenda, 1 per participant
- Notecards (or A4 paper cut in half)

Session 2. Respecting each other

- Respect role play cards (Annex 1), 1 copy for distribution, cut out

Session 4. Our Own Gender Biases

- Gender bias scenarios (Annex 2), 1 copy for distribution, cut out

Session 5. Gender v Sex

- Notecards or A4 paper cut in half, 6 per participant
- A4 paper with: BOYS/MEN written on it (large, visible from a distance)
- A4 paper with: GIRLS/WOMEN written on it (large, visible from a distance)
- A4 paper with: GENDER; A4 paper with: SEX

Session 6. The Social Origins of Gender

- Boys' and Girls' Clothes PowerPoint

Session 8. Journaling and closing

- Daily Evaluations on flip chart paper (see Annex 4)

Day 2

Session 2. Gender Power Walk

- Power Walk Roles (Annex 5), 1 copy for distribution, cut out

Session 3. What is power

- "With Great Power" slide
- Small pieces of paper with POWERFUL, SOME POWER, POWERLESS written on them, enough for each participant to have one (a few with POWERFUL, several with SOME POWER and POWERLESS)

Session 4. Gender Facts

- Gender Statistics PowerPoint

Session 5. Gender and Power Dynamics in Our Homes

- 10 post-its or word cards + tape for each participant
- Each of the "Gender and Power Dynamics" questions written on a separate sheet of flip chart paper with a "T-chart" below, women's responses on one side, men's on the other:

Question 1: Who makes the final decisions about...?

Women's Responses

Men's Responses

Session 6. A Day in the Life...

- Example 24-hour schedule on flip chart
- 10 word cards or post-its per participant (one color for men, another for women, if possible)
- 24 hour schedule on A4 paper

Session 7. Valued Tasks

- Task Value Flip Chart

Day 3

Session 2. Gender EQUALITY and EQUITY

- The Global Gender Gap PowerPoint
- Flip chart paper with the following :

- Health	- Education	- Protection
- Economy/finances		- Self-esteem

Session 3. Gender at work

- Flip charts as outlined in the session description and Annex 8 (*Note that there are 13 in all*)

Session 4. Gender in the Workplace: Facts

- Gender in the Workplace PowerPoint

Session 6. Achieving Gender Equality through Equitable Measures

- SMT Preparation Groups flip chart

Session 8. Closing

- EQUALITY vs EQUITY picture (Annex 11)
- Daily Evaluations flip chart

Day 4

Session 2. A Day in a Child's Life

- Timecards from the earlier "Day in the Life" activity (Day 2)

Session 4. Gender Dynamics in our Schools

- Classroom video clip
- School Video Handout, 1 per participant (Annex 9)
- Schoolchildren picture (Annex 12), 1 copy
- Daily Evaluations flip chart

Day 5

Session 3. Action Planning

- Any planning documents generated over the course of the workshop (see especially Days 3 and 4)
- Flip chart with a drawing of a gender champion
- Flip chart with planning matrix

Session 4. Talking about Gender: Preparation

- Talking About Gender scenarios (Annex 3), 1 copy per group (total of about 6 copies, assuming 30 participants)

Session 6. Journaling and Closing

- Certificates, completed with participants' names (Annex 13)
- Daily Evaluations flip chart

Day 1 Gender Intro

Introduction to gender; Introduction to the workshop

Overview

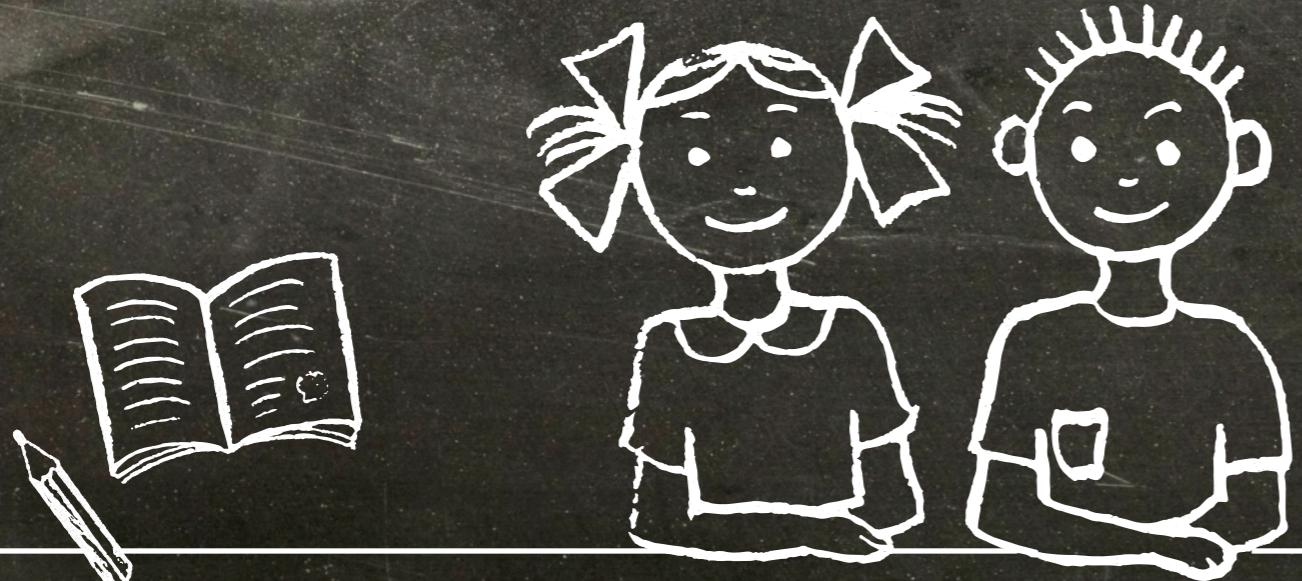
The first day of the Gender Champions workshop is designed to stimulate reflection on participants'—and facilitators'—own personal biases around gender. We all have biases shaped by our personal, social, and cultural experiences; in order to be able to reflect on gender, we must first recognize that our own biases exist and require analysis in order to shift.

After the introduction and ground rules for respectful discussion, participants reflect on how their own respective gender roles have shaped their paths in life. They then discuss how they would react to various scenarios that highlight gender biases, and role play their responses to those scenarios. Finally, the facilitator guides participants through the definitions of gender and sex, and a discussion of the social origins of gender. This day's activities are designed to lay a foundation for discussion the remainder of the week.

Objective

Participants will develop a foundation of understanding about gender and its role shaping our expectations and decisions relevant to our lives.

Participants return to the “River of Life” drawings they made earlier in the day and revise what they have written now that they have spent time reflecting on gender. They have likely realized that our genders play a significant role in how we are treated and how we make decisions/how others make decisions for us. After revising their work, they are invited to share their reflections.



Day 1 Sessions

Session 1: Introduction to the Week

Participants invent superhero names and personas for themselves, as gender champions. They introduce themselves to the group as their superhero alteregos, review the objectives and agenda for the workshop, and discuss their expectations for the workshop.

Session 2: Respecting each other

Groups are assigned scenarios to act out, demonstrating respectful and disrespectful group behaviors. This activity is particularly important given the sensitive nature of the topics included in this workshop.

Session 3: Gender in Our Lives: The River of Life

Participants draw a “river” (a curved line) on a sheet of paper and mark off important milestones in their lives, then note how gender norms affected those milestones.

Session 4: Our Own Gender Biases

Participants try to solve a riddle that highlights gender biases, provoking discussion about their own gender biases. They then work in groups to discuss different scenarios in which characters act outside of the typical gender roles assigned to them. They develop short skits to demonstrate the scenarios and act them out, and then discuss their own gender biases.

Session 5: Gender versus Sex

Participants write down words that are typically used to describe men/boys and women/girls, hang them on the wall, then discuss which of these words are related to something physical and which are determined by society/culture. Those that are physical are related to sex, those that are determined by society are related to gender.

Session 6: The Social Origins of Gender

Participants look at slides with pictures of clothes for baby boys and baby girls and discuss the messaging around gender roles that starts at birth. They then reflect on their first experiences realizing they were girls or boys, and draw pictures that depict those experiences. Finally, they discuss their experiences in small groups.

Session 7: Group discussions: Gender in Our Daily Lives

Participants break into small groups to discuss how expectations based on their gender have affected their lives.

Session 8: Journaling and closing

Participants return to the “River of Life” drawings they made earlier in the day and revise what they have written now that they have spent time reflecting on gender. They have likely realized that our genders play a significant role in how we are treated and how we make decisions/how others make decisions for us. After revising their work, they are invited to share their reflections.





Introduction to the Week

Overview

Participants invent superhero names and personas for themselves, as gender champions. They introduce themselves to the group as their superhero alteregos, review the objectives and agenda for the workshop, and discuss their expectations for the workshop.



Objective Participants will have a clear understanding of the workshop objectives, expectations, and activities.



Timeframe

1 hour



Materials

✓ Copies of the agenda ✓ Notecards



Notes for contextual adaptation

If superheroes are not commonly recognizable in this context, or if there is another, similar example that is more appropriate, please replace the superhero alterego with that example. For example, in Senegal wrestlers are very popular and have stage names similar to those of superheroes.

Activities

1. Trainers introduce themselves.
2. What's your superhero alterego?
 - Tell participants that they have been selected for workshop as GENDER CHAMPIONS. As such they will need to tap into their superhero alteregos. Much like Superman, Wonder Woman, etc, we all have superheroes living inside of us.
 - Tell them your own super hero strengths, for example:
“My superhero strengths are:
 - super listening: I tune into what people are saying and truly listen on different levels to be able to really understand the person
 - super organization: I am extremely organized which lets me accomplish many different, and challenging!—tasks in my day.”
 - Ask participants to spend a minute thinking of their own superhero strengths.
 - Tell participants that we're now going to figure out our superhero names using the first letter of our first names, for example: Super Sarah, Cool Cathy, Hyped-up Heidi, Powerful Paul, Jumpy Jane, etc.
 - Ask each participant to introduce him/herself with his/her real name and job, then his/her superhero alter ego, following your example. The trainer should go first (example below):
“My name is xxx xxx. By day I am an Education TA for Save US, but at night my superhero alter ego comes out and I become:
 - Super Sarah
 Master of listening and queen of organization! I use my talents to help those in need!

- Explain that as Gender Champions they will be putting their superhero talents to good use.

3. Review the objectives, agenda

- Explain the pieces: workshop, workshop of trainers.

4. Expectations

- Write expectations on cards and hang them on the wall.
- Stand and read each other's expectations. The trainer should group all of the expectations that are similar together in order to show what common expectations we have, and what expectations are different from the others.
- Make sure to respond to the expectations: If there are expectations that you think/hope will be met, read those and say you think we will be meeting those expectations.
- However, there may be expectations that are unrealistic, such as: Ensure gender equality across our teams. In this case, point out that this expectation is too optimistic for just a week of work; we will start down this road together, but participants will need to continue the work after the workshop is over.
- This is also a good opportunity to deal with expectations around per diems, payment of room & board, etc. If any questions come up, designate the appropriate person to answer them in front of the whole group, or else invite the office administrator to come answer questions at a time you choose. These questions should be answered in front of the whole group, all at the same time.



Respecting each other

Overview

Groups are assigned scenarios to act out, demonstrating respectful and disrespectful group behaviors. This activity is particularly important given the sensitive nature of the topics included in this workshop.



Objective Participants will identify specific means of demonstrating respect for each other during the workshop and will commit to behaving respectfully.



Timeframe

30 minutes



Materials

✓ Respect role play cards, cut out (see Annex 1)



Advance preparation required

- Cut out role play cards



Notes for contextual adaptation

Please review the respect role play cards and see if there is anything that should be added, changed, or removed in order to make sense in this context.

Activities

1. Tell participants that in this workshop we are going to be discussing sensitive topics.
 - Some people may share personal stories that are difficult to talk about.
 - Some people may feel that they are being accused of bad behavior.
 - Tell participants that it is always important to respect each other, but because of the sensitive nature of our discussions, it is going to be extra important.
2. Tell participants that they are going to work in groups to practice role plays that demonstrate both respect and disrespect. After five minutes of preparation, the groups will present to the rest of us and we will identify key ways of demonstrating respect.
3. Distribute Respect role play cards (Annex 1) and assign groups. Give groups five minutes to prepare.
4. Have each group briefly present—presentations should not take more than 2-3 minutes each. After each presentation:
 - Ask the group what behavior in the role play was respectful? Disrespectful?
 - Note “Rules for Respect” on flip chart paper, adding at least one rule per presentation.
 - Pay attention to active listening strategies demonstrated/not demonstrated. Active listeners:
 - Look at the person who is speaking
 - Think about what the speaker is saying
 - Respond to the speaker in an encouraging way
5. After all groups have presented, show the list of “Rules for Respect” and ask the group if they are all in agreement.
 - Is there anything that needs to be added/changed?
 - What are some additional ways of showing respect?
 - Do participants agree to be respectful to each other, even when they don’t agree?



Gender in Our Lives: The River of Life

Overview

Participants draw a “river” (a curved line) on a sheet of paper and mark off important milestones in their lives, then note how gender affected those milestones.



Objective Participants will reflect on the role of gender—their own and others’—in influencing decisions and roles in their own lives.



Timeframe

30 minutes

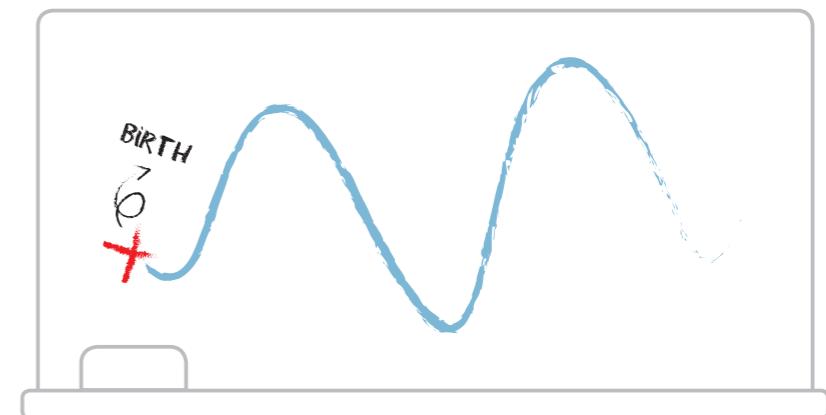


Materials

- ✓ Paper (preferably notebooks/notepads) and pens for participants
- ✓ Chalkboard/chalk or flip chart paper/markers

Activities

1. Tell participants that we’re going to start our work on gender with a short reflection. We’ll write our reflections down on paper, because research has shown that writing down our thoughts helps us to focus and think through our ideas, and even helps us to regulate our emotions.
2. Draw a curved line on the chalkboard or flip chart paper and explain that this line represents “The River of Life”.



- Mark an x at one end of the line and label it “birth;” explain that this is where the river of your own life began.
- Explain that now you’ll think about important moments in your own life, and mark them off on the river, for example:
 - First day of school
 - Day my younger sister was born
 - Graduation from university
 - First job
 - Etc
- Once you have noted 5-7 important events, you will go back and note how gender affected each of these events.
 - For example: The day my sister was born, my parents were unhappy—they had hoped for a boy in order to have one of each.
 - Another example: After graduation there was a huge party, and many of the men brought younger girls. The men were drinking heavily while the girls were treated poorly...
- 3. After explaining the “River of Life” activity, give participants 10 minutes to work on their own “rivers.” You should work on your example as they work on their own.
 - Suggest that they think about their own gender, as well as the gender and related roles of people in their lives.
 - Participants should feel free to write whatever they want. They will not be required to show this to anyone.
 - At the end of the day, we will come back to these reflections and see if we have anything to add or change.
- 4. After 10 minutes, stop the group.

5. Ask if anyone would like to share what they've written.

- Note that this is not required
- Invite a few people to share
 - Make sure to respond to each person's reflections, and give others time to respond
 - Only invite 2 or 3 people; there won't be time for more than that.

6. Tell participants that we will be returning to these "rivers", and reflecting more in writing, at the end of the session.

7. Share this country's position on the Gender Equality Index (what is it ranked?), and ask participants why they think it is ranked where it is.

Link: http://hdr.undp.org/sites/default/files/HDR2016_EN_Overview_Web.pdf



Our Own Gender Biases

Overview

Participants try to solve a riddle that highlights gender biases, provoking discussion about their own gender biases. They then work in groups to discuss different scenarios in which characters act outside of the typical gender roles assigned to them. They develop short skits to demonstrate the scenarios and act them out, and then discuss their own gender biases.



Objective Participants will identify the biases they bring to their work and will reflect on their origins.



Timeframe

1 hour



Materials

- Gender bias riddle :

A father and son are in a terrible car accident. The father dies and the son is rushed to the hospital. On arrival in the emergency room, the surgeon shouts, "I can't operate on this boy, he's my son!"
Who is the surgeon?

- Gender bias scenarios (See Annex 2)
- Flip chart paper and markers



Advance preparation required

- Cut out gender bias scenarios for easy distribution.

Notes for contextual adaptation

Please review the scenarios found at the end of this session and modify them to suit the context.

Activities

1. Tell participants you have a riddle for them. Read the riddle out loud:

A father and son are in a terrible car accident. The father dies and the son is rushed to the hospital. On arrival in the emergency room, the surgeon shouts, "I can't operate on this boy, he's my son!"

Who is the surgeon?

2. Give participants time to find the answer.

- If participants can answer easily, explain that just ten years ago, people really struggled to come up with the right answer. Ask why they think people had a hard time finding the answer to this riddle.
- If participants struggle with the answer, give them some time and then tell them: the surgeon was the boy's mother. Ask why they think it was hard to come up with this answer.

3. Tell participants that we all bring our own preconceptions and biases to the work we do and to our personal lives. We can't help it. Our biases have been shaped by our own experiences and by what we have been taught since the day we were born.

4. Tell participants that we are going to think a bit more about our own biases related to gender.

- Each group will get a short scenario.
- Each group should:
 - Read the scenario out loud.
 - Say their first reactions, their immediate reactions, without thinking about them.
 - Think about their reactions, talk about why they reacted the way they did, and how they would react after more thought.
 - How would they react if the genders in the scenario were reversed?
- Develop a short skit (no more than 3 minutes) that shows the scene and their reactions.

5. Divide participants into groups of three and distribute the Gender Bias Scenarios (Annex 2)

- Give groups 20 minutes for discussions and developing skits

6. Call groups back together. Ask for volunteers to:

- Read the scenario
- Act out the skit
- Explain their discussion

* Note that you will only have time for a few groups to present.

7. Ask participants what they learned about their own biases from this exercise. Take responses.

8. Tell participants that biases are shaped throughout our lives, and are difficult to change. It's important that we recognize that these biases exist so that we can think through our reactions and decide what to say and how to act when faced with different gender dynamics.



Gender versus Sex

**Session
5**

Overview

Participants write down words that are typically used to describe men/boys and women/girls, hang them on the wall, then discuss which of these words are related to something physical (biological) and which are determined by society/culture. Those that are physical are related to sex, those that are determined by society are related to gender.



Objective Participants will determine which of the ways that we think about boys and girls are socially constructed (gender), and which are inherent to being boys and girls (sex).



Timeframe

45 minutes



Materials

- ✓ Blank word cards, about 6 per participant
- ✓ Markers, at least 1 per participant
- ✓ Tape
- ✓ A4 paper with: BOYS/MEN written on it (large, visible from a distance)
- ✓ A4 paper with: GIRLS/WOMEN written on it (large, visible from a distance)
- ✓ A4 paper with: GENDER; A4 paper with: SEX



Advance preparation required

- Hang two signs on the wall with plenty of space between them. One sign should read: BOYS/MEN, the other: GIRLS/WOMEN.
- Tear strips of tape and stick to table/chairs so that participants can easily hang their cards on the wall without waiting.

Activities

1. Distribute word cards and markers to participants.
2. Ask participants to spend a few minutes silently writing:
 - 3 words to describe boys/men: What does it mean to be “manly”?
 - 3 words to describe girls/women: What does it mean to be “feminine”?
3. As they finish, participants should hang their word cards under the signed for BOYS/MEN and GIRLS/WOMEN.
4. Have the group stand in front of the wall and read the word cards. The trainer should read some of them out loud, and ask if everyone agrees.
 - Spend a few minutes discussing how we see boys/men and how we see girls/women.
 - Which of these words are **positive**? What do we think is **good** about boys/men and girls/women?
 - Which of these words are **negative**? What do we think is **not good** about boys/men and girls/women?

- What do people think, generally, about the words we've used? Any reflections to share?

5. Hold up the SEX sign: Explain that sex refers to characteristics that ALL boys or ALL girls share. These are characteristics that we are born with, that we cannot change.

- Hang the SEX sign on the wall.

6. Hold up the GENDER sign: Explain that gender refers to characteristics that are socially or culturally created—gender is related to the characteristics that we think that boys and girls, men and women have, but in fact it might be different from individual to individual and from culture to culture.

- Hang the GENDER sign on the wall.

7. Ask participants: Which of the words that we've listed are related to SEX, that is, they are true for ALL GIRLS and WOMEN or ALL BOYS and MEN, and which are related to gender?

- Choose a word as an example, and discuss it with the group. Move that word to the SEX or the GENDER sign.

- Go through several more words.

- Ask if there are any more related to sex, or if all of the rest are related to gender. Move the words accordingly.

8. Ask participants: What does this mean? Why is it important to distinguish between sex and gender?

Answers should include:

- We may have different expectations of people based on gender, and those expectations may not always be correct.

- We may force people into certain roles and responsibilities because of gender, but those may not be the right roles and responsibilities for that individual person.



The Social Origins of Gender

Overview

Participants look at slides with pictures of clothes for baby boys and baby girls and discuss the messaging around gender roles that starts at birth. They then reflect on their first experiences realizing they were girls or boys, and draw pictures that depict those experiences. Finally, they discuss their experiences in small groups.



Objective

Participants will identify the social construction of gender.



Timeframe

1 hour



Materials

- ✓ Boys' and Girls' Clothes PowerPoint
- ✓ Flip chart paper and markers for participants
- ✓ Tape

Activities

1. Tell the group that in this activity, we're going to look at how gender is socially constructed.
 2. Ask the group: What happens when a baby is born? What do people say? What do people do? What questions do they ask? How do they describe a girl baby? A boy baby?
 - Tell the group that from the moment of birth, even before a baby has a name, a baby is identified and defined by its sex.
 3. Show the PowerPoint: Boys' and Girls' clothes.
 - Before showing, explain that we are about to look at pictures of clothes for baby boys and baby girls.
 - Ask participants to write the numbers 1, 2, 3, and 4 in a list in their notepads. They should leave some space for writing between each number.
 - Tell them that for the first part of the activity we'll be working silently.
 - Show the first slide. Ask them to write next to the number 1 whether these are clothes for boys or for girls (they can just write "boys" or "girls").
 - Repeat for the remainder of the slides. Only spend a few seconds on each slide.
 - Return to the first slide. Tell participants that this time you'll stop on each slide, and they should spend a few minutes noting anything they notice about the clothes they're looking at. Repeat for each slide, leaving each slide up for 2-3 minutes.
 - Return to the first slide. Ask participants to look at their notes for the first slide. Ask:
 - Are these clothes for boys or for girls? (Boys)
 - What do boys learn about *what it means to be a boy* from these clothes? If you were basing your knowledge on these clothes, how would you finish the sentence: "Boys are....?" Or: "Boys like....?" Or: "Boys are expected to...." (*Boys make trouble, break rules, are encouraged to take risks, to be brave, like trucks and things that make noise/go fast.*)
 - After finishing the conversation about boys on the first two slides, go to the third slide and repeat for girls: What do girls learn about *what it means to be a girl*? Girls are...
Girls like.... Girls are expected to... (*Girls are sweet, pretty, smile a lot, are there to bring joy to others. Expectations for girls are very much focused on how cute/pretty they are.*)
 - Ask participants: How might boys or girls feel if they don't fit this model? What if a boy is not a risk taker? What if he doesn't feel daring? What if a girl is not sweet, what if she wants to speak her mind?
4. Ask participants to put everything down and to move their chairs away from the table. They should have nothing in their hands.
- Ask them to close their eyes and try to think of the first time they realized there are differences between boys and girls.
 - They should breathe deeply and recreate the scene in their minds. Where were they? Who was there? What was the message they were given?
 - Wait a few minutes in silence, giving everyone a chance to remember and recreate their memories.
5. Tell participants that they will now come back to the present, and draw the scene they just imagined.
- The drawing should include the message that they received about boys and girls, and the person giving the message.
 - They will have about ten minutes for this work and may leave the room or stay where they are.

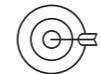
- They will not have to share this work with the whole group, they will only discuss it in small groups.
- Distribute a sheet of flip chart paper and markers to each participant.
- 6. As participants finish, group them into threes and have them explain their drawings to each other. Ask each group to identify:
 - The messages given/received about boys and girls.
 - The people giving the messages.
 - How they felt receiving those messages.
- 7. After about 15-20 minutes, bring the whole group back together. Ask if any group would like to share the messages they received, from whom, and how they felt.
 - Each group should share just one example of each.
 - No group has to share if they don't want to.
 - Take a few responses.
- 8. Conclude by pointing out the positive and negative messages, those that encourage boys or girls to be leaders, those that encourage them to speak up or to be quiet, to be proud of themselves or to be ashamed, and so on.



Group discussions: Gender in Our Daily Lives

Overview

Participants break into small groups to discuss how expectations based on their gender have affected their lives.



Objective Participants will reflect on how gendered expectations have shaped their own lives.



Timeframe
30 minutes



Materials
 N/A



Advance preparation required

- Make sure that there are places outside of the room where groups can sit and discuss if they choose.
- Trainers may wish to assign groups ahead of time to make sure that each group has not more than 3-4 people (3 is best) and includes both men and women.
- Note that this is intended to be a fairly open discussion, but if groups are having trouble getting started ask them to think first about children that they know: how do gender expectations affect their relationships with their parents? Their roles at home? At school? And so on. Groups can discuss their own childhoods as well as children they know.

Activities

1. Tell participants that we're now going to break into small groups to discuss how our gender and our sex have shaped our own lives.
 - They should think about what they did and how they were treated by others as children at home and at school.
 - They should think about themselves as adults at home and at work.
2. Tell participants that they will have about 20 minutes for this discussion, and that they should be prepared to share main points following the discussion.
3. Assign groups: aim for 3 participants per group, 4 maximum, with men and women in each group.
 - Tell groups they can sit wherever they like, they may leave the room if they choose.
 - Tell groups what time it is, and ask them to stop their discussions and return to the room in 20 minutes.
4. As groups discuss, the trainer should circulate.
 - Listen to the conversations, but don't interrupt.
 - Interrupt only if you find that a group is having difficulty discussing the topic.
 - In that case, ask the group to think about their own childhoods. How did gender affect their roles in the house? How did it affect their relationships with their parents? Siblings? The activities they participated in? At school? This should help them to get started.
5. After about 20 minutes, ask groups to come back to the room.
6. Ask if anyone has any main points to share:
 - The person who is called on should share one point, and the whole group can discuss that one point, rather than reading out a list of points.
 - Then ask for another volunteer.
 - Note that it is not necessary for each group to share, and it is not necessary for all of the people who want to share to have that opportunity. The important aspect here is that some of the main points from small group discussions be shared with the whole group and discussed.
7. Ask if anyone was surprised to discover the role that gender plays, encourage a few people to speak about this.
8. Thank the group for their work.



Journaling and closing

Overview

Participants return to the “River of Life” drawings they made earlier in the day and revise what they have written now that they have spent time reflecting on gender. They have likely realized that our genders play a significant role in how we are treated and how we make decisions/how others make decisions for us. After revising their work, they are invited to share their reflections.



Objective Participants will reflect on what they've learned and determine how their initial attitudes about gender have changed over the course of the day.



Timeframe
30 minutes



Materials

- ✓ Journal entries from earlier in the day
- ✓ Pens for participants
- ✓ Daily evaluations (Annex 4)



Advance preparation required

- Prepare the flip chart for the evaluation (see Annex 4)

Activities

1. Ask participants to return to their “River of Life” drawing. They should:
 - Read what they wrote earlier in the day.
 - Spend 10 minutes making adjustments to what they wrote, focusing on how their opinions have changed, if at all.
2. Ask if anyone would like to share what they wrote
 - Invite a few people (2-3 people) to share.
3. Tell the group that you are very impressed with the work done today. Thank them for their level of engagement.
4. Explain the evaluation (see Annex 4), and tell participants they are welcome to leave once they've handed in their evaluations.

Day 2 Gender and Power

Overview

The second day of the workshop is focused on discussing the links between gender roles and power. There is no inherent difference in power in different gender roles, however the value that society places on the different roles creates a significant disparity. Participants explore the relationship between gender and power, and learn important statistics about gender roles in their own national and regional context before thinking about whether the gender dynamics in their own lives reflect the national situation.



Objective

Participants will analyze the links between gender roles and expectations and power, decisions, and treatment.

Day 2 Sessions

Session 1: Opening and Recap

The facilitator welcomes participants, provides feedback on the previous day's evaluations, and guides participants in a brief recap of the previous day.

Session 2: Gender Power Walk

The facilitator distributes roles to each of the participants (see the end of this session), and organizes participants in a line. The facilitator then reads out a list of instructions (found at the end of the session, following the "Gender Power Walk Roles"), asking some participants to step forward or back while others remain still. At the end of the power walk, those participants who are in front represent the most powerful members of society, and those in the back represent the least powerful. Participants then discuss who is powerful, and why—what do they have that makes them powerful?

Session 3: What is Power

Participants are assigned powerful, some power, and powerless roles without knowing which they have received, and are treated accordingly by others.

Session 4: Gender Facts

The facilitator presents a PowerPoint that highlights gender statistics in this context.

Session 5: Gender and Power Dynamics in Our Homes

Participants answer a series of questions designed to tease out gender dynamics in their own homes, practicing looking at their own lives through a "gender lens," and determine whether their own lives reflect the national statistics they saw during the previous session.

Session 6: A Day in the Life...

Participants list out the activities that men and women are engaged in at different times of day, noting them and hanging their notes on the board. They then analyze the differences in men's and women's tasks throughout the day.

Session 7: Valued Tasks

Participants discuss the tasks that men and women do, and determine which are considered highly valued (those that are paid money) and of low value (those that are unpaid) in order to clearly see the disparity in the value placed on "women's work" and "men's work".

Session 8: Closing

The facilitator and participants sit in a circle and pass a picture around, using the image as a basis for reflection on gender and the day's work.





Opening and Recap

Overview

The facilitator welcomes participants, provides feedback on the previous day's evaluations, and guides participants in a brief recap of the previous day.



Objective Participants will identify key points from the previous day's work and will gain a general understanding of the work ahead in Day 2.



Timeframe

30 minutes



Materials

- ✓ Key points from the previous day's evaluations (for the trainer)
- ✓ Flip chart and marker (for the trainer)



Advance preparation required

- Read through the evaluations of the previous day. Note any points that were raised by several people, as well as any points that you think are pertinent and worth sharing with the whole group. Be prepared to address these points.
- Reflect on the previous day's work and be prepared to highlight key points.

Activities

1. Welcome participants and thank them for being on time.
2. Tell participants that you're going to provide feedback on the evaluations, and do so.
3. Ask participants for main points from the previous day's work.
 - List main points on flip chart paper as participants speak.
 - Add any remaining main points.
4. Tell participants that in today's sessions, we're going to use what we learned yesterday to think more about how gender, especially how gender and power are related.



Gender Power Walk

Overview

The facilitator distributes roles to each of the participants (as attached in Annex 6), and organizes participants in a line. The facilitator then reads out a list of instructions (found at the end of the session, following the "Gender Power Walk Roles"), asking some participants to step forward or back while others remain still. At the end of the power walk, those participants who are in front represent the most powerful members of society, and those in the back represent the least powerful. Participants then discuss who is powerful, and why—what do they have that makes them powerful?



Objective Participants will analyze how gender relates to power, and will highlight gender-based inequities in power.



Timeframe

1 hour



Materials

- ✓ Gender Power Walk Roles, cut out for easy distribution (Annex 5)
- ✓ Gender Power Walk instructions (Annex 6)



Advance preparation required

- Read Gender Power Walk roles and make sure you have the same number of roles as participants, with a few extras just in case.
- Identify a space large enough for the Gender Power Walk. Ideally this should be outside but it can also be in a large hall if necessary.



Notes for contextual adaptation

Please review the Gender Power Walk Roles and replace the ones here with roles that are more appropriate for your context. The more powerful roles are found towards the beginning of the roles, the less powerful towards the end.

- Use the roles here as examples.
- Think of 4-5 people/roles with high status and a lot of power in this context.
 - Take into consideration: age, sex, ethnic group, racial profile, language, job, education, skills...etc.
- Think of 4-5 people/roles with low status and little power in this context. (Consider the same criteria as above.)
- Finally, think of 4-5 people/roles in the middle.

Activities

1. Explain to the group that this is a role play
 - Each person will be given a role; they should assume that this role takes place in one of the communities where we work.
 - Each person should try to create a whole person out of the brief description they are

given: what is this person's life like? What does this person do first thing in the morning? Where does this person go during the day? How is this person treated by his or her family? By others?

2. Distribute roles.

- Ask participants not to share the role they were given with others.
- Give participants a few minutes to read their roles and think about them.

3. Invite participants to follow you outside/to the space selected for the activity.

4. Follow the instructions for the Gender Power Walk. (Annex 6)

5. Debrief: After the power walk is over, ask participants if their perspective about gender roles and dynamics changed at all during the activity. Take a few responses.



What is Power

Overview

Participants are assigned powerful, some power, and powerless roles without knowing which they have received, and are treated accordingly by others.



Objective Participants will determine what it means to have power, and why it is important.



Timeframe

30 minutes



Materials

- Flip chart and marker (for the trainer)
- Small pieces of paper with: POWERFUL, SOME POWER, POWERLESS written on them, with tape (these will be taped to participants' foreheads)
- "With Great Power comes Great Responsibility" slide (download from the link)



Advance preparation required

- Think about the meaning of power, yourself. What makes someone powerful? How do you know if someone has power?

Activities

- Tell participants that in the previous activity we looked at who has power in society: the people that made it the furthest had the most power. Now we're going to spend some time thinking about how power affects us.
- Ask participants to close their eyes and reflect on a situation in which they felt powerful or powerless. Ask them to keep their eyes closed until you say to open them.
 - Tape POWER, SOME POWER, POWERLESS signs to their foreheads while they keep their eyes closed.
- Tell participants that they have now been designated according to the power hierarchy

in the room. Ask them to walk around the room, introducing themselves and discussing the workshop so far. They should treat the other person as someone with that power designation would be treated.

- Allow about 5 minutes for the activity.
- Bring the whole group back together. Ask participants to look at their power designations.
 - How were they treated? How did they feel?
- Ask how they got that power designation. Ask how people get power in real life.
- Ask: If someone who is powerful takes advantage of someone with no power, who is at fault?
 - Allow this discussion to continue for a few minutes.
 - Explain that the person with the power also has the responsibility.
 - Remind participants that they are Gender Champions, and show the "Great Responsibility" slide. Explain that this is a quote from Spiderman. Ask that participants spend a few minutes reflecting on the quote, then share their thoughts.
- Ask who has power over boys and girls in our communities. What is the responsibility associated with that power? Give participants a few minutes to discuss with the person next to them.
- Tell participants that power is the ability to determine what we want to achieve and to achieve those goals. This is true of individuals and of groups.



Gender Facts

Overview

The facilitator presents a PowerPoint that highlights gender statistics in this context.



Objective Participants will reflect on gender inequities in power in their country context, and will analyze how those inequities shape daily life.



Timeframe

1 hour



Materials

- Gender Statistics PowerPoint (download from the link)
- Gender Statistics PowerPoint slides and notes, printed



Advance preparation required

- Print Gender Statistics slides and notes.
- Read through slides and notes, think about: questions raised by this information; what this information means for real men and women, boys and girls; what this information means for our programming.



Notes for contextual adaptation

Revise the PowerPoint slides with information for this country and region.

Activities

1. Explain that we have spent some time reflecting on gender roles, in general, and on power.
 - Now we are going to look at some facts about gender in our country, and think about what these facts mean for men and women, boys and girls.
 - We should all keep in mind our program, and what these facts mean for who we work with and how we work with different people.
2. Present the PowerPoint, discussing each slide with the group as indicated in the notes.
3. At the end of the PowerPoint, ask participants to come back to their journal entries from earlier in the day.
 - Ask them to think about what we have learned so far today, and to add anything they'd like to their journal entries.
 - Give them about 5 minutes to write silently. Note that the trainer should also write silently.
 - Ask if anyone would like to share. Only call on 1 or 2 people, otherwise this will go on for too long



Gender and Power Dynamics in Our Homes

Overview

Participants answer a series of questions designed to tease out gender dynamics in their own homes, practicing looking at their own lives through a “gender lens,” and determine whether their own lives reflect the national statistics they saw during the previous session.



Objective Participants will reflect on the ways in which gender dynamics and power relationships in their own homes reflect—or do not reflect—the national picture.



Timeframe

30 minutes



Materials

- ✓ Post-its or word cards, at least 10 per participant (you will need tape if you're using word cards)
- ✓ Pens/markers for participants
- ✓ Each of the “Gender and Power Dynamics” questions on its own sheet of flip chart paper, question at the top with women's responses on one side and men's responses on the other, as follows:



Gender and Power Dynamics Questions

1. Who makes the final decision about the wife/mother's health care in your family?
2. Who makes the final decision about issues related to children's health care in

your family?

3. Who makes the final decision about major household purchases in your family?
4. Who makes the final decision about issues related to children's school in your family?
5. Are women or girls in your family ever hit by men?
6. Do people in your family ever think that a woman who was hit by her husband deserved it? (This may even be the woman herself)
7. Do you think women or girls in your family are ever disrespected?
8. Who is the head of the household in your family?
9. Who is the most respected person in your family?
10. Who is the most educated person in your family?



Question

Women's responses



Men's responses



Advance preparation required

- Write each of the “Gender and Power Dynamics” questions on its own sheet of flip chart paper, with the paper divided into women's/men's responses (as in the example above) and hang them around the room/in the hallway.



Notes for contextual adaptation

Please review the “Gender and Power Dynamics Questions” and modify them with questions that are likely to demonstrate gender disparity in the households in this context.

Activities

1. Tell participants that we've seen some national-level data about gender and power dynamics in our country. Now we're going to think about gender and power dynamics in our own homes.
2. Distribute post-its or word cards and markers to participants.
3. Tell participants you're going to read a list of questions, and they will write their answers on the card/post-it.
 - They should be very honest in their answers. Answers will be shared anonymously.
 - Before each question, you'll read the number of the question. Participants should not forget to write down the number on their cards.
 - Answers will either be “yes,” “no,” or “sometimes,” or they will be a role in the family, such as: father, mother, husband, wife, son...etc. They should *not* be “me,” or anyone's name.

4. Read the questions:
 - Before reading the first question, tell participants to write the number “1” on their first post-it or word card.
 - Read the question.
 - Remind participants that the response should be a *role* in the family (father, mother, etc), not a person’s name, and not “us together” or “me.”
 - Continue with the second question. *Don’t forget to have participants note the question number.*
 5. Once you have finished all ten questions, ask participants to hang their word cards/post-its on the appropriate flip chart papers. Then ask them to walk around looking at the responses.
 6. Comment on what you notice:
 - Are these responses similar to the ones we saw in the national statistics, or are they very different? (If they are very different, ask the group what might explain these differences.)
 - Ask the group whether they see differences in power related to gender in their own households. Ask them to comment on that, and allow time for discussion.
 7. To conclude, thank the group for their honesty and willingness to discuss these issues, which are sometimes sensitive.



A Day in the Life...

Overview

Participants list out the activities that men and women are engaged in at different times of day, noting them and hanging their notes on the board. They then analyze the differences in men's and women's tasks throughout the day.



Objective Participants will analyze the differences in men's and women's schedules in order to reflect on gender power dynamics.



Timeframe

1 hour



Materials

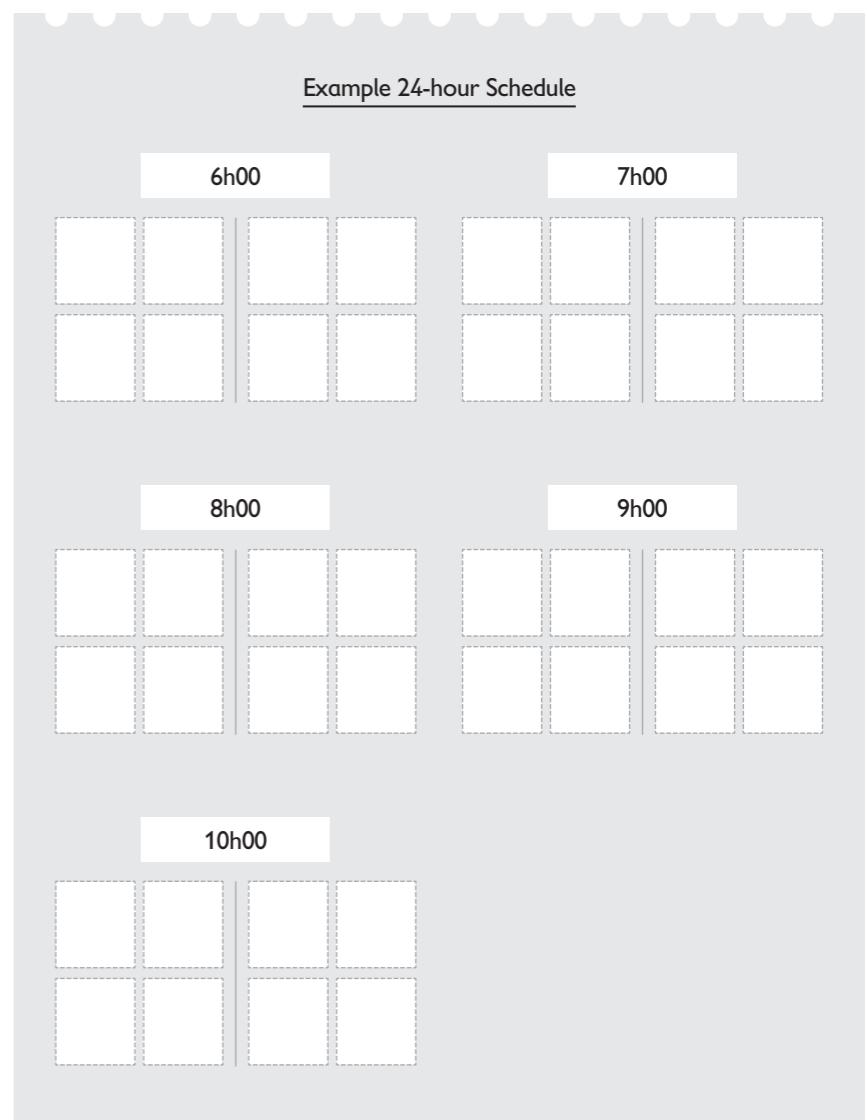
- Example 24-hour schedule on flip chart paper
 - Word cards cut out, enough for at least 10 per participant, with extras (if possible, have one color for the men, another color for the women)
 - 24-hour schedule on word cards
 - Tape



Advance preparation required

- Write out example 24-hour schedule on flip chart paper. (example in Annex 7)
 - Tear strips of tape and attach them to a table/the backs of chairs for easy use.
 - Tape 24-hour schedule to the wall with space between each hour to allow

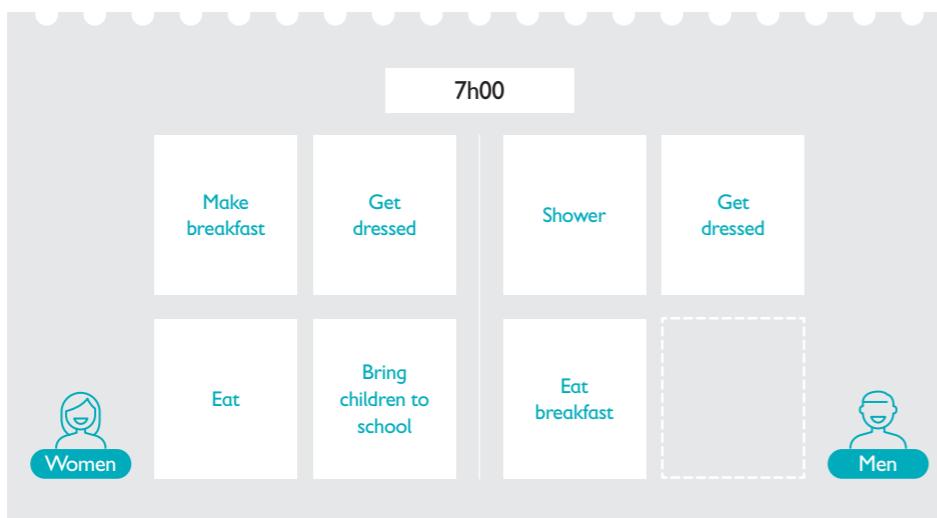
participants to hang their activities, like this (continue to the end of the day, like 23h):



Activities

1. Tell participants that we're going to start the day by thinking about a day in the life of men and women in the areas where we work. What do men and women in these areas do all day?
 2. Show the example 24-hour schedule on flip chart and read through it quickly.
 3. Explain that you're going to hand out cards, and that participants should list out the main activities of men and women in the areas where we work on these cards. Women will focus on women's activities, and men will focus on men's activities.
 - They should write one activity per card.
 - Distribute the cards and markers.
 - Allow 10-15 minutes for this work.

4. As participants finish, they should hang their cards up in the right places under the time of day when they do each activity.
- Have all of the women hang their cards on side under the time, and all of the men on the other side, like this:



5. Ask participants to walk around, reading the cards.
6. Bring the whole group together in front of the cards and ask what they have noticed:
- What is similar between what the men in the group do and what the women in the group do?
 - Are there any differences? If so, what are those differences?
7. To conclude, ask participants how the differences in activities by gender might affect power in the household. Tell participants that our next activity will be to look more closely at this question.



Valued Tasks

Overview

Participants discuss the tasks that men and women do, and determine which are considered highly valued (those that are paid money) and of low value (those that are unpaid) in order to clearly see the disparity in the value placed on “women’s work” and “men’s work.”



Objective Participants will determine which of the tasks completed by men and women are valued, and how valued activities relate to power dynamics.



Timeframe

1 hour



Materials

✓ Flip chart with the following:

Task Values		
	Men's Tasks	Women's Tasks
Highly Valued / Paid \$		
Highly Valued / Paid Prestige		
Low Value / Paid \$		
Low Value / Unpaid		

✓ Flip chart paper and markers for group work



Advance preparation required

- Write up the “Task Values” flip chart, above

Activities

1. Tell participants that we are going to look at the tasks we identified and determine which are highly valued and which are not valued.
 - A task that is **highly valued** is considered important. Doing this task earns money, prestige, or both. Those who do highly valued tasks are respected; they are often thanked for their work.
 - A task that is considered **low value** or **no value** is not considered worth noticing. It may be expected but is not viewed as meriting respect or money. Tasks that are not valued do not earn status, money, or respect through these tasks.

2. Show the “Task Values” flip chart.
 - Ask participants for an example of a task that is highly valued and well paid. Is this a man’s task or a woman’s task (generally)? Demonstrate where on the flip chart to fill in that task.
 - Ask for an example of a task that is highly valued but not paid in money. Is this a man’s task or a woman’s task (generally)? Write that task in the appropriate box.
 - Continue with an example of a low value, unpaid task.
3. Tell participants that each group is going to get a flip chart paper, and they will complete this chart for themselves. They should include as many of the tasks that we listed in the 24-hour activity as possible.
 - Distribute flip chart paper and markers to each group.
 - Tell groups they can sit wherever they want, and that they have 20 minutes for this work.
4. After 20 minutes, bring the whole group back together. Hang the flip chart paper next to each other on the wall.
 - Note that it is not important that all groups agree on where to put each task, as long as they are generally in agreement.
 - Ask if there is anything that seems really completely different from what their group discussed. Talk through any differences in opinion, but only for big, important points.
 - Ask participants what they notice about highly valued work as compared to work with low or no value. (*Women’s work tends to be undervalued.*)
 - Ask participants how the value of the work we do is connected to the power we have in our families and communities. (*If our work is not respected, we ourselves are less respected—we therefore have less ability to influence decisions, or even to make our own decisions about ourselves. We are seen as powerless, and may in fact become powerless.*)
5. To conclude, thank participants for their work. Tell them you hope that these discussions are helping to deepen everyone’s understanding of gender roles and dynamics.



Closing

Overview

The facilitator and participants sit in a circle and pass a picture around, using the image as a basis for reflection on gender and the day’s work.



Objective Participants will reflect on what they’ve learned and determine how their initial attitudes about gender have changed over the course of the day.



Timeframe

30 minutes



Materials

- Day 2 Closing Activity picture (see Annex 10)
- Daily evaluations (Annex 4)



Advance preparation required

- Flip chart for the evaluation (see Annex 4)

Activities

1. Ask participants to join you in a circle. (They can move their chairs or sit on the floor, depending on the room setup.)
2. Tell the group that we’re going to reflect on our day together. We will pass around this picture (show the picture of a man carrying water and a woman carrying water, Annex 10), and when you have the picture in your hands, it is your turn to speak.
3. Tell the group that we will each say something about the day that connects to gender roles in our own lives.
 - Say something about gender in your own life, then pass the picture to the next person in the circle.
4. Tell the group that you are very impressed with the work done today. Thank them for their level of engagement.
5. Explain the evaluation (see Annex 4), and tell participants they are welcome to leave once they’ve handed in their evaluations.

Day 3 Gender in the Workplace

Gender dynamics in the workplace

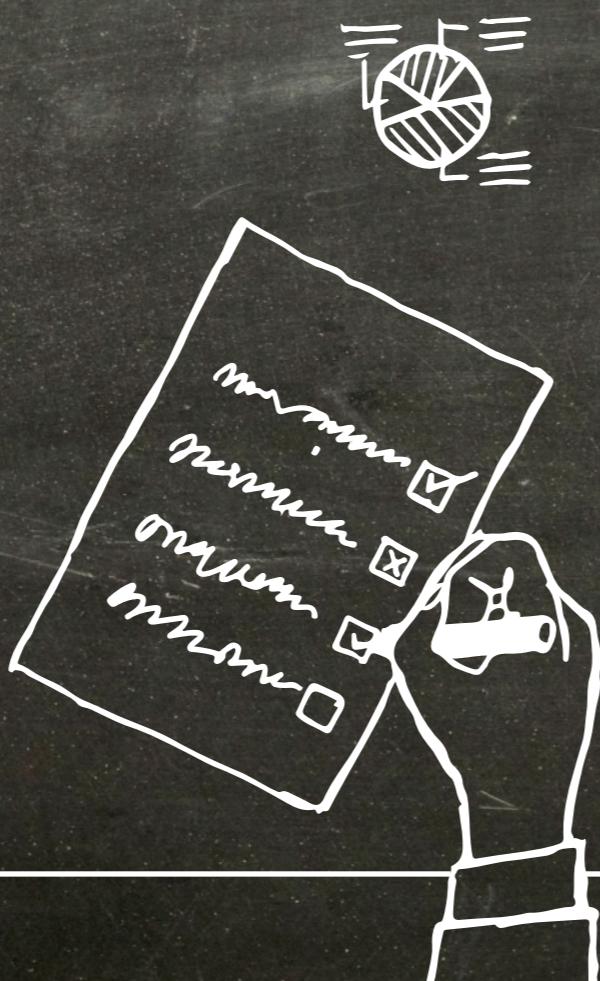
Overview

As the heading suggests, the third day of the Gender Champions workshop is focused on gender dynamics in the workplace. It is essential that participants come to this session ready to listen—and really *hear*—each other. Sometimes those in positions of authority and/or male colleagues feel attacked during this day's work; facilitators should be prepared to support participants to express their experiences and hear about experiences that are different from their own with a spirit of open-mindedness.

Following the introduction, participants reflect on the difference between equal treatment and equitable treatment. (For example: Equal treatment would be reading out loud to all students, while equitable treatment might include giving a copy of the text to a deaf student so that he or she can follow along.) Participants then anonymously share experiences they have encountered in the workplace, learn some broader statistics related to gender in the workplace, and discuss the changes they would like to see in their own workplace environment. They prepare and implement a presentation for their leadership team outlining the changes they desire and strategies for achieving those changes.

Objective

Participants will reflect on gender dynamics at work and will determine how best to achieve gender equality in their workplace.



Day 3 Sessions

Session 1: Opening and Recap

The facilitator welcomes participants, provides feedback on the previous day's evaluations, and guides participants in a brief recap of the previous day.

Session 2: Gender EQUALITY and Gender EQUITY

Participants work in small groups to discuss the ways in which gender disparity affects different factors in our career paths. They then reflect on this difference between *equality* and *equity* in order to fully realize the importance of workplace environments that are female-friendly.

Session 3: Gender at Work

Participants circulate around the room, noting their own responses to questions written on flip chart paper. They then look at each others' responses, and finally the facilitator reads out the totals of the different responses and the group discusses what is surprising, what they expected, and so on.



Session 4: Gender in the Workplace: Facts

The facilitator presents a PowerPoint that outlines key facts about global gender disparity in the workplace.

Session 5: Changing Gender Dynamics in Our Workplace

Participants work in groups to define the changes they would like to see in gender dynamics in their workplace. They then develop strategies for achieving those changes. Note that this should result in a concrete and feasible action plan.

Session 6: Achieving Gender Equality through Equitable Measures

Participants present their action plans for gender equality to the leadership team in their workplace.

Session 7: Reflections

Participants work in groups to discuss their presentations to their leadership teams, then share their main points.

Session 8: Closing

The facilitator and participants stand in a circle and pass around an image that demonstrates the difference between *equality* and *equity*. Each person says something s/he will change in his/her work life.





Opening and Recap

Overview

The facilitator welcomes participants, provides feedback on the previous day's evaluations, and guides participants in a brief recap of the previous day.



Objective Participants will identify key points from the previous day's work and will gain a general understanding of the work ahead in Day 3.



Timeframe

30 minutes



Materials

- Key points from the previous day's evaluations (for the trainer)
- Flip chart and marker (for the trainer)



Advance preparation required

- Read through the evaluations of the previous day. Note any points that were raised by several people, as well as any points that you think are pertinent and worth sharing with the whole group. Be prepared to address these points.
- Reflect on the previous day's work and be prepared to highlight key points.

Activities

1. Welcome participants and thank them for being on time.
2. Tell participants that you're going to provide feedback on the evaluations, and do so.
3. Ask participants for main points from the previous day's work.
 - List main points on flip chart paper as participants speak.
 - Add any remaining main points.
4. Tell participants that in today's sessions, we're going to build on our discussion yesterday about gender in our daily lives to think about how gender affects the lives of our children.



Gender EQUALITY and Gender EQUITY

Overview

Participants work in small groups to discuss the ways in which gender disparity affects different factors in our career paths. They then reflect on this difference between *equality* and *equity* in order to fully realize the importance of workplace environments that are female-friendly.



Objective Participants will understand the difference between equity and equality, and why it is important to use equitable measures to achieve equality.



Timeframe

1 hour



Materials

- The Global Gender Gap PowerPoint
- Flip chart paper with the following list:
 - Health
 - Education
 - Protection
 - Economy/finances
 - Self-esteem
- Flip chart paper and markers for groups.



Advance preparation required

- Print out the PowerPoint and notes and read through.
- Make sure the videos load properly.

Activities

1. Remind participants that yesterday we began thinking about why gender equality is important. We're going to continue those reflections now.
2. Tell participants that to begin the exercise, they are going to work in groups to describe how gender equality—or a lack of gender equality—affects each of the following (show flip chart paper):
 - Health
 - Education
 - Protection
 - Economy/finances
 - Self-esteem
3. Assign groups and distribute flip chart paper. Allow 10 minutes for this work.
4. Stop group work after ten minutes even if they have not finished. Bring the whole group back together.
 - Ask for 2 responses for how gender equality—or lack of equality—affects health. (take one response from each of two groups)

- Continue with each of the next points.
- Tell groups that they are correct, gender equality affects all of the different aspects of life they identified. Tell participants we're now going to look more in-depth at how these aspects are affected.
 - Present the The Global Gender Gap PowerPoint. Talk through each slide.
 - Ask if there was anything in the slide show that participants found surprising or new. Was there anything that really jumped out at them?



Gender at Work

Overview

Participants circulate around the room, noting their own responses to questions written on flip chart paper. They then look at each others' responses, and finally the facilitator reads out the totals of the different responses and the group discusses what is surprising, what they expected, and so on.



Objective Participants will reflect on the ways in which gender dynamics play out in the workplace.



Timeframe

1 hour



Materials

✓ Markers

✓ Total 13 flip charts. The first one is shown below. The remaining 12 are in Annex 8.

 In our office, I think that men and women are mostly treated the same and have the same opportunities.
<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree



Advance preparation required

- Write out each of the flip charts, the one above and those in Annex 8.
- Hang the first flip chart (*People in our office are treated the same and have the same opportunities...Strongly agree/Agree/Disagree/Strongly disagree*) in the front of the room.
- Hang the remaining flip charts around the room and outside of the room. There should be plenty of space around each flip chart so that people can group together and talk, and so that people walk around.

Activities

- Tell participants that we're going to spend some time thinking about gender in our own offices.
- Show the first flip chart (people in our office...) and read it out loud.
 - Ask participants to take a sheet of paper from their notepads and write MALE or FEMALE at the top, according to their sex.
 - On the same sheet of paper, they should write either STRONGLY AGREE, AGREE, DISAGREE, or STRONGLY DISAGREE
 - They should NOT write their names.
 - Collect these papers.
- Tell participants that you have hung flip charts around the room and the hallway. Participants will walk around together looking at the different flip charts.
 - Women will be paired with other women, and men with other men.
 - They should read the flip chart and discuss it together.
 - They should then make a mark (a check mark, an 'x,' or a line) next to the statement they agree with.
 - They will have about 30 minutes for this work.
- Assign participants to work in pairs or groups of three.
 - Women should work with other women, and men with other men.
 - Count the number of women and men total to be able to easily calculate percentages later.
 - Tell participants where to begin, each group at a different flip chart, so that they are not all starting at the same place.
 - Tell participants in which direction to move when they have finished with a flip chart, to keep everyone circulating.
- While participants are working on responding to the flip charts, count the responses, male and female, to the question of gender in the office.
 - Note the responses on the first flip chart hanging in the front of the room.
 - Then, walk around, helping participants and listening in to their conversations as needed.
- After 25-30 minutes, stop the group.
- Have participants walk around, reading the different responses.
 - Tell them how many men and how many women are present, so that they can think about the percentages (4/5 women and 6/15 men are quite different percentages)
 - Give participants about ten minutes to walk around.
- Gather the group together.
 - Ask if anyone was surprised by any of the responses.
 - Go to that flip chart and read out the statement and responses. Ask what was surprising. Ask men and women to discuss why they responded as they did. Have participants discuss with each other and ask each other questions.
 - Discuss at least four or five of the flip charts in this way.
- Invite the group to return to their seats.
 - Read out the responses to the first flip chart. (*People in our office are treated the same and have the same opportunities.*)
 - Ask if anyone is surprised by the responses.
 - Ask if anyone would like to change their response following the activity we just did.
- Thank the group for their work. Tell them that it's not easy to have this kind of open, honest discussion, and that you're pleased with their work.



Gender in the Workplace: Facts

**Session
4**

Overview

The facilitator presents a powerpoint that outlines key facts about global gender disparity in the workplace.



Objective Participants will understand the broader workplace contexts in which gender dynamics play out.



Timeframe

45 minutes



Materials

✓ Gender in the Workplace PowerPoint (download from the link)

Activities

1. Explain that now that we have discussed gender dynamics in our own workplace, we're going to learn more about workplace gender dynamics more generally.
2. Show the PowerPoint, stopping to discuss each slide.
 - Notes include guidance for each slide.
 - The last slide includes guidance for group work in the notes. (groups discuss the six steps to improve gender equality)
3. Take questions.



Changing Gender Dynamics in Our Workplace

**Session
5**

Overview

Participants work in groups to define the changes they would like to see in gender dynamics in their workplace. They then develop strategies for achieving those changes. Note that this should result in a concrete and feasible action plan.



Objective Participants will determine the steps they think we need to take in order to strengthen gender equality in our office.



Timeframe

1.5 hours



Materials

✓ Sheets of flip chart paper and markers for participants

Activities

1. Tell participants that we have now spent time discussing the current state of gender dynamics in our office.
 - The next step is to identify what we would like gender dynamics to be in our office.
 - Then we can, determine the steps we need to take to achieve that change.
2. Tell participants that they will work in groups to describe what gender dynamics in the office *should be*.
 - They should write a sentence or a list of sentences describing how gender dynamics should be in the office.
3. Assign participants to groups of no more than 4 people, each group with both men and women.
 - Distribute a sheet of flip chart paper and a marker to each group.
 - Tell groups that they can work wherever they want (inside of the room or out), but that they should be back in the room in 20 minutes.
4. After 20 minutes, bring the group back together.
 - Ask each group to hang up their flip chart. Ask groups to read each other's work.
 - Identify the commonalities between the different statements. Work with the group to combine them into a single statement, or a list of a few statements, that describes the goal for gender dynamics in our office.
5. Tell the group that now that we know what we are aiming for, we need to think about how to get there.
 - What should we do in our workplace to ensure that gender dynamics change for the better?
 - Are there rules we should put in place?
 - Are there actions we can undertake?
 - Are there certain things that we can ask our male colleagues to commit to, as gender champions?

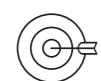
6. Ask participants to work in the same groups to identify a list of actions to put in place in order to improve gender dynamics in our office.
 - Distribute a sheet of flip chart paper and markers to each group.
 - Tell groups that they can work wherever they want (inside or outside), but that they should be back in the room in 20 minutes.
7. After 20 minutes, bring the group back together.
 - Have each group read its list, and ask the others if they agree. Each action that is agreed on will become part of our action plan for improving gender dynamics in our office.
 - Groups should only read actions that have not already been said by previous groups; they should not repeat.
 - Ask group to identify which actions are examples of *equal* measures, and which are examples of *equitable* measures. Ask for explanations and justifications for each.
8. Tell the group that you will type up this list and we will present it to the SMT for action, but that in this room we can commit to xx, yy, zz (those actions on the list that require personal behavior not official actions).



Achieving Gender Equality through Equitable Measures

Overview

Participants present their action plans for gender equality to the leadership team in their workplace.



Objective Participants will explain the steps that they feel will bring greater gender equality to their workplace to senior management, and will work with senior management to develop action plans.



Timeframe

1.5 hours



Materials

- ✓ Access to work from earlier in the day
- ✓ Flip chart:

SMT Preparation Groups

1. Introduction: The importance of gender equality (including the difference between EQUITY and EQUALITY)
2. Current gender dynamics in our office
3. Our goal for gender dynamics in our office
4. The steps we think we need to take: explain each
5. The role of the SMT in improving gender equality



Advance preparation required

- Before the start of this workshop (before Day 1), meet with the SMT. Explain the purpose of the work this week and ask them to make themselves available for one hour this afternoon. Set the time, and stick to it.
- Write up the flip chart paper, above.

Activities

1. Tell groups that we've done a lot of work identifying the measures that need to be adopted in order for the gender dynamics in our workplace to become more equal. Unfortunately, we're not the only decision-makers: we need to convince the Senior Management Team that these actions are important so that they support us, as well.
 - The SMT is going to join us in about half an hour, and we will have an hour to present our plan, take questions, and convince them that these actions should be adopted.
 - We'll spend the next half hour planning for their visit.
2. Show the "SMT Preparation Groups" flip chart and explain that we need volunteers for each group.
 - There can be no more than 5 people in one group.
 - Groups 2 and 3 may wish to use role plays.
3. Ask who would like to be in group 1, and list their names; group 2, and so on.
4. Give groups 30 minutes to prepare their presentations.
5. Welcome the SMT, explain that we've invited them to participate today because we have some ideas for the office.
 - Invite them to take seats, and signal the first group to begin.
 - At the end of the presentations, ask the SMT if they have any questions. Do they have any additional suggestions? Anything they'd like to change?
6. Ask the SMT if they are willing to commit to supporting these actions and being generally engaged in improving gender equality in the workplace.
7. Thank everyone for their work.



Reflections

Overview

Participants work in groups to discuss their presentations to their leadership teams, then share their main points.



Objective

Participants will reflect on the work that they accomplished with the SMT.



Timeframe

30 minutes



Materials

N/A

Activities

1. Congratulate participants for their work with the SMT.
2. Divide participants into groups of three. Give groups 15 minutes to discuss:
 - What they think worked well about the day.
 - What could have gone better.
 - Anything that surprised them, any questions they have.
3. Ask groups to share any important points they discussed.



Closing

Overview

The facilitator and participants stand in a circle and pass around an image that demonstrates the difference between *equality* and *equity*. Each person says something s/he will change in his/her work life.



Objective Participants will reflect on what they've learned about gender in the workplace and their own roles in reinforcing or contradicting gender stereotypes.



Timeframe

30 minutes



Materials

- EQUALITY versus EQUITY picture (Annex 11)
- Daily evaluations (Annex 4)



Advance preparation required

- Flip chart for the evaluation (Annex 4)

Activities

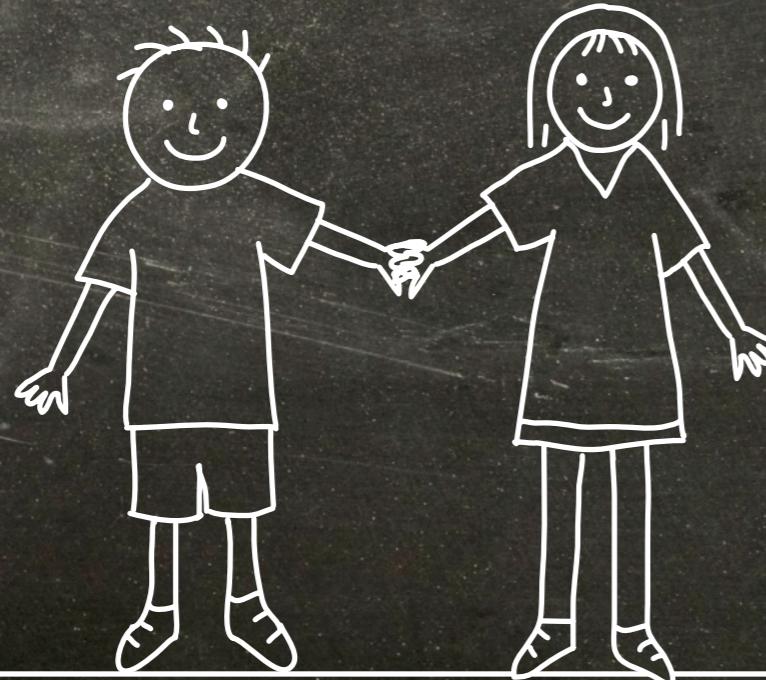
1. Ask participants to join you in a circle. (They can move their chairs or sit on the floor, depending on the room setup.)
2. Tell the group that we're going to reflect on our day together. We will pass around this picture (show the EQUALITY versus EQUITY picture, Annex 11), and when you have the picture in your hands, it is your turn to speak.
3. Tell the group that we will each say something that we will change in our work lives based on today's work.
 - Say something that you will change in your own work life, then pass the picture to the next person in the circle.
4. Tell the group that you are very impressed with the work done today. Thank them for their level of engagement.
5. Explain the evaluation (see Annex 4), and tell participants they are welcome to leave once they've handed in their evaluations.

Day 4 Gender in Our Children's Lives

Gender dynamics in our children's lives

Overview

Now that participants have spent a significant amount of time reflecting on gender dynamics in their own lives, they will reflect on gender dynamics in children's lives. They begin by thinking about the children in their personal lives—in their own homes, or close to them. They make commitments to the children in their lives in order to achieve greater gender equality. Participants then move into thinking about children's lives at school, and how gender plays a role there, and again they reflect on how they can increase gender equality in that context.



Objective

Participants will analyze the links between gender roles and expectations and how children are treated at home and at school.



Day 4 Sessions

Session 1: Opening and Recap

The facilitator welcomes participants, provides feedback on the previous day's evaluations, and guides participants in a brief recap of the previous day.

Session 2: A Day in a Child's Life

Participants have already charted the tasks that men and women undertake in a day. Now, they focus on children's lives—what do girls do in a day? And boys? After listing out the tasks, participants reflect on how gender disparity in girls' and boys' tasks may impact their relative academic success.

Session 3: Our Commitments to our Children

Participants define the changes in gender dynamics they would like to see for their children, and identify and commit to actions to achieve those changes.

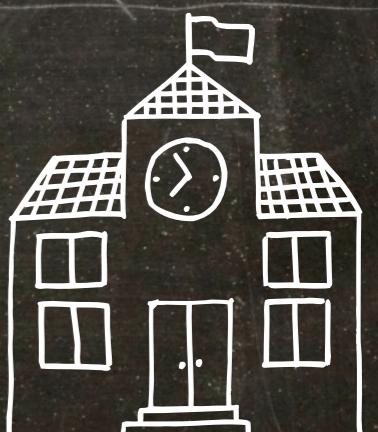


Session 4: Gender Dynamics in our Schools

Participants reflect on how they were treated when they were in school, and any gender differences in treatment, and then watch a video of a local school, noting differences in treatment by gender.

Session 5: Promoting Gender Equality in Schools

Participants reflect on the changes they would like to see in school-based gender dynamics, as well as actions they can take to achieve those changes.





Opening and Recap

Overview

The facilitator welcomes participants, provides feedback on the previous day's evaluations, and guides participants in a brief recap of the previous day.



Objective Participants will identify key points from the previous day's work and will gain a general understanding of the work ahead in Day 3.



Timeframe
30 minutes



Materials

- Key points from the previous day's evaluations (for the trainer)
- Flip chart and marker (for the trainer)



Advance preparation required

- Read through the evaluations of the previous day. Note any points that were raised by several people, as well as any points that you think are pertinent and worth sharing with the whole group. Be prepared to address these points.
- Reflect on the previous day's work and be prepared to highlight key points.

Activities

1. Welcome participants and thank them for being on time.
2. Tell participants that you're going to provide feedback on the evaluations, and do so.
3. Ask participants for main points from the previous day's work.
 - List main points on flip chart paper as participants speak.
 - Add any remaining main points.
4. Tell participants that in today's sessions, we're going to build on our discussion yesterday about gender in our daily lives to think about how gender affects the lives of our children.



A Day in a Child's Life

Overview

Participants have already charted the tasks that men and women undertake in a day. Now, they focus on children's lives—what do girls do in a day? And boys? After listing out the tasks, participants reflect on how gender disparity in girls' and boys' tasks may impact their relative academic success.



Objective Participants will analyze the differences in the lives of girls and boys in the areas where we work, and will determine how gender shapes children's experiences.



Timeframe
1 hour



Materials

- Timercards from the "Day in the Life" activity on Day 2.
- Word cards and markers for participants. (preferably different colors for girls and boys)



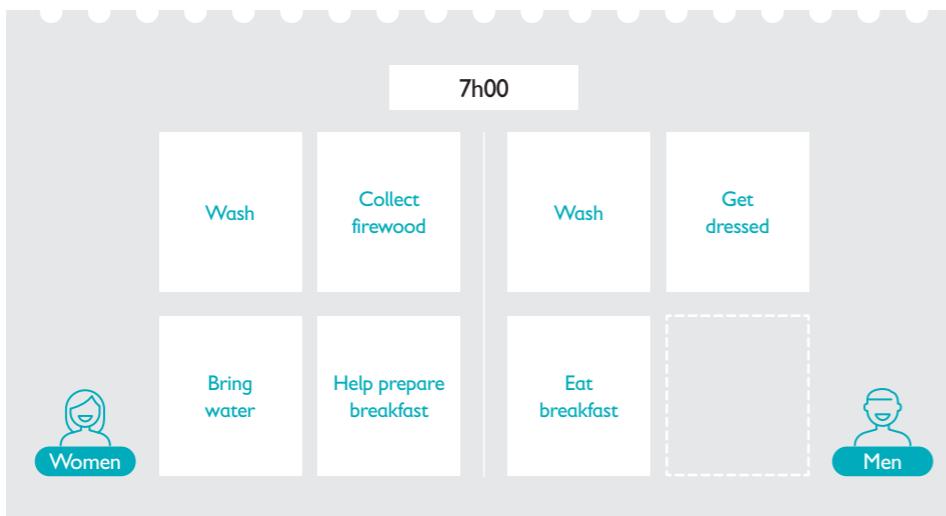
Advance preparation required

- As in the "Day in the life" exercise the previous day, hang the time cards on the wall with space between them to allow participants to hang their cards.
- Cut out word cards if necessary.
- Hang the flip chart example (Annex 7), the same one from the previous day, in the front of the room to remind participants of the exercise.
- Tear strips of tape ahead of time and have them available for participants to hang their word cards.

Activities

1. Tell participants that in order to start thinking about how gender dynamics affect our children, we're going to repeat the "24-hour" or "A day in the life" exercise from yesterday.
2. This time, instead of thinking about our own days, we're going to think about the lives of children.
 - We'll focus on children in the areas where we work, although you should also think about your own children—everything we discuss is as applicable to us in our own homes as it is to the communities where we work.
 - We'll ask women to think about girls' days and men to think about boys' days.
3. Assign participants to work in small groups, with women working together and men working together.
 - They should write each activity on its own word card to be hung at the correct time when they've finished.

- They will have about 20 minutes for this work.
4. After 20 minutes, stop the group work and ask each group to hang its activities underneath the correct time, with girls' activities on one side and boys' activities on the other, like this:



5. Ask participants to walk around, reading the activities listed. After 5 minutes, stop the group and bring everyone together in front of the wall.
- Ask whether participants think the activities are accurate. Is there anything that they do not think is accurate? Is there anything they'd like to add or change?
 - Ask what they notice about the difference between girls' and boys' activities. Allow time for discussion and questions.
 - Ask whether the differences between girls' and boys' activities are based on sex (only girls or only boys can do such a role) or gender (their families and cultures expect that each do....). certain things but in reality either boys or girls might be able to do those activities.
6. Invite participants to return to their seats.
7. Ask participants to spend about five minutes writing journal entries about how the differences in boys' and girls' days might affect them:
- How does it affect how they feel about themselves?
 - How does it affect their relationships with their parents? With their siblings?
 - After 5 minutes, stop the group and ask if anyone would like to share what they wrote. Invite two or three people at most to share.



Our Commitments to our Children

Overview

Participants define the changes in gender dynamics they would like to see for their children, and identify and commit to actions to achieve those changes.



Objective Participants will determine the changes they would like to see in gender dynamics in their own homes and the actions they need to implement in order to bring about those changes.



Timeframe
45 minutes



Materials
✓ Flip chart paper and markers for groups

Activities

1. Tell participants that we have discussed the differences in girls' and boys' activities at home, but we have not yet talked about what changes we would like to see.
2. Tell participants that in their groups they are going to discuss:
 - What changes they would like to see, and why.
 - The steps that they are prepared to take to achieve those changes.
3. Groups should come back with:
 - A sentence or two that describe how they want boys and girls to be treated in their own homes.
 - A bulleted list of 3-5 actions that they are prepared to commit to, today, to ensure that girls and boys in their homes are treated fairly.
4. Assign three or four people to each group. Groups should include both men and women.
 - Distribute flip chart paper and markers to each group.
 - Tell groups they can sit wherever they want, and they should be back in the room in 20 minutes.
5. After 20 minutes, stop the group work and ask groups to hang their flip charts on the wall.
 - Invite groups to walk around, reading each other's work.
 - Ask if it is realistic to commit to these actions.
 - Ask participants to note in their journals/notepads the actions they, themselves, are committing to in their own homes. We will follow up on these throughout the rest of the workshop.
6. Invite participants to take their seats.
 - Ask: *Why is it important that we practice gender equality in our homes as well as at work? What is the relationship between our personal lives and our work?*
 - Ask: *Is it possible for a man who beats his wife at home to be a gender champion at work?*
 - Ask: *Is it possible for a woman who treats her daughter like a servant and her son like a prince to be a gender champion at work?*
 - Allow time for discussion of each question before moving to the next question.



Gender Dynamics in our Schools

**Session
4**

Overview

Participants reflect on how they were treated when they were in school, and any gender differences in treatment, and then watch a video of a local school, noting differences in treatment by gender.



Objective Participants will identify ways in which gender dynamics shape children's experiences in school in order to determine how to encourage greater equality.



Timeframe

1.5 hours



Materials

- Classroom video clip
- School Video Handout (Annex 9), 1 per participant



Advance preparation required

- Make copies of the School Video Handout. (Annex 9)
- Watch the school video clip and complete a School Video Handout.

Activities

1. Tell the group that we are going to continue thinking about the lives of children, but now we'll start thinking about their lives in school.
 - Children who go to school often spend even more time in school than at home; school is an important environment for learning about gender.
 - Children's success in school is linked to how they are treated.
2. Ask participants to begin by thinking about their own experiences in school. Ask them to spend a few minutes talking to the person next to them:
 - When they were children, were there differences in the ways that girls and boys were treated at school? What do they remember about those differences?
 - Did they have mostly male teachers or mostly female teachers?
 - Were the head teachers/school directors generally men or women?
 - How did girls feel about school? How did boys feel about school?
3. After about five minutes, stop the group and ask if anyone would like to share what they remember.
 - Note any key words that you hear on a flip chart in the front of the room.
4. Now, ask participants if they think that things have changed today. Are girls and boys still treated differently? In what ways? What do the children in their lives tell them?
 - Note that this is a good opportunity to remind participants to talk to—and listen to—the children in their lives. If they don't know the answer to this question, maybe they should ask their sons/daughters/nieces/nephews/friends' children when they get home.

5. Tell participants that we were able to get some actual footage from schools in areas where Save the Children work, and we're going to watch to see if we notice any differences in the ways that boys and girls are treated.

- Of course we know that people change their behavior when there is a camera in the room, but we can still get an idea of what is happening.

6. Distribute the School Video Handout. (Annex 9)

7. Watch the first few minutes and demonstrate how to complete the handout.

8. Continue the clip, pause frequently in order to give participants time to complete the handout.

9. Lead a discussion on what participants noticed. Was anything surprising? Not surprising? Do they have any questions?



Promoting Gender Equality in Schools

**Session
5**

Overview

Participants reflect on the changes they would like to see in school-based gender dynamics, as well as actions they can take to achieve those changes.



Objective

Participants will identify steps to take to promote gender equality in schools.



Timeframe

1.5 hours



Materials

- Flip chart paper and markers for participants.

Activities

1. Tell the group that now that we have spent time looking at current gender dynamics in schools, we'll spend some time thinking about what we wish the dynamics were like, and how we can get there.
2. First, participants will work in groups to define what we want in terms of gender dynamics in schools. They should come up with a sentence or a few bullet points (no more than two or three) that define the ideal situation, such as: *Schools favor the achievement of boys and girls, and promote their well-being and learning...*
 - Once they have defined the goal, groups should work together to develop a list of steps they think schools, parents, and the Ministry of Education should take to achieve the ideal they defined.
 - Groups will have about half an hour for this work.
3. After about half an hour, ask groups to hang their work on the wall. Have them walk around looking at each other's work.

4. Bring the group together and try to develop a single statement that describes the gender dynamics goal for schools, using the work of more than one group.
5. Next, give groups about 20 minutes to develop a list of 5-7 actions to take in order to achieve this ideal.
6. After 20 minutes, ask groups to hang the steps on the wall. Walk around, circling those that many flip charts have in common.
 - Also identify those actions that only one group identified and discuss them with the group: should we adopt these as part of our action plan?
 - Assign one person to write up the final list of actions that the whole group has agreed to.
7. Thank the group for their work.
 - Note that we can't know if we've really done a thorough job here, we would need to implicate teachers, Ministry of Education representatives, parents, and of course, we would need to spend much more time listening to students themselves—girls and boys.
 - This exercise is intended to get us started thinking about our work, but it's only the very beginning.

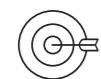
- picture (show the school children picture, annex 12), and when you have the picture in your hands, it is your turn to speak.
3. Tell the group that we will each share a thought on gender roles and expectations in our children's lives.
 - Share something that you think about gender roles and expectations in our children's lives.
 4. Pass around the picture and invite each participant to share.
 5. Tell the group that you are very impressed with the work done today. Thank them for their level of engagement.
 6. Explain the evaluation (see Annex 4), and tell participants they are welcome to leave once they've handed in their evaluations.



Closing

Overview

The facilitator and participants stand in a circle and pass around an image of school children. They share reflections on gender dynamics in their children's lives. They then complete evaluations of the day.



Objective Participants will reflect on what they've learned and determine how their initial attitudes about gender have changed over the course of the day.



Timeframe

30 minutes



Materials

- School children picture (Annex 12)
- Daily evaluations (Annex 4)



Advance preparation required

- Flip chart for the evaluation (see Annex 4)

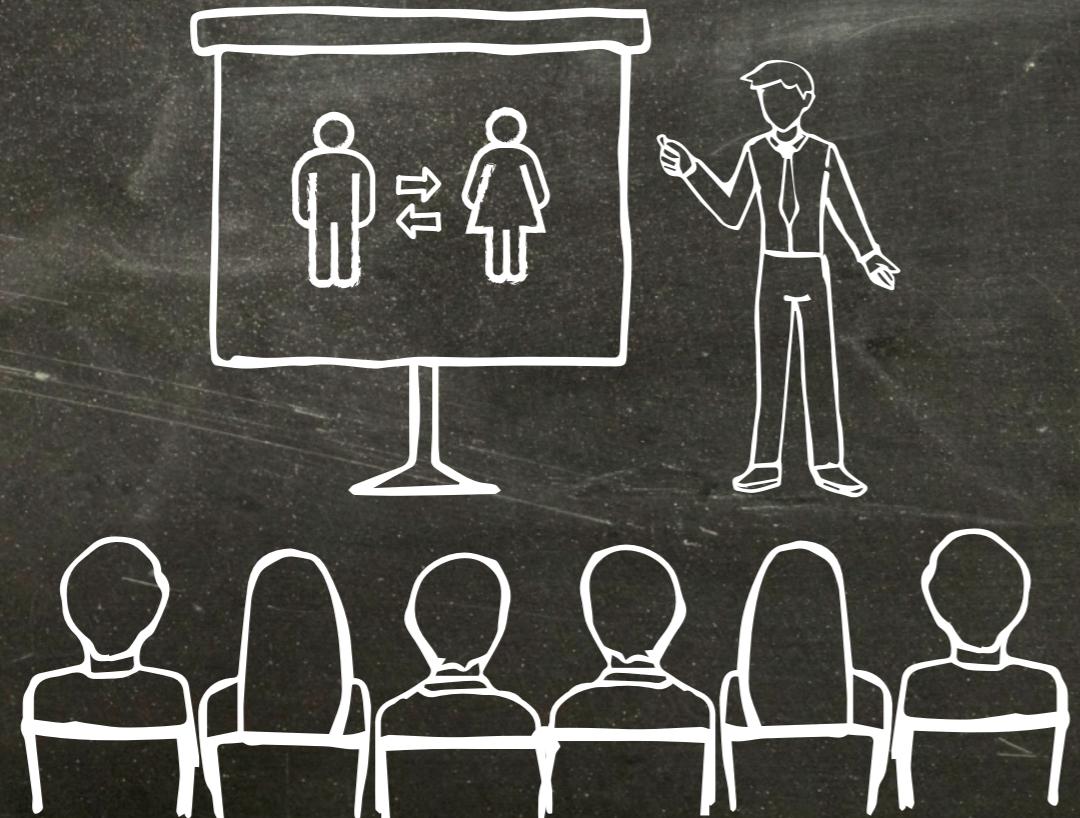
Activities

1. Ask participants to join you in a circle. (They can move their chairs or sit on the floor, depending on the room setup.)
2. Tell the group that we're going to reflect on our day together. We will pass around this

Day 5 Becoming Gender Champions

Overview

On the last day of the workshop, participants are focused on what comes next—the actions they will take as Gender Champions. They make action plans, and practice mediating discussions of sensitive topics using likely scenarios. Finally, they receive certificates and congratulations.



Objective

Participants will determine the steps they need to take to promote gender equality as gender champions, and will practice doing so.

Day 5 Sessions

Session 1: Opening and Recap

The facilitator welcomes participants, provides feedback on the previous day's evaluations, and guides participants in a brief recap of the previous day.

Session 2: Reflecting on Our Work: Skit

Participants brainstorm a list of the most important points from the week's work, then work in groups to develop and present skits that demonstrate one of the points.

Session 3: Action Planning

Participants work in groups that are pre-designed—all group members may be in the same or similar roles, or have the same geographic focus, for example—to fully adopt their roles as gender champions and develop action plans for promoting gender equality.

Session 4: Talking about Gender: Preparation

Participants work in groups to discuss scenarios that may be sensitive. This is to practice their roles as gender champions, during which they may be confronted with sensitive issues. Groups then select one scenario to present.



Session 5: Talking about Gender: Presentations and Discussions

Groups present scenarios, demonstrating how best to manage sensitive subjects related to gender.

Session 6: Closing

Participants reflect on the experience of this workshop in writing. They are invited to share if they so desire. They are then presented with certificates.

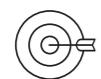




Opening and Recap

Overview

The facilitator welcomes participants, provides feedback on the previous day's evaluations, and guides participants in a brief recap of the previous day.



Objective Participants will identify key points from the previous day's work and will gain a general understanding of the work ahead in Day 5.



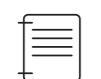
Timeframe

30 minutes



Materials

- Key points from the previous day's evaluations (for the trainer)
- Flip chart and marker (for the trainer)



Advance preparation required

- Read through the evaluations of the previous day. Note any points that were raised by several people, as well as any points that you think are pertinent and worth sharing with the whole group. Be prepared to address these points.
- Reflect on the previous day's work and be prepared to highlight key points.

Activities

1. Welcome participants and thank them for being on time.
2. Tell participants that you're going to provide feedback on the evaluations, and do so.
3. Ask participants for main points from the previous day's work.
 - List main points on flip chart paper as participants speak.
 - Add any remaining main points.
4. Tell participants that in today's sessions, we're going to reflect on the work we've done this week and plan for the future.



Reflecting on Our Work: Skit

Overview

Participants brainstorm a list of the most important points from the week's work, then work in groups to develop and present skits that demonstrate one of the points.



Objective

Participants will reflect on the work we've accomplished this week and determine how their attitudes have changed.



Timeframe

1.5 hours



Materials

- Flip chart and markers for trainer

Activities

1. Ask participants to brainstorm a list of the most important points from this week's work.
 - These should be the topline, main points from the week.
 - As they call out suggestions, note them on flip chart paper in the front of the room.
2. Tell participants that they're now going to reflect on these points, and decide on one to represent to the group. They should present the point in a skit, but what they represent in the skit is entirely up to them.
3. Give participants a few minutes to think about the different points on the list, then choose the one they want to focus on.
 - No group can have less than two people or more than four or five people.
4. Tell participants that each group has 20 minutes to:
 - Discuss the point they've chosen: why is it important? What have we discussed?
 - Develop a short skit of maximum 3-5 minutes.
 - Practice the skit.
 - Groups can work wherever they want, but should return to the room in 20 minutes.
5. After 20 minutes, stop the group work and bring everyone back together.
6. Have each group present its skit. Following each skit, ask the audience whether they have anything to add to what the group presented.
7. Tell participants that it's clear that they've internalized the messages from this week. This is important—really internalizing these messages is an important step to becoming GENDER CHAMPIONS.
 - Tell participants that there may be some people present who do not feel comfortable committing to championing gender equality in their personal and professional lives. If anyone feels that way, they should come to see you. They can complete the workshop and receive their certificates, but we will not force anyone to be a gender champion.
 - Note that participants will hesitate to admit this. If there is anyone you feel is not quite sure about taking on the role of gender champion, try to find a few minutes to speak to him/her individually. Remind him/her that this is not obligatory: all of those who participate will have learned and will receive certificates; those who do not wish to become gender champions are not required to do so.



Action Planning

Overview

Participants work in groups that are pre-designed—all group members may be in the same or similar roles, or have the same geographic focus, for example—to fully adopt their roles as gender champions and develop action plans for promoting gender equality.



Objective Participants will consolidate action plans from the course of the week and agree to final plans.



Timeframe

1.5 hours



Materials

- Any planning documents generated throughout the week
(Days 3 and 4 should each have a planning document associated)
- Flip chart with example gender champion:
- Flip chart with planning matrix:



Planning Matrix

Action	Person responsible	Date(s)	Notes



Advance preparation required

- Write up/draw flip charts, above.
- Think about groups:
 - Which individuals does it make sense to put together in groups to determine actions? Are there different teams present? People from different locations?
 - Different hierarchical levels?
 - Determine how best to group participants for planning purposes, and ask (at least one person from each of the groups you've decided on to bring his/her laptop.
- Email that person an electronic version of the planning matrix, above.

Activities

1. Explain to the group that our work as gender champions has just begun. We've already started talking about action planning—we're now going to spend time finalizing those plans, as gender champions.
2. Explain how groups will be divided.
3. Tell participants that each group should:
 - 1) Decide on their own *gender champion* character:
 - Show flip chart drawing of gender champion.
 - Say: This is xx (give local name), a gender champion. She is a girl to show that girls can be powerful champions. Her super powers include:
 - Being able to speak up even when others wish she wouldn't, but in a way that people

really listen to;

- Not being afraid to broach uncomfortable topics with women and men, even with people in positions of authority;
- Bringing together different people for change.
- Each group needs to have a gender champion: a drawing on flip chart paper, a name, and a description of his or her super powers.

2) Look at the planning we've already done this week and determine what is specific to your group.

3) Complete the planning matrix with those actions specific to your group, and add additional actions. [Show the planning matrix on flip chart paper and explain that at least one person from each group has received this by email.]

4. Tell groups they can work anywhere they like, and give them 40 minutes for this work.

5. Bring the whole group back together. Ask each group to present:

- Its gender champion.
- The main actions in their plans. (not each action, just a few as examples)

6. Thank participants for their work. Tell them that in the next session we'll be practicing our roles as gender champions.



Talking about Gender: Preparation

Overview

Participants work in groups to discuss scenarios that may be sensitive. This is to practice their roles as gender champions, during which they may be confronted with sensitive issues. Groups then select one scenario to present.



Objective

Participants will prepare to have difficult conversations about gender.



Timeframe

1 hour



Materials

- Talking About Gender scenarios (Annex 3), 1 copy per group



Advance preparation required

- Photocopy scenarios

Activities

1. Tell participants that as gender champions they are going to have to engage in uncomfortable conversations sometimes. They may feel awkward and they may not always want to, but they will have to if they are going to truly be gender champions.

2. Explain that they will divide into groups and will run through each of a variety of scenarios before choosing one to present.
 - Groups must act out each of the scenarios at least once.
 - They can practice the one they choose to present several times before presenting.
3. Assign groups and distribute scenarios.
 - Give groups 45 minutes for this work.
 - As group prepare, walk around, listening to their conversations. Offer assistance if needed.
 - After about half an hour, ask if any groups are ready to choose their scenarios to act out for the whole group. If possible, have each group choose a different scenario to present.



Talking about Gender: Presentations and Discussions

Overview

Groups present scenarios, demonstrating how best to manage sensitive subjects related to gender.



Objective Participants will practice dealing with difficult issues related to gender in preparation for their roles as gender champions.



Timeframe

1.5 hours



Materials

N/A

* Note that coffee/tea should be made available during the session, since there won't be a break.

Activities

1. Tell participants that each group is going to present one of the scenarios we just worked through, and there will be time for discussion following each presentation.
2. Have each group present its skit. After each presentation ask participants:
 - If they agree with how the scenario was handled.
 - For other suggestions of how to handle the scenario.
 - Whether they would feel comfortable handling the situation described.
3. Tell participants that they will surely have to deal with uncomfortable situations as gender champions. Ask what they can do if they are in a situation they're not sure how to handle.
 - Responses should include: Talk to someone else who participated in this workshop to get advice.
4. Congratulate participants for their work. Tell them they have taken on a big responsibility, and that you're proud of the work they've done.



Closing

Overview

Participants reflect on the experience of this workshop in writing. They are invited to share if they so desire. They are then presented with certificates.



Objective Participants will reflect on what they've learned during this workshop and determine how their attitudes and behaviors related to gender dynamics have changed.



Timeframe

30 minutes



Materials

- Notepads and pens for participants
- Certificates, completed with participants' names (Annex 13)
- Daily evaluations (Annex 4)



Advance preparation required

- Flip chart for the evaluation. (see Annex 4)
- Print and complete certificates with participants' names.
- * Note that there are two versions of the certificate:
 1. Certificate of participation for those participants who participated in most, but not all, of the workshop.
 2. Certificate of completion for those participants who participated in the entire workshop.
- * Those who participated in half or less of the workshop do not receive certificates.

Activities

1. Ask participants to reflect on our discussions from the workshop in journal entries. They should:
 - Spend 10 minutes writing about what they learned during the workshop, and how their attitudes and behaviors have changed.
2. Ask if anyone would like to share what they wrote.
 - Call on a few people (2-3 people) to share.
3. Tell the group that you are very impressed with the work done during the workshop. Thank them for their level of engagement.
4. Tell participants that they will now receive their certificates. Each person should share one thing that s/he will take away from this workshop.
 - Call participants one by one to come to the front of the room and receive their certificates. Invite each person to share.
 - Make sure the group applauds for each person.
5. Ask participants to complete an evaluation (see Annex 4) for the entirety of the workshop.

Annexes

Annex 1

Respect Role Play Cards

To be used during Day 1, Session 2: Respecting each other

Group 1 3 people

One person stands in front of the room, talking. Two people are sitting in front of the person. One person is looking at the speaker, nodding his/her head and responding ("mmhmm, I see..."); the other person is typing on his/her laptop.

Group 2 4 people

A group of people are sitting next to each other, having a conversation. One person keeps trying to speak, but the others interrupt him/her. The group is not mean to this person, they are not saying rude things or shouting at him/her, they are simply very enthusiastic and have a lot to say, and the person who is getting interrupted is quieter and has difficulty asserting him/herself.

Group 3 3 people

Three people are talking. Two of the people look at each other, nod their heads, respond to each other, but the third person does not. That person sighs, rolls his/her eyes, looks around the room.

Group 4 At least 4 people, can include up to 5 or 6

A trainer/teacher-type person is in front of a group of people. S/he asks a question and various people raise their hands to answer. S/he calls on someone. The person answers and the trainer doesn't reply, just calls on the next person. This person responds, and the trainer engages in a back-and-forth, saying, "isn't that interesting," and, "tell me more about that..." The trainer then calls on a third person and when the person responds, just says, "no," and continues talking.

Group 5 2 people, a man and a woman

A man and a woman are talking about the gender workshop. The man says something, and the woman is dismissive. She says, "you can't know about those things, you're a man..." (something like that). The man gets upset and they argue and he leaves.

Group 6 2 people, a man and a woman

A man and a woman are talking about the gender workshop. The woman explains a time when she felt she was treated poorly because she is a woman. The man is dismissive. He says, "oh, you're so sensitive, there is no way you were treated that way just because you're a woman, the world isn't like that..." (something like that). They argue. The woman get upset and says she isn't going to share any more personal stories with the man.

Group 7 3-5 people

Several people are sitting in a group, waiting. They are talking about how the trainer is late. They talk about how they got up early, finished their work emails, finished getting ready, and rushed to be here on time, but the trainer isn't here. Finally the trainer arrives. S/he greets the participants and starts writing the day's agenda on flip chart paper.

Group 8 3-5 people

A group of people, including both men and women, are talking about gender. The women talk about how badly they have been treated by men, and say things to the men in the group like, "men just don't understand," or, "you men have been so awful to women." The men are quiet but they feel bad. They look down at the floor. They don't participate. They feel that they are being accused unfairly, but they don't know how to respond.

Annex 2

Gender Bias Scenarios

For use Day 1, Session 4: Our Own Gender Biases

1. Your son has married a very successful woman. She has a high-paying job at a bank and is very dedicated to her career. Your son decides to stay home to care for the home and the children.

2. Your daughter is studying to be a neurosurgeon. She is 35 and still studying. She has no time to meet eligible men to marry and plans to continue to focus on her studies and her work for the coming years. By the time she finishes studying, she may be too old to have a child.

3. Your son is 8 years old. He prefers to play with dolls than with trucks. He does not like to play ball with the other boys. Instead, he enjoys playing quietly at home, reading stories or drawing pictures.

4. Your wife is very outspoken in church or community meetings. She often disagrees with others and does not mind saying so. She explains her opinions forcefully and defends her positions.

5. Your sister has seen that there is a gap in the skilled labor available to work on cars with digital components, and has decided to study to become a car mechanic. She announces this to the family at a holiday dinner.

6. You have just learned from colleagues that your new boss is a woman.

7. You see a teenage girl in front of a store smoking a cigarette.

8. You have two children, twins, a boy and a girl, age 17. Both ask to go out to a party on a Saturday night.

9. Your 15 year-old brother often cries when he gets upset.

10. You are invited to your brother's house for lunch on Sunday. While you are there, your brother brings the food to the table, helps to set the table, and points out the dishes he prepared. As he is setting the table, his wife sits and chats with the guests.

Annex 3

Talking About Gender scenarios

1. A group of male colleagues is taking a break at work. One tells a dirty joke about women. You overhear.

2. A female colleague receives a promotion. You hear other colleagues say:

- Women bosses are so much worse than men. I wish I didn't have to work for her.
- I'm sure she only got this position because they needed a woman in a senior position.

3. You ask your son to help wash the dishes after dinner. Your spouse says, "no, that's women's work, he can help with something else."

Note: Act out this scenario in two ways: First, with a woman asking her son to help with the dishes and the father saying no, then with a man asking his son to help with the dishes and the mother saying no.

4. The (male) boss at your office asks a female staff member to bring tea and coffee into his meeting with visitors. You overhear the request.

5. You are passing by the local primary school and you notice that three girls are sweeping their classroom after everyone else has gone home.

6. You are on your way to work one morning and you see your neighbor's child, a girl, bringing vegetables home from the market. School has already started. You know that this is not your neighbor's own daughter, it is her niece.

7. Your nephew is four years old. When he cries, his father and mother tell him to hush, to "be a man" and stop crying.

8. You are walking down the street with a female colleague. A group of young men whistles at her and says, "hey baby."

Annex 4**Daily Evaluations**

1. Daily evaluations may take various forms. Here is a suggested format. Note that evaluations should:
- Allow participants space to feed back on what has worked well and what needs improvement in an anonymous way.
 - Not take very much time.
 - Be easy to administer, complete, and collect. Trainers should read through evaluations each evening and provide feedback the following morning.

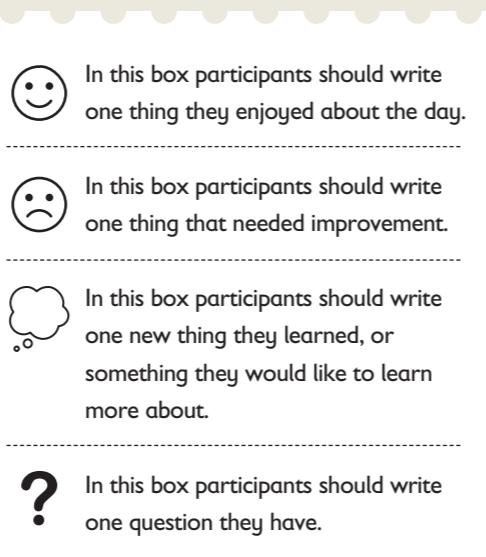
2. Suggested format:

- Materials:
 - Participants will need their notepads and pens
 - Flip chart paper divided into four boxes with the following image:



• Evaluation steps:

1. Show the flip chart paper with the image above
2. Explain each section, as follows:



3. Ask participants to take a sheet of paper from their notepads and fold it twice to make four boxes.
4. Ask participants to complete the boxes as you explained (you may need to explain a second time).
5. Tell participants to bring you the evaluation as they finish, and they can leave.

Annex 5**Gender PowerWalk Roles**

The married father of three young children, you are the mayor of your town.

You are an older man, retired now but formerly a nurse in the local clinic. You live with your wife of many years and your youngest daughter.

You are the married mother of two children, and you are the School Director/Head Teacher of the local primary school.

You are the divorced mother of one child, and you work as a secretary in the office of a local government representative. You live with your parents.

You are the oldest son of a local wealthy family. You are in your final year of secondary school, and you are planning to attend university abroad.

You are the oldest daughter of a local wealthy family. You are in your final year of secondary school, and you are planning to attend university abroad.

You are the middle daughter in a family of five children. You completed three years of primary school before your mother told you she needed you to stay home to care for your younger siblings.

You are a boy, aged 10, who was sent by his parents to live with his uncle and aunt. You help your uncle with his mechanics shop and you do not go to school.

You are a girl, aged 12, who was sent by her parents to live with her uncle and aunt. You help your aunt to care for the children and with household chores. You are able to go to school some of the time.

You are a boy, age 17, who finished 5 years of primary school. You sometimes are able to find work loading fruits and vegetables onto trucks for transportation to the market, but most of the time you spend hanging around with your friends.

You are a girl, age 16, who finished 5 years of primary school. You are soon going to be married.

You are a boy, age 9, who is in his third year of primary school. You would like to be a veterinarian when you grow up. Neither of your parents or any of your older brothers or sisters have completed primary school.

You are a girl, age 9, who is in her second year of primary school. You speak a different mother tongue from the one used at school, and you find it difficult to understand the teacher.

You are a boy, age 15. You have completed primary school and started secondary school but you are not sure you can continue. Your grades are poor and your parents are threatening to cut off support.

You are a male teacher, just starting your career. You are planning to marry in the coming months. You live alone.

You are the district representative of the Ministry of Education, and you are an unmarried woman. You live with your sister, and you have no children.

You are an 11 year-old girl in primary school. You live with your parents and your 2 younger brothers.

You are an 11 year-old boy in primary school. You live with your parents and your 2 younger brothers.

Annex 6**Gender PowerWalk Instructions**

Note that you will need a large space for this activity, one where everyone can line up in a single row, standing side by side, and take many steps forward. OUTSIDE is best, but if not, a big hall will do. You will need to find this space in advance.

1. Distribute roles, one per person. People should NOT share their roles with the others in the group. They should imagine that the role they are given is in one of the communities where School Me is implemented.

Each person should:

- Think of a specific community, one that they know well
- Read the role they have been given: think about this person's life.

- Try to imagine what this person does when s/he wakes up in the morning, what this person's day is like, how this person is treated by others...

- This should be the average person, not one who has participated in School Me Program for example, or another community program.

2. Bring the whole group to outside/to the large hall you have found.

Have them line up next to each other, like this (they don't need to hold hands):



Remind the group that they are playing the roles they have been given.

3. Tell the group that you are going to read a series of statements out loud. If the statement is TRUE for the role they are playing, they should take one step forward. Read each of the following statements out loud. Pause after each statement to give time for people to step forward.

- I am able to read and write.
- I have my own money and I can buy things I want without approval from someone else.
- I participate in making decisions that affect my life, such as decisions about my school, work, or marriage.

- People never say rude things to me when I walk down the street.
- I can get medicine for myself if I need it.
- I am able to refuse if I don't want to have sex, in any situation. (including with my husband or wife if I have one)
- No one, under any circumstances, would ever beat me.
- I am able to say no (maybe in a nice way) if an authority figure tells me to do something that I don't want to do.
- The money I earn is mine to keep.
- I have, or am getting, the skills I need to successfully earn a living as an adult.

4. Now that everyone has moved around, stop the activity.

- Ask the women (those playing the role of women) to squat down. Note where the men and boys are.
- Ask the men (those playing the role of men) to squat down. Note where the women and girls are.
- Ask a few of the people (not everyone) in the front rows to read out their roles. Ask the rest of the group if they agree that each role should be in the front. If necessary, have those who advanced who shouldn't have take a few steps back.
- Ask a few of the people (not everyone) in the back rows to read out their roles. Ask the rest of the group if they agree that each role should be in the back. If necessary, have those who remained in the back take a few steps forward.

- Note for the group that, while many factors contribute to power, including education levels, financial security, social status, when all other things are equal, women are still behind men in power. And this is true everywhere in the world.
- Ask if anyone would like to try to define "power," what does it mean to have power?
 - Having power means being able to make decisions, especially about one's own life and future.

5. Tell the group we'll go back inside now and use this discussion as a basis for further reflection on power.

Annex 7**Example 24-hour schedule****Example 24-hour schedule**

6h00	Wake up, wash, get dressed
7h00	Make breakfast, eat breakfast with children
7h30	Send children to school
8h00	Leave for work
9h00	Arrive at work, start work
12h00	Break for lunch
17h00	Leave work
18h00	Arrive home, prepare dinner, supervise children's homework
19h00	Eat dinner
20h00	Supervise children's baths
20h30	Put children to bed
21h00	Wash dishes, prepare clothes, etc for tomorrow
22h00	Watch TV
22h30	Go to bed

Annex 8

Gender Equality in the Workplace Flip Charts

Someone has made a comment about my appearance (my body or clothes) and I felt uncomfortable.

	Women	Men
Often		
Sometimes		
Once or twice		
Never		

I have taken on responsibilities at work that are not part of my job description, but are part of my gender role.

	Women	Men
Often		
Sometimes		
Once or twice		
Never		

Most of the people on the SMT are the same sex as I am.

	Women	Men
YES		
NO		

Most of the people in management roles in the different Save the Children offices are the same sex as I am.

	Women	Men
YES		
NO		

I have noticed that some people at work treat women and men differently.

	Women	Men
Often		
Sometimes		
Once or twice		
Never		

When I speak up with my opinions, I feel I am bothering people in some way, I think they would prefer if I stayed quiet.

	Women	Men
Often		
Sometimes		
Once or twice		
Never		

I think it is likely that I will be promoted to a higher position at Save the Children.

	Women	Men
YES		
MAYBE		
NO		

I feel that it is easy to balance my responsibilities at home/my family responsibilities with my work.

	Women	Men
Often		
Sometimes		
Once or twice		
Never		

Someone has made a sexual joke in my presence and I felt uncomfortable.

	Women	Men
Often		
Sometimes		
Once or twice		
Never		

I feel that my capacities are underestimated—people do not assume that I can do the things that I know I can do.

	Women	Men
Often		
Sometimes		
Once or twice		
Never		

I have been touched inappropriately at work.

	Women	Men
YES		
MAYBE		
NO		

I think that my colleagues (men or women) behave in ways that are respectful of both genders in their personal lives.

	Strongly agree	Agree	Disagree	Strongly disagree
Strongly agree				
Agree				
Disagree				
Strongly disagree				

Annex 9**School Video Handout**

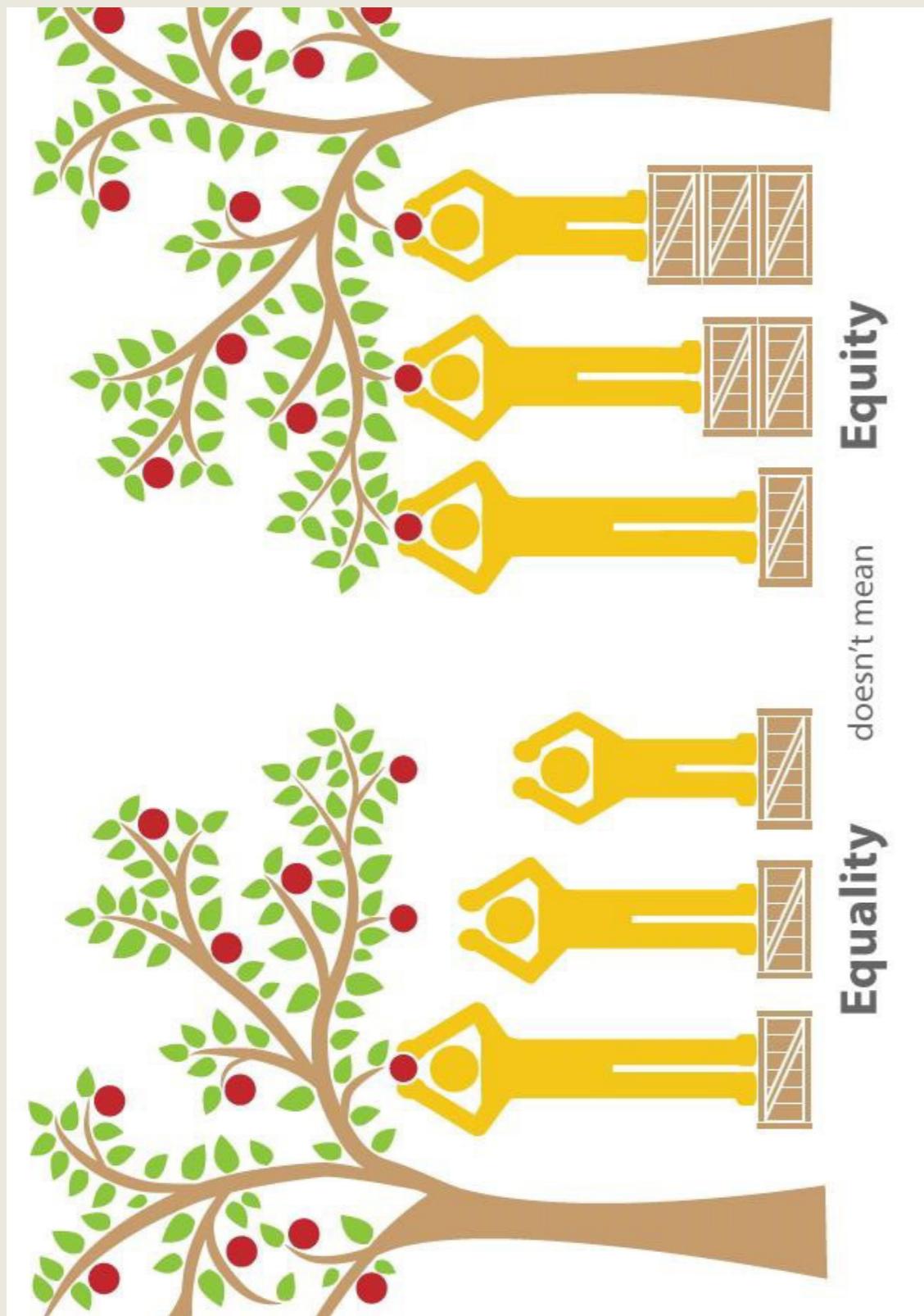
1. As you're watching the video footage of the school, please note the following:
- Are there noticeably more girls in the room, or boys, or is it about the same?
 - Is the teacher a man or a woman?
 - Do more girls raise their hands to answer questions, or more boys?
 - How many different girls are called on to answer questions?
 - How many different boys are called on to answer questions?
 - Are the examples written on the chalkboard about boys and men, or girls and women, or both?
 - Where are the boys in the room seated? Where are the girls in the room seated?
 - What do you notice about the boys' behavior? The girls' behavior?

2. Note the following for at least three of each:

	Positive words or actions teacher uses (list the words or actions)	Negative words teacher uses (list the words)	Additional comments
Boy answers question			
Girl answers question			

3. Additional notes on teacher's behavior with boys and girls, and boys' and girls' behavior with each other:

Annex 10**Closing activity, Day 2**

Annex 11**Closing activity, Day 3****Annex 12****Closing activity, Day 4**

Annex 13

Certificates

Certificate of Achievement

Awarded to _____
for participation in the Save the Children
Gender Champions workshop.

Date _____

Signature _____

**Certificate of Achievement**

Awarded to _____
for successful completion of the Save the Children
Gender Champions workshop.

Date _____

Signature _____



