

Gender Equality and Social Inclusion Integration in Development Initiatives Training Manual



**Ministry of Planning and Development of
the Government of Ethiopia**

**With support from CDKN, a programme of
SouthSouthNorth**



About the author

This training manual was written by Haregewien Admassu, an independent consultant with over 20 years of experience. She is a passionate advocate for gender equality and social inclusion within the realms of agriculture, food security, and climate change. Through her work, she contributes to addressing barriers and promoting equitable opportunities for all individuals, particularly those marginalised within these sectors, advocating for transformative policies and practices that prioritise marginalised voices and promote inclusive progress.

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Foreword

H.E. Tirumar Abate



Reviewing, appraising, prioritising, monitoring and evaluating national development plans and programmes is at the heart of the Ministry of Planning and Development's (MoPD's) mandate. To successfully carry out our responsibilities, we work with all sector ministries to support the design, implementation and evaluation of projects and programmes and ensure they are aligned with medium and long-term national development goals and targets.

Ensuring gender, equality and social inclusion (GESI) is mainstreamed in all national programmes at all levels and is critical for our national development. To this end, MoPD has been working with various development partners to build the capacity of its senior experts as well as other sector ministries.

This training manual, which is produced with the support of SouthSouthNorth's Climate and Development Knowledge Network (CDKN) programme, is an important step in MoPD's journey as it will equip the relevant departments on how to plan, prepare for, and conduct training on GESI integration in the design and implementation of national development initiatives.

GESI in climate change action has been given a dedicated section considering the importance the government of Ethiopia has given to climate change resilience, as well as the fact that MoPD has recently been mandated to coordinate the national climate change agenda.

I am sure this manual will help us, our affiliated institutions, as well as sector ministries, to not only to fulfil our respective roles in ensuring GESI integration in our plans and programmes but also to continuously train and capacitate the relevant personnel and ultimately ensure inclusive national development.

I would like to express my deep gratitude to all those who have been involved in the preparation of this manual including our staff members, CDKN and members of the GESI and climate change community of practice who are supporting MoPD in realising its GESI integration mission.

Tirumar Abate

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State Minister, Ministry of Planning and Development

Robi Redda



As the Climate and Development Knowledge Network (CDKN) and SouthSouthNorth (SSN), it gives us great pleasure to support this important initiative that focuses on implementing gender equality and social inclusion (GESI) considerations in climate change and development projects. This is an important thematic area of work for SSN and since 2020, we have been actively implementing our CDKN gender and climate change nexus intervention in Ethiopia. Hence, it is as part of this engagement that we supported the preparation of this training manual, which was developed under the leadership of the Ministry of Planning and Development (MoPD).

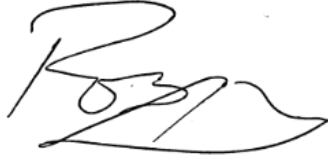
The manual intends to provide guidance to GESI experts (and facilitators) on how to plan, prepare for, and conduct training on GESI integration in the design and implementation of development and climate change projects. It is tailored for practitioners possessing training and facilitation skills, with the aim of cultivating their skills and capacity through specific tools that are applicable in practice. The training manual has wide range application and can be used by a number of actors and stakeholders working in the area of climate change, sustainability, and development.

The training manual was developed based on the needs that were identified by the senior management of MoPD, which has the mandate to ensure that development and climate change response actions, strongly consider gender and social inclusions. To this end, MoPD has established a Gender and Climate Change Community of Practice in Ethiopia, which has been active for the past two years under the effective leadership and coordination of Her Excellency Tirumar Abate, State Minister for Planning and Development. This Community of Practice, which has representatives from a number of key stakeholders institutions, including sector ministries, government institutions, youth groups and development partners, is currently serving as an important platform for coordinating gender and social inclusion considerations in climate change and development projects in Ethiopia.

We would like to acknowledge the strong partnership that has contributed to this co-developed output. In this regard, we would like to express our gratitude to MoPD leadership, particularly to Her Excellency Tirumar Abate (State Minister) and Shalom Gebredingel (Chief of Staff to the Minister), who have provided strong steer to make this engagement successful. We would also like to acknowledge support from the CDKN/SSN team, namely Amanda April, Fatema Rajabali, Mairi Dupar, Emma Baker, Zahrah Cassiem and Rebecca Cullis. Moreover, we extend our deep gratitude to Haregewien Admassu, who technically led the development of this training manual.

We believe this can serve as an important guidance document for GESI integration in the design and implementation of climate change and development initiatives in Ethiopia, as well as in other countries in the region.

Robi Redda

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Director, SouthSouthNorth
Country Engagement Lead (Ethiopia and Kenya), Climate and Development Knowledge Network

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1. Introduction: The training module

Gender Equality and Social Inclusion (GESI) training is a practical tool designed to analyse the inequality and exclusion experienced by vulnerable populations based on factors such as sex, age, ethnicity and religion. The training aims to impart essential knowledge on the primary factors influencing and perpetuating prevailing gender inequality and social exclusion. It covers processes and steps to effectively challenge and address these factors. It is also a development intervention that aims to improve awareness, knowledge, skill and behaviour in relation to gender and social inclusion.

This training manual is intended to provide guidance to GESI experts (and facilitators) on how to plan, prepare for, and conduct training on GESI integration in the design and implementation of development initiatives for the Ministry of Planning and Development (MoPD) and its affiliated institutions' staff. It ensures that participants of the training receive an introductory knowledge on the subject and start to reflect on GESI issues and determine how these issues should be addressed within the context of their work related to sustainable development.

It aims to improve capacity development initiatives for GESI mainstreaming within MoPD and its affiliated institutions. This is intended to enhance the effectiveness of policy, strategy, and programme development and implementation by identifying and integrating relevant GESI issues. The training manual is tailored for practitioners possessing training and facilitation skills. The training focuses on cultivating the skills and capacity to translate awareness into specific tools applicable in practice. GESI training serves as a methodology for raising consciousness and empowering women and other vulnerable groups, whether considered individually or collectively. Additionally, it serves as a means of enhancing gender sensitivity and inclusivity of development initiatives, their design, and implementation.

The imparted knowledge is expected to enable the design of appropriate policies, programmes, and interventions that elevate the status of women and other vulnerable groups, allowing them to take an equal place in society and participate equally and benefit from the development process. Therefore, this GESI training is not merely a tool. It is a strategy, a space for reflection, a site for debate, and potentially a platform for advocacy. Positioned as a transformative process, its objective is to improve knowledge, develop understanding as a catalyst for behavioural change, and introduce new skills.

With this manual, the author is not “reinventing the wheel” but summarising the existing knowledge and shared experiences, offering selected exercises that have been tried out and found suitable for the mentioned target groups and circumstances.

This training manual has drawn on the work of gender and social inclusion trainers, and writers on gender issues, from all over the world. Wherever possible, the source is provided for each activity and handout. However, as many of these activities have been used and adapted by numerous trainers over the years that it is at times difficult to trace their original sources.

Recognising this, the writer would like to express gratitude to World Vision for their substantial contribution. This manual includes adapted or directly sourced activities from GESI training manuals such as 'World Vision's Manual for Trainers and Facilitators on How to Integrate Gender Equality and Social Inclusion in Design, Monitoring, and Evaluation'¹. Special appreciation is also extended to Rahel Tessema and Dr Azeb Assefa, Ethiopian gender trainers who contributed activities tailored for this manual.

Objectives of the training manual

The manual is specifically designed for training facilitators, equipping them to conduct training sessions on the fundamentals of GESI concepts and approaches. It encompasses GESI analysis tools, methods, and mainstreaming approaches, complemented by practical mainstreaming checklists.

The primary objectives of the manual are to:

Guide facilitators and trainers: Assist facilitators and trainers in planning and delivering training sessions focused on integrating GESI into the design, monitoring and evaluation of development programme initiatives, including those related to Climate Change Actions.

Provide diverse tools: Offer trainers a variety of tools for conducting interactive training sessions and workshops on GESI. Additionally, the manual provides essential information on designing a training programme, employing various training methods, preparing sessions, and defining the role of a trainer in proposed activities.

The training aims to enable participants to:

Understand the importance of GESI: Grasp the importance of GESI, particularly concerning reaching the most vulnerable groups such as women, children, youth, elderly, and people with disabilities.

Apply a GESI lens: Reflect on how to apply a GESI lens throughout the development cycle, encompassing planning, implementation, monitoring and evaluation and learning phases.

Conduct a GESI analysis: Understand the necessity and relevance of conducting a GESI analysis and integrating key elements into the design of development initiatives process, including assessments and the development of GESI-responsive indicators, outputs and outcomes.

Prepare a GESI action plan: Reflect on the process of preparing a GESI action plan to effectively address gender equality and social inclusion within their respective contexts.

Implement GESI measures: Take operational measures to ensure programmes are gender- and socially-equitable during delivery.

¹Reference: GESI in Design, Monitoring, and Evaluation Training Manual - World Vision | Evidence

Monitor, evaluate and learn from GESI approaches: Track the outcomes of implementation, specifically for women and social groups in all their diversity, to establish whether and how all groups are benefitting from initiatives and whether changes should be made.

Structure of the manual

The training module is organised into eight sessions including an introduction session at the beginning and an evaluation and action planning session at the end. The eight sessions are:

Session one: Introduction

Session two: Basic GESI concepts

Session three: How to apply a GESI lens

Session four: GESI analysis

Session five: Overview of GESI in climate change

Session six: Gender responsive budgeting

Session seven: Gender and organizational transformation

Session eight: Way forward, training evaluation and closing

Each session of the training topics will have a description of the steps to be considered in facilitating each session. The steps/notes included in the training module are:

Session objective: Under each session of the training module, the objective of the session is defined to help both the facilitator and the participants to understand the learning objectives and what is expected to be achieved at the end of the session.

Session outline: This will outline the detailed topics to be covered under the session.

Materials needed for the session: This will help the facilitator to prepare all the required materials to be used during the session. This includes copies of facilitators handout, flipchart papers, markers.

Time allocated for the session: This will help the facilitator to budget time for each component activity.

Steps/activities with facilitators' notes: The facilitator is provided with guidance on activities to be conducted for each session, and how to facilitate each one. There is an emphasis on mixed activity and presentation styles, including group work, plenary discussion. This can serve as a reference note for the facilitator and a reference handout for the participants to be distributed for further reading and reference.

Planning a training

The training modules have been designed with the needs of the adult learner in mind.

Self-directed: Learning is most effective when adults take responsibility for their own learning, recognising and addressing their individual needs. Encouraging self-directed learning in adult-oriented training involves creating an empowering environment. Strategies include:

- Clearly communicate the learning objectives and outcomes of the training. Adults are more motivated to engage when they understand what they are expected to achieve.
- Offer a variety of learning paths and resources to accommodate different learning styles and preferences. Provide options such as reading materials, videos, podcasts, interactive modules and practical exercises.
- Encourage participants to set personal learning goals aligned with the overall objectives of the training. Regularly revisit these goals to track progress and adjust as needed.
- Foster a supportive learning environment where participants feel comfortable asking questions, sharing experiences, and seeking feedback from peers and instructors.
- Facilitate opportunities for peer-to-peer learning and collaboration. Group discussions, case studies, and group projects can enhance engagement and deepen understanding.
- Encourage participants to provide feedback on the training content, format and delivery, to continuously improve the learning experience.
- Acknowledge and celebrate milestones and achievements throughout the training programme. Recognise participants for their efforts and accomplishments to boost motivation and engagement.
- Encourage regular reflection on learning progress, challenges encountered, and strategies for improvement. Provide prompts or journalling exercises to facilitate reflective practice.

Participative: Learning is an active, participative process, not a passive one. Involving adults in the learning experience enhances engagement and understanding. The key strategies to make adult training participatory include:

- Engage participants through group discussions, role-plays, case studies, and simulations.
- Offer practical learning experiences with workshops and real-world applications.
- Encourage sharing of experiences and collaborative projects among participants.
- Involve participants through open-ended questions and a supportive environment.
- Stimulate critical thinking with brainstorming and problem-solving activities.

- Foster inclusivity by encouraging contributions from all participants and maintaining a respectful environment.

Experiential: The most impactful learning occurs through shared experiences. Adults learn not only from the trainer but also from each other by fostering a collaborative learning environment. This can include the trainer sharing their experiences and inviting participants to share theirs in a group or plenary setting. Examples of experiential learning activities may involve interactive workshops, site visits, case studies, and simulations, creating a dynamic and engaging atmosphere for mutual learning.

Reflective: Maximum learning arises when individuals take time to reflect on experiences, draw conclusions, and derive principles for application in similar future situations. Encourage reflective sessions by incorporating activities such as journaling prompts, guided group discussions, and individual reflection exercises where participants can analyse their experiences, identify key insights, and consider how they can apply newfound knowledge or skills in their personal or professional lives. Additionally, debriefing sessions at the end of activities or training modules can provide opportunities for participants to share their reflections and discuss their learnings with peers, fostering deeper understanding and retention of the material.

Provides feedback: Effective learning requires corrective yet supportive feedback, facilitating continuous improvement. Implement strategies such as peer review sessions where participants provide constructive feedback to each other, use self-assessment tools for individuals to evaluate their progress, and offer personalized feedback from trainers to address specific learning needs.

Shows respect for the learner: Establishing mutual respect and trust between the trainer and learner is crucial for fostering a positive and effective learning environment. Trainers can actively listen to participants' perspectives, acknowledge diverse experiences and create an inclusive space for open dialogue. Encourage participants to contribute to the learning process by valuing their insights, providing opportunities for them to share their expertise, and incorporating their feedback into the training structure. Likewise, participants can show respect to each other by actively engaging in discussions, respecting others' viewpoints, and appreciating the diversity of experiences within the learning community.

Provides a safe atmosphere: A cheerful and relaxed individual learns more effectively than one who is fearful, embarrassed or angry. Creating a safe and supportive atmosphere is conducive to the learning process. Strategies to ensure a safe training atmosphere include establishing ground rules for respectful communication and behaviour, fostering a non-judgmental environment where participants feel comfortable expressing themselves, and addressing any conflicts or concerns promptly and professionally. Additionally, trainers can incorporate icebreaker activities and team-building exercises to promote camaraderie and trust among participants.

Occurs in a comfortable environment: Physical comfort is essential for effective learning. A person who is hungry, tired, cold or unwell may struggle to learn with maximum efficiency.

Promotes inclusiveness: Create an inclusive learning environment where all participants feel valued, respected, and able to contribute effectively through considering:

- Special considerations and accommodations should be made early in the process for people living with disabilities, can include invisible disabilities such as muscular-skeletal disorders, pain disorders and allergies. This may involve providing accessible facilities, materials in alternative formats, or adjustable seating arrangements.
- Ensure special considerations / scoping and accommodations for pregnant and breastfeeding mothers such as breaks for nursing or resting, and access to private spaces if needed.
- Make special considerations / scoping and accommodations for people with diverse language backgrounds, such as live interpreters etc., to ensure that they can participate fully and are not marginalised.
- Ensure that the exercises planned do not need special hardware/software (eg smartphone) that is not necessarily available to all participants.

Training techniques

This section provides a short description of the training techniques used in this manual.

Introductions and 'icebreakers': These are short activities designed for the beginning of the workshop, or that of each day in a long workshop, to help people relax, get to know each other, and gain confidence to speak in front of the group. They should encourage participation and mutual support among the women and men at the workshop. They should not demand deep personal disclosures or actions which could make people feel ill at ease.

Brainstorming: The aim of brainstorming is to collect from the workshop participants as many ideas as possible on a specific topic within a given time, in an uninhibited way. Once you have presented the topic to the group, invite them to call out ideas, comments, phrases or words connected to it. Write all contributions on a flipchart as they come up, without comment or question. Participants should not comment on each other's suggestions. People should feel that what they say is not evaluated or judged. The list of ideas is then used as the basis for further work, which may involve discussion of them and categorising them, rejecting some, prioritising others, and so on. Brainstorming can be a good way of starting off an activity on a new topic.

Group discussion: This is a very common method which can be combined with other methods in one activity. Discussion in a large group is useful for learning from the experiences of all the members of the group and allowing participants to draw conclusions from activities. Facilitators may need to encourage equal participation, and discussion between participants. Groups should not exceed seven people.

Voting: Participants state their opinion about a topic and then discuss their ideas with the group.

Reflection: Involves pausing to consider learning experiences, insights gained, and their implications for future actions. It fosters self-assessment and critical thinking, enhancing understanding and gaps. It deepens understanding, integration of learning into professional practice, identification of learning gaps and improved problem-solving skills. Strategies to promote reflection include incorporating structured activities like guided questions and journalling prompts, integrating pause and reflect moments throughout the session, facilitating feedback and discussion among participants.



2. Session one: Introduction

Session objective: The overall objective of this session is to create a conducive training environment.

The aim of this session is to:

Know other participants and facilitators;

Know each other's expectations;

Understand the progressive structure of the module and overall workshop objective;

Recognise common ground rules to maximize learning and sharing throughout the workshop; and

Have clarified workshop logistics.

This session will also help facilitators to gauge trainees' knowledge of the training topics before the actual training starts and measure the change in knowledge at the end of the training. In addition, since this is the first session of the training, most of the activities are also considered as “ice-breaking” exercises which make participants feel at ease and valuable, participate actively, as well as develop mutual respect.

Session outline:

Welcoming address/opening speech

Introduction of participants

Capture expectation of participants /Capturing participants' expectations of the training aligning this with training objectives

Ground rules

Pre-test assessment

Materials: Flipchart paper and stand, cards (or sticky-note), markers, masking-tape

Time: 40 minutes

Activity 1: Welcoming address

Facilitator's note: This activity opens the training officially and briefly

Facilitation method: Speeches

Time: 15 minutes

Activity 2: Introduction of participants

Facilitator's note: It is common to see participants stay reserved and sit calm when they appear for the first day of training. To break this silence, the facilitator should come up with different ice-breaking exercises. There can be different activities can be used and of the following two exercises can be used.

Option 1 – One-to-one partnering

This option is advised in situations where most of the participants do not know each other before.

The facilitator prepares in advance different pictures or consecutive numbers in cards. One number or picture should be cut into two pieces. For instance, if the number of participants is 30 the trainer prepares cards 1- 15 and cuts each number into two parts and thus the numbers of cards become 30. The next step is to distribute a piece of card to each participant.

Steps/activities

Inform participants that various cards, either numbered or featuring pictures (including the option to use images), have been distributed throughout the class. Each person in the room should have received one card or picture. Instruct them to stand up and actively seek out the individual with an identical number or picture in the class.

Once they find their respective partners, encourage them to engage in a personal information exchange. This information should include their full name, educational background, organization, their current responsibility/position, and the number of years of work experience they have. As an additional option, participants can incorporate a gender-based introduction, where partners share something they appreciate or dislike about their gender. This optional addition aims to foster a deeper and more inclusive connection among participants during the activity.

Following the information exchange, participants are expected to come forward in pairs to introduce their partners in front of the group. It is recommended to conduct these presentations consecutively. The facilitator should actively ensure the participation of all individuals in the activity, promoting inclusivity and engagement among all participants.

Time: 30 minutes

Materials: Numbered cards or picture print outs

Option 2 – Going back to childhood²

Arrange the seats in a U shape, positioning the facilitator at the front of the room.

Extend a warm welcome to everyone, expressing the intention to learn more about the participants and emphasising the mutual benefit of understanding each other within the training.

Instruct participants to introduce themselves within a strict one-minute timeframe, using these guiding questions:

Share a brief overview of who you are.

Respond to the question: "What is something you have been told to do or be, just because of your gender?" Provide a personal example (e.g. "As a girl, I was told that I had to always sit with my knees closed").

Move seats to create an open space at the front of the room for each participant to step up.

Enforce strict time limits for each participant, injecting humour into the task while ensuring equal opportunities for all. Facilitators should go last.

Pay attention to shared experiences that can be linked to the module's topic. Reference these insights when building key concepts related to gender equality.

After every participant has shared, pose the following questions: "What did you notice about the group?" "What caught your attention in what others shared?"

Encourage participants to think about someone they would like to connect with based on shared experiences and suggest using breaks for further interaction.

Time: 50 minutes

Materials: Nothing

Activity 3: Alignment of expectations of participants

This is the time to gather the expectations of participants to establish a unified learning objective. For simplicity, the following steps and activities are recommended:

² Reference: Adapted from 'The United Nations Human Rights Office Training Module on SDG 5 - Gender Equality' (in-person training)

Steps/activities:**Individual expectations sharing:**

Ask each participant to articulate their expectations for the training.

If there are two facilitators, one can engage participants in discussing their expectations while the other records or captures these expectations on a flip chart.

Compilation and review:

After all participants have shared their expectations, systematically go through the compiled list.

Identify common themes and similarities among the expectations.

Alignment with training objectives:

Compare the compiled expectations with the predefined objectives of the training, as prepared by the trainers.

Select and highlight the expectations that align with the overall objective of the training.

Objective refinement:

Read aloud the finalized objectives of the training prepared by the trainers.

Discuss and refine the objectives by incorporating the expectations of participants that align with the training's scope and purpose.

Addressing out-of-scope expectations:

Identify any participant expectations that fall beyond the defined scope of the training.

Address these expectations transparently, explaining if and why they may not be covered in the current training.

Arrive at a common understanding:

Facilitate a discussion to ensure a common understanding among participants regarding the refined learning objectives.

Clarify any potential discrepancies and encourage consensus.

Confirming agreement:

Ensure that participants acknowledge and agree with the refined learning objectives before proceeding to the next session.

It is essential to complete this process before advancing to the next session to ensure a cohesive and aligned learning experience for all participants.

Time: 30 minutes

Materials: Flipchart and markers

Activity 4: Setting ground rules

In adult learning, collaboratively establishing ground rules with participants is crucial as it empowers them to contribute to decision-making. While the facilitator may draft a training schedule, engaging participants in a discussion about the timetable is essential to ensure its convenience for everyone. Participants should be given the opportunity to provide feedback on the schedule, and the facilitator should be flexible in making adjustments based on their input. Key elements such as the starting hour, break times, lunch break and the daily closing hour should be collectively decided upon.

Expectations from participants, including active participation, speaking audibly, silencing cell phones, refraining from ridiculing others' ideas, fostering mutual respect, and providing open feedback, also need to be discussed and agreed. The facilitator should guide discussions, ensuring participants with special needs, such as varying abilities, allergies, or dependent care, feel comfortable expressing their requirements. These needs should be openly identified and addressed, allowing the entire group to provide support as necessary. Establishing penalties for individuals who fail to adhere to the ground rules should be decided upon collectively. It's crucial that participants are directly involved in making these decisions to enhance their commitment to abiding by the rules.

Document the agreed-upon ground rules on a flip chart. Request participants to express their agreement to abide by these rules. Post the list of ground rules visibly on the wall in the training room, ensuring that it is easily accessible and visible to all participants throughout the training. This collective approach sets a positive tone for the learning environment and encourages a sense of ownership and responsibility among participants.

Time: 10 minutes

Materials: Flipchart and markers

Activity 5: Briefing of the structure of the training outline and schedule

Briefly present the structure of the training and the contents of the training manual. Then distribute the training schedule to the participants. Refer to Annex I for the detailed training schedule which could be adapted as per the specific training schedule.

Time: 10 minutes

Materials: Copy of the training schedule (Annex 1.1.)

Activity 6: pre-test assessment

Before facilitators proceed to the main section of the training, they should know the level of the participants' knowledge and skill so that they can measure the immediate outcome of the training at the end.

Steps/activities

Get a printed copy of the pre-training confidence test. Distribute the test to each participant and read out the instruction to help them fill out the pre-test. Collect the sheets and do an assessment of the test outputs using graphs or figures.

Time: 30 minutes

Materials: Printed copy of pre-training confidence tests (Annex 1.2.)

Note: Distribute pre-test training assessment form and collect for analysing it to understand the level of the participants' prior knowledge and skills in gender basic concepts, gender analysis and gender mainstreaming which is going to be covered by the training sessions. Similar post-test activity will be done at the end of the training to see the changes.



3. Session two: Basic GESI concepts

Session objective: This session introduces GESI, and the key concepts associated with GESI. At the end of this session, trainees will be able to understand and define GESI and the key concepts associated with GESI. Participants will be able to differentiate between socio-cultural (e.g. gender) and biological (sex) attributions that reinforce gender stereotyping and perpetuate traditional norms, which prevent the transformation of gender roles and determine the division of responsibilities at individual, household, community and institutional levels.

Session outline:

Basic gender versus sex concepts.

Gender equality versus social inclusion.

Definition of GESI related terms.

GESI programming approaches.

Materials: Flipchart paper and stand, cards (or sticky-note), markers, masking-tape

Time: 90 minutes

Facilitation methods: Brainstorming, plenary discussion, pairing exercise.

Facilitator's note/handout: Available after each of the activities.

Activity 1: Defining GESI

Materials: Flipchart paper and stand, markers

Time: 45 minutes

Facilitation methods: Individual task, pair task and plenary discussion

Steps/activities:

Individual task:

Instruct participants to individually write down their understanding of the terms 'gender equality' and 'social inclusion'.

If participants find it challenging to create a definition, encourage them to jot down the words or concepts that come to mind when they hear these terms.

Pair task:

After completing the individual task, pair participants with one another.

Direct each pair to share their individual thoughts and collaboratively develop a combined set of thoughts on a Post-it note or a piece of card.

If feasible, each pair can present their card or Post-it note to the entire group, or they can share their thoughts verbally.

Plenary:

Once all pairs have shared their answers, lead a plenary discussion.

Summarise the collective insights by highlighting common themes and key points from the pairs' discussions.

Emphasise understanding how inequality and exclusion manifest in various contexts and how individuals perceive these concepts.

This three-step process encourages individual reflection, promotes collaborative discussion in pairs, and facilitates a collective understanding of gender equality and social inclusion. The plenary session serves as an opportunity to synthesize diverse perspectives, fostering a more comprehensive grasp of these important concepts.

Facilitator's note on defining GESI

Explain that GESI stands for Gender Equality and Social Inclusion. It is a process of change that addresses the root causes of inequality and exclusion.

Explain the goal of GESI is to remove barriers and increase access, decision-making and participation of the most vulnerable groups of the community.

Mention that it requires creating enabling environments for all to engage in and benefit equally from development interventions.

Share the following definition of GESI:

Gender Equality and Social Inclusion (GESI)³ is a framework that encompasses a wide range of dimensions related to inequality. While specific aspects may vary depending on the context and focus of a particular

3 Reference: International Finance Corporation (IFC). (2018). Handbook for Gender-Inclusive Urban Planning and Design. Retrieved from https://www.ifc.org/wps/wcm/connect/68246ec4-fd3e-41b1-8274-e5c0e8ed34e1/IFC_GenderHandbook_UrbanPlanning.pdf

initiative or organization, it looks at inclusion across various dimensions such as gender, ethnicity, race, religion, caste, disability, age, and so on.

The following aspects are commonly considered within the GESI framework:

Gender inequality:

Differential access to education, employment and decision-making power between men and women.

Gender-based violence and discrimination.

Unequal opportunities and representation in various sectors.

Ethnic inequalities:

Disparities in socioeconomic outcomes among different ethnic groups.

Discrimination, exclusion and unequal treatment based on ethnicity or race.

Lack of representation and participation in decision-making processes.

Socioeconomic disparities:

Income and wealth inequality.

Unequal access to education, healthcare and basic services.

Social exclusion and marginalisation based on socioeconomic status.

Age-related inequalities:

Differences in opportunities and resources based on age.

Age-based discrimination in employment and access to social services.

Inequalities in education and healthcare across different age groups.

Disability-related disparities:

Barriers faced by persons with disabilities in accessing education, employment and public services.

Lack of inclusive infrastructure and accommodation.

Discrimination and stigma against individuals with disabilities.

GESI focuses on ensuring that marginalised groups due to the aforementioned characteristics have equal opportunities and access to services, irrespective of their background.

Gender equality: Is the state or condition that affords women and girls, men and boys, equal enjoyment of human rights, socially valued goods, opportunities and resources. It includes expanding freedoms and voice, improving power dynamics and relations, transforming gender roles and enhancing overall quality of life so that males and females achieve their full potential.

Social inclusion: Seeks to address inequality and/or exclusion of vulnerable populations by improving terms of participation in society and enhancing opportunities, access to resources, voice, and respect for human rights. It seeks to promote empowerment and advance peaceful and inclusive societies and institutions.

Activity 2: What is the difference between 'Sex' and 'Gender'

This activity is to be done by way of brainstorming where you use participants' prior perception of 'man' and 'woman' characteristics, attributes, roles and expectations to define what the biological differences (sex) and socially constructed differences (gender) are within the society. In these activities, try to focus on 'gender'.

Materials: Flipchart paper and stand, markers

Time: 40 minutes

Facilitation methods: Brainstorming and plenary discussion

Steps/activities:

Individual exercise:

Instruct participants to use their notebooks and complete an exercise on characteristics or attributes typically associated with boys and girls.

Draw a table on flipchart with columns labelled 'Boy' and 'Girl' and ask participants to write down their immediate thoughts without overthinking on characteristics or attributes typically associated with boys and girls.

Boy	Girl

Flipchart display:

Transfer the contents of the 'Boy' and 'Girl' columns from two participants' notebooks onto a flipchart paper.

Volunteer sharing:

After three minutes, encourage volunteers to share what they wrote under each column.

Emphasise that there are no 'right' or 'wrong' answers, and participants should express the first thoughts that come to their minds.

Record all ideas visibly on the flipchart paper, including any potentially degrading words.

Column exchange:

Prompt participants to go back and exchange the titles 'Boy' and 'Girl'.

Have participants discuss if the listed words/phrases still apply to the opposite gender. Use '1' for yes and '0' for no.

Discussion on '0' Items:

Engage in a discussion focusing on the items marked with '0'.

Explore whether these characteristics are perceived as 'natural' or 'biological' and discuss how often these characteristics cannot be changed.

Discuss expectations and socialisation as a deep influence that starts from a young age.

Repeat the exercise for 'Man' and 'Woman'

Individual exercise:

Instruct participants to use their notebooks and complete an exercise on characteristics or attributes typically associated with 'Man' and 'Woman'.

Draw a table on flipchart with columns labelled 'Man' and 'Woman' and ask participants to write down their immediate thoughts without overthinking on characteristics or attributes typically associated with males and females.

Man	Woman
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Flipchart display:

Transfer the contents of the 'Man' and 'Woman' columns from two participants' notebooks onto the flipchart paper.

Volunteer sharing:

After 3 minutes, encourage volunteers to share what they wrote under each column.

Emphasise that there are no 'right' or 'wrong' answers, and participants should express the first thoughts that come to their minds.

Record all ideas visibly on the flipchart paper, including any potentially degrading words.

Column exchange:

Prompt participants to go back and exchange the titles 'Man' and 'Woman'.

Have participants discuss if the listed words/phrases still apply to the opposite gender. Use '1' for yes and '0' for no.

Discussion on '0' Items:

Engage in a discussion focusing on the items marked with '0'.

Explore whether these characteristics are perceived as 'natural' or 'biological' and discuss how often these characteristics cannot be changed.

Sex versus gender:

Briefly explain the distinction between sex (biological) and gender (social).

Facilitator definitions:

If time allows present definitions from the facilitator notes to summarise the subject and provide additional context.

This structured activity aims to surface participants' initial thoughts on gender stereotypes, prompt reflection on their perceptions, and foster a discussion on the social construction of gender. The emphasis on open dialogue helps to create a safe space for exploration and learning.

Facilitator's note/handout: Gender, definition and concept

Sex: Sex is an inherent, biological attribute that allows us to categorize individuals as male or female. Key biological distinctions between males and females are visible, such as the presence of moustaches in males and the absence of such features in females. Other notable differences include the development of larger breasts capable of milk production in women, distinct reproductive organs, and specific roles in childbearing. Being male or female is considered a natural phenomenon, typically unchangeable except through surgical interventions, as the two sexes are inherently different from birth.

Gender: Gender, on the other hand, is a social attribute that assigns certain characteristics, norms, and behavioural expectations to individuals based on their perceived female or male identity. Determined by societal norms and the upbringing of children, gender is shaped by cultural, religious, and similar societal factors. It encompasses historically defined identities, roles, and behaviours associated with different groups, such as men-women, girls-boys, old men-old women. The process of socialisation influences individuals to align with one of these groups. However, differences arising from these socio-cultural factors are sometimes mistaken as natural distinctions between the sexes or are attributed to divine origins.

Gender roles: Gender roles encompass the anticipated duties, responsibilities, rights and privileges assigned to specific gender groups, dictated by socio-religious and cultural factors. These factors influence various aspects of life, including clothing preferences, dietary requirements, prescribed types of work, acceptable times and locations for individuals, and the types of social groups they can join. The interplay of socio-religious and cultural elements defines and perpetuates these gender roles, shaping societal expectations and behaviours.

Activity 3: Definition of GESI-related key concepts

Under this activity, briefly ask the participants to list gender related terms that they want to know the meaning or definitions. As they list, write the lists on a flip chart before going to the following exercise. Keep the list as it is and go to the exercise.

Materials: Printed out terms and definitions separately and masking tape

Time: 30 minutes

Facilitation methods: Pairing exercise and plenary presentation/discussion

Steps/activities:

Preparation:

On A4 paper, prepare terms and their corresponding definitions separately. Cut the terms and definitions into separate strips.

Distribute these papers (the separated terms and definitions strips) to participants based on the total number of participants (e.g. if there are 30 participants, prepare 15 terms and definitions, totalling 30 strips).

Pairing exercise:

Instruct participants who have the terms and participants with the definitions to move around and pair up with someone who has the matching term or definition.

Allow 10 minutes for this pairing exercise.

Plenary presentation:

Call participants back to their seats.

Display each term on a PowerPoint presentation.

Ask the participant who has the term to identify their pair and share the corresponding definition.

Remaining terms:

Refer to the lists of gender-related terms participants requested on the flipchart and if there are terms left undefined after the pairing exercise, provide the requested definitions and explanations.

This engaging activity not only encourages participant interaction through pairing but also ensures that specific terms of interest are addressed, enhancing understanding and promoting active participation in discussions related to gender.

Facilitator's note/handout: Definition of gender related terms

Sex: Biological differences between women and men.

Gender: Socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women.

Gender based division of labour: This is the way work is allocated and valued according to whether it is performed by women or men. It has been shown that women are the most exploited workers because of the sexual division of labour.

Sexual harassment: This is unwanted sexual attention that intrudes on a person's integrity. This includes requests for sexual favours, unwelcome or demeaning remarks, gestures or forcing. It is a form of discrimination and is about an abuse of power.

Gender Based Violence (GBV): An umbrella term for any harmful act, perpetrated against a person's will, that is based on socially ascribed differences between men, women, boys and girls.

Socialisation: This means the way people are taught to accept and perform the roles and functions that society gives them. Girls and boys, women and men are socialized into accepting different gender roles from birth. Establishing different roles and expectations for men and women is a key feature of socialisation in most societies.

Stereotypes: It is based on prejudices and fears about certain social groups usually seen as inferior to the dominant group. Individuals are then judged according to their group identity.

Male chauvinist: this refers to men who regard women as being inferior and treat them with no respect.

Patriarchy: this is a social system that is based on beliefs of men's superiority, which give them the major decision-making power. Patriarchal means the power of the fathers or the father's rights.

Gender equality: Universal, international human rights law recognises that women and men, girls and boys are all human beings and thus, have equal rights and obligations. It means that men, women, boys, and girls enjoy the same status and have equal opportunity for realizing their full human rights.

Gender equity: This refers to fairness to both genders in the assignment of duties/ responsibilities/ leadership roles, etc in making opportunities available and rewarding individuals for equal work. Gender equity mean exercising rights and entitlements in a way that leads to **outcomes** which are fair and just. This does not necessarily mean treating everyone the same.

Gender sensitivity: This refers to the ability to perceive existing gender differences, issues and inequalities and incorporate these into strategies and actions. It means being aware that there are biological and gender differences between men and women. It also means that men and women from different parts of the world are gendered in different ways. Gender sensitivity means building a critical edge to counter the gender oppression that one may have been socialised into.

Practical gender needs: Practical gender needs refer to the immediate and tangible needs that arise from the different roles, responsibilities and experiences of women, men, and gender-diverse individuals within a particular context. These needs are often related to basic survival, economic security, and daily living conditions. Practical gender needs are typically more visible and easily identifiable compared to strategic gender needs, which involve addressing the underlying causes of gender inequality and discrimination. Examples of practical gender needs may include access to clean water and sanitation, healthcare services, education, employment opportunities and safety from violence and discrimination.

Strategic gender needs: This refers to the deeper and underlying needs related to addressing the root causes of gender inequality and discrimination. Unlike practical gender needs, which focus on immediate and tangible requirements, strategic gender needs aim to transform social structures, norms, and power dynamics to achieve gender equality. These needs often involve challenging systemic barriers, discriminatory practices, and unequal power relations that perpetuate gender inequality. Examples of strategic gender needs include equal access to decision-making processes, elimination of gender-based violence and discrimination, promotion of gender-sensitive policies and laws, and addressing stereotypes and cultural norms that reinforce gender inequality. Meeting strategic gender needs requires long-term systemic changes and sustained efforts to transform social, economic, and political structures to create a more equitable society for all genders.

Women's empowerment: The process by which women gain power and control over their own lives and acquire the ability to make strategic choices.

Gender gap: This is when one gender is not represented or is totally absent. It means unequal participation of women and men in socioeconomic and political activities.

Gender disparity: This is a situation where there is no level playing field for all genders to excel and is usually based on gender bias. Gender disparities occur due to factors such as unequal access to productive assets, social attitudes, cultural differences, educational attainment and disproportionate participation in decision-making, both at political and economic levels

Gender bias: This is any form of discrimination directed toward a given gender usually based on a socio-cultural context.

Activity 4: Discussion on concepts related to GESI

Under this activity, the facilitator will take additional time to define and demonstrate a couple of key GESI concepts such as equality, equity and intersectionality.

Equality and equity

Materials: Printed out terms and definitions

Time: 10 minutes

Facilitation methods: Brainstorming/plenary presentation/discussion

Steps/activities:

Introduction:

Begin by explaining that treating all people equally may not always result in equal outcomes. Emphasise the importance of removing barriers and fostering inclusion to achieve Gender Equality and Social Inclusion (GESI).

Equality versus equity:

Clarify the distinction between equality and equity. Emphasise that these terms have different meanings and should not be used interchangeably.

Brainstorming session:

Encourage participants to brainstorm their understanding of equality and equity.

Prompt them to share examples of each concept.

Definition of equality:

Provide a clear definition.

Equality: The state or condition that affords all people equal enjoyment of human rights, socially valued goods, opportunities and resources. Genuine social equality goes beyond parity or laws, it involves expanded freedom and improved overall quality of life for all.

Definition of equity:

Present a definition.

Equity: The process of being fair to all people. Fairness in this context requires measures to compensate for cumulative and historical economic, social and political disadvantages that have, and continue to, impede disadvantaged groups from operating on a level playing field.

By guiding participants through these steps, you create a foundation for discussions on the nuanced concepts of equality and equity. This understanding is crucial for promoting fairness and inclusivity within the context of GESI.

Intersectionality

Materials: Printed out terms, case story and definitions

Time: 30 minutes

Facilitation methods: Brainstorming/case story/ plenary presentation/discussion

Steps/activities:

Introduction to intersectionality:

Read the definition of intersectionality, highlighting its essence as the interplay of multiple social characteristics (such as gender, race, class, disability, marital status, immigration status, geographical location, level of education, religion, ethnicity). Emphasise how these factors increase vulnerability, inequality in privilege and power, and perpetuate injustices. Stress that these characteristics are interconnected and cannot be examined separately.

Understanding multiple disadvantages:

Explain that not all vulnerable populations face the same degree of disadvantage or exclusion. It's crucial to analyse overlapping and interrelated barriers and inequalities. Individuals and groups embody multiple identities, influencing different experiences of inequality and/or exclusion. Some populations may simultaneously face both gender inequality and social exclusion, rendering them more vulnerable than others.

Define intersectionality and provide examples:

Intersectionality: Overlapping and interrelated vulnerabilities experienced by individuals with multiple social characteristics. For example, women with disabilities may face double marginalisation due to gender norms, stereotypes and stigma towards persons with disabilities.

Case study exploration:

Share Hasab's Story (See Annex III) with participants to illustrate the concept of intersectionality.

Divide participants into smaller groups and ask them to discuss:

What are Hasab's vulnerabilities?

Identify the multiple identities involved and how they impact the inequality and exclusion challenges faced by Hasab.

Where does this exclusion come from? Consider different actors, institutions, practices, and systems.

Have groups share their answers in the plenary. Capture responses on a flip chart.

Summarisation:

Summarise how Hasab has a range of vulnerabilities, including being hearing impaired, a single woman with a child, denied access to school and a survivor of sexual abuse. Poverty is likely a contributing factor, emphasising the links between disability and poverty.

This activity aims to deepen participants' understanding of intersectionality through theoretical and practical exploration, fostering discussions on the complexities of vulnerability and inequality in various social contexts.

Gender stereotype ⁴

Materials: Printed out terms, case story and definitions

Time: 50 minutes

Facilitation methods: Video Clips, group discussion and plenary presentation/discussion

Steps/activities:

Video clip screening:

Play the video clips included in these links:

<https://www.youtube.com/watch?v=xerZgFwZgxo&list=PPSV>

<https://www.youtube.com/watch?v=Ulh0DnFUGsk&list=PPSV>

Reflection time:

Allow participants five minutes to reflect on the message conveyed in the videos.

This activity provides participants with visual content to enhance their understanding and provoke thoughtful reflection on the topic being presented.

Group division:

Divide participants into an even number of groups. The number of groups may vary depending on the total number of participants.

Brainstorming session:

Assign half of the groups to brainstorm how gender stereotypes are limiting or restrictive to men.

Assign the other half of the groups to brainstorm how gender stereotypes are harmful.

Presentation and discussion:

Invite one of the 'restrictive to men' groups to present their findings.

⁴ Reference: Adapted from Gender Mainstreaming Training Manual, USAID/Z-CHPP

Ask the remaining two groups to contribute additional points to the list.

Facilitator may expand the list if key aspects are missed.

Repeat the process with the 'harmful to women' groups.

Group reports:

Allow each group to report back their findings.

Facilitator summarisation:

Summarise the session on terminology.

Reveal a flipchart with the statement: "The problem is not that girls/women and men/boys are biologically different; the problem is that society values them differently based on their biological differences."

By structuring the activity in this way, participants engage in collaborative discussions about gender stereotypes, recognising both the limitations and harms associated with societal expectations. The summary statement emphasises the societal aspect of gender disparities, shifting the focus from biological differences to the unequal valuation placed on individuals based on their gender.

Facilitator's note/handout: Definition of gender related terms

Illustrative gender stereotypes

Masculine	Feminine
Aggressive	Obedient
Adventurous	Timid
Assertive	Passive
Powerful	Weak
Unemotional	Emotional

How can gender stereotypes be restrictive to men?

Sole provider pressure: Being the sole provider in a family can cause stress and pressure, especially if a man is poor or struggles to find work.

Emotional suppression: Men are not taught or allowed to be emotional, leading to a lack of outlets for feelings, even during moments of sadness or loss.

Violence as social expectation: Men may feel compelled to be violent to meet social expectations, even when they do not want to engage in such behaviours.

Expectations in relationships: Married men may be expected to have extramarital relationships, forcing them into sexual situations they do not desire.

Pressure for multiple partners: Men may be pressured into having multiple sexual partners, increasing the risk of HIV and sexually transmitted infections for both men and women.

Limitation in family role: Gender norms may limit a man's role in the family and hinder the enjoyment of fatherhood.

Negative effects of leadership role: The role of 'leader of the house' can sometimes lead to violence and emotional distance, affecting relationships with a spouse and/or children.

Social ideal pressure: Men who do not fit the social ideal of being big, strong and powerful may feel unproductive and marginalised in society.

How can gender stereotypes be harmful to women?

Teaching submissiveness: Women are taught to be submissive, leading to a range of issues in their personal and professional lives.

Victim of Sexual and Gender-Based Violence (SGBV): Submissiveness can make women vulnerable to SGBV, including unwanted sexual advances and coercion.

Limited decision-making power: Women may not participate in decision-making processes and might be discouraged from expressing their opinions.

Education restrictions: Gender stereotypes can prevent women from securing an education.

Employment pressure: Women may face pressure not to seek employment, and if employed, they are often told to prioritise the home over their careers.

Potential unfulfilled: Women may not reach their potential as they are taught to prioritise others before themselves.

Workload imbalance: Women's workdays can be long and challenging due to being responsible for all household chores and child-rearing duties.

Judgment for life choices: Women who do not marry and/or do not have children may face judgment and be unfairly deemed as failures.



4. Session three: How to apply a GESI lens⁵

Session objective: To enhance participants' understanding on how a gender equality and social inclusion lens could be applied to development initiatives' design and implementation processes.

Session outline: Stages of GESI responsiveness

Discuss the five GESI domains (adapted from World Vision GESI framework).

The four critical steps in applying a GESI lens in programme design, monitoring, and evaluation processes.

Introduction of GESI analysis:

Introduction of selected gender analysis tools (household division of labour, resource ownership, and participation in decision making)

Practical and strategic gender needs (exercise will be done in assessing)

Materials: PowerPoint presentation, flipchart paper and stand, markers, masking-tape

Time: 3 hours

Activity 1: Domains of GESI

Various frameworks aimed at fostering GESI within development initiatives exist globally. Specifically tailored for this training, the World Vision's GESI domain stands out due to its comprehensive nature and its alignment with the unique context of developing countries such as Ethiopia. Moreover, this framework harmonizes seamlessly with the mandate of the MoPD, ensuring that the training content is not only globally relevant but also specifically attuned to the needs and goals of Ethiopia's developmental landscape. The author of this manual has communicated the intention of utilising this framework through multiple emails to the institution.

Project:

Display the definition of the GESI domains (as shown in the figure below) on the screen and facilitate a comprehensive review with participants.

⁵ Most of the activities and the frameworks included in this sections are directly copied from the World Vision GESI training materials

Brainstorm:

Engage participants in a discussion on the significance of the five domains in advancing GESI. Guide the conversation to encourage participants to raise and discuss the imperative shift from merely delivering services or improving lives in the short term to facilitating transformative changes in external systems such as norms and cultures as well as formal structures such as policies, programmes and implementation guidelines. Emphasise the goal of reducing the vulnerability of marginalised groups within each system by augmenting their decision-making power and active participation.



Figure 1: Five domains of GESI⁶ (taken from World Vision GESI framework)

6 Reference: “MANUAL FOR TRAINERS AND FACILITATORS in How to Integrate AND GENDER EQUALITY SOCIAL INCLUSION Design, Monitoring and Evaluation: World Vision” (2020)

Activity 2: Matching domains of GESI to the correct activity

Steps/activities:

Group: Participants into five groups and assign one domain to each group.

Explain: How they are going to match GESI domains with appropriate activities.

Ask: Each group to decide which definition (A-E from the flip chart) matches their assigned domain.

Present: Once they are done, invite each group to share a correct answer.

Use the table below to demonstrate the question⁷

GESI Domain	Match these activity examples to the correct domain
ACCESS	a. Self-reporting of feeling of positive masculinity among men and boys rejecting behaviours of aggression and violence against women and girls or other men and boys.
DECISION-MAKING	b. Creation of community health worker associations that include vulnerable groups, considering their specific needs for engagement.
PARTICIPATION	c. The passing of the National Plan of Action of Persons with Disabilities (2012-2021) that addresses the needs of persons with disabilities in Ethiopia for comprehensive rehabilitation services, equal opportunities for education, skills training and work, as well as full participation in the life of their families, communities and the nation.
SYSTEMS	d. Husbands and wives developing joint livelihood plans in savings groups.
WELL-BEING	e. Wells are established in villages near women and girls, and user-friendly pumps, taps to the waterpoints.

⁷ Reference: Adapted from “MANUAL FOR TRAINERS AND FACILITATORS in How to Integrate AND GENDER EQUALITY SOCIAL INCLUSION Design, Monitoring and Evaluation: World Vision” (2020)

Use the table below to reveal the answer⁸

GESI Domain	Examples of the activities as matched to the correct domain
ACCESS	e. Wells are established in villages near women and girls, and user-friendly pumps, taps to the waterpoints.
DECISION-MAKING	d. Husbands and wives developing joint livelihood plans in savings groups.
PARTICIPATION	b. Creation of community health worker associations that include vulnerable groups, considering their specific needs for engagement.
SYSTEMS	c. The passing of the National Plan of Action of Persons with Disabilities (2012-2021) that addresses the needs of persons with disabilities in Ethiopia for comprehensive rehabilitation services, equal opportunities for education, skills training and work, as well as full participation in the life of their families, communities and the nation.
WELL-BEING	a. Self-reporting of feeling of positive masculinity among men and boys rejecting behaviours of aggression and violence against women and girls or other men and boys.

Activity 3: GESI programming approaches

Materials: PowerPoint presentation, LCD

Time: 50 minutes

Facilitation methods: Brainstorming and PowerPoint presentation and plenary discussion

Steps/activities:

Use a PowerPoint presentation to display the terms and encourage participants to discuss their understanding of each concept. Invite them to share examples they know for each of the different approaches.

Instruct participants to individually assess where they believe their department's activities fall along the five stages.

⁸ Ibid.

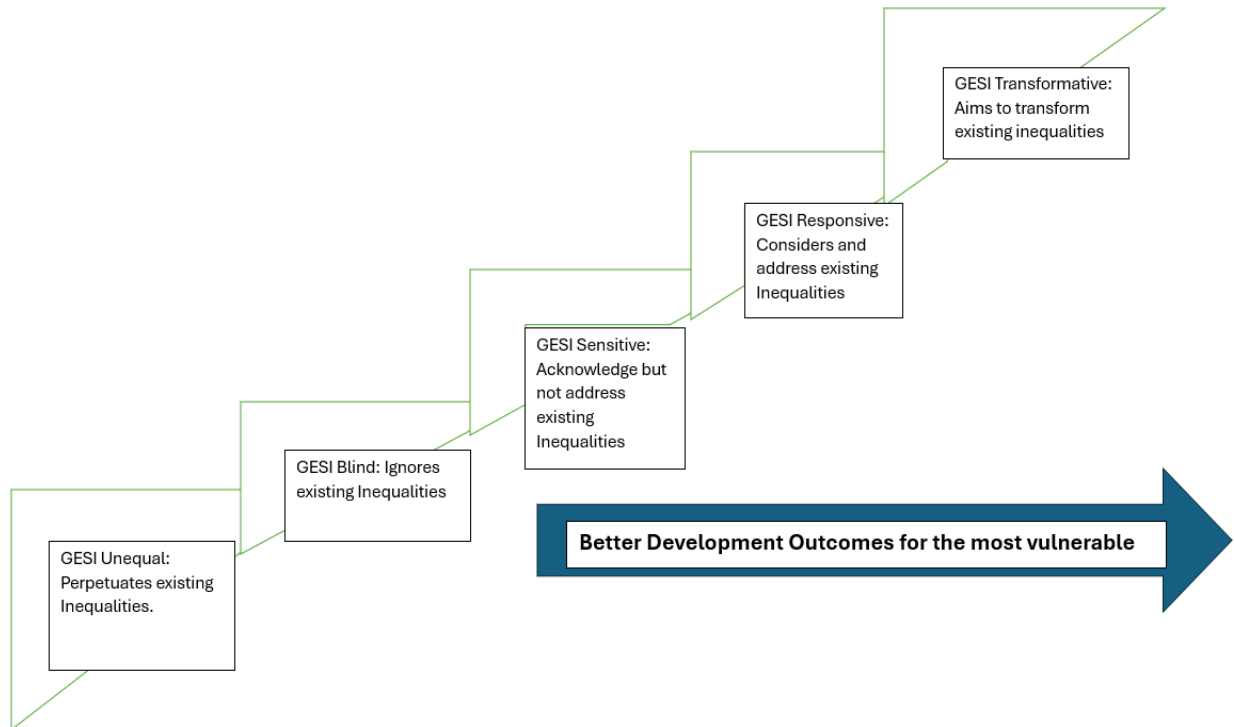


Figure 2: Adapted five stages of GESI responsiveness⁹

Facilitator’s note/handout: definition of the five stages of GESI responsiveness

GESI responsiveness stages outline the extent to which GESI considerations can be incorporated into development initiatives.

GESI unequal: Perpetuates gender and other forms of inequality by reinforcing unbalanced norms, roles and relations. It solidifies existing inequalities, social norms and stereotypes. For example, in a workplace that adheres to traditional gender roles, women are consistently assigned administrative tasks, reinforcing the unequal distribution of responsibilities based on gender. This perpetuates the existing gender inequalities and stereotypes. When we see this in the context of climate action, in a climate adaptation project in Bangladesh, women are largely excluded from decision-making processes related to flood management infrastructure. As a result, flood protection measures prioritise economic assets, such as factories and roads, over community assets like schools and healthcare facilities, which are often situated

⁹ References: “Gender Mainstreaming for Health Managers: A Practical Approach”: WHO (2011), and “MANUAL FOR TRAINERS AND FACILITATORS in How to Integrate AND GENDER EQUALITY SOCIAL INCLUSION Design, Monitoring and Evaluation: World Vision” (2020)

in areas where women are more active. This perpetuates gender inequalities in access to resources and increases the vulnerability of women and children during floods¹⁰.

GESI blind: Ignores gender and other forms of inequality. There is no consideration of the gendered or inclusive dimensions of the environment where the development initiatives may be operating, and how this may affect their outcome. For example, a development project aimed at improving agricultural practices completely overlooks the fact that women are busy in the morning with household chores and always organise extension service-related training in the morning. The initiative fails to consider the gendered dimensions of agricultural work, resulting in an incomplete and ineffective intervention. Another real-life example is a reforestation project in Indonesia that focuses solely on planting trees to sequester carbon without considering the indigenous communities living in the forests. The project fails to recognise the customary land rights of these communities, leading to their displacement and loss of traditional livelihoods. By overlooking the social dimensions of forest conservation, the initiative exacerbates inequalities and undermines local resilience to climate change.¹¹

GESI sensitive: Demonstrate an awareness of gender and social inclusion dynamics without necessarily implementing direct actions to address them. For example, in the education sector, a GESI-sensitive approach might involve recognising the differences in enrolment rates between boys and girls in schools. The intervention could involve collecting gender-disaggregated data and fostering an understanding of the challenges faced by both genders in accessing education. Similarly, in a drought-prone region of Kenya, a water management project takes into account the gendered division of labour and water needs. The initiative involves consulting with women to identify suitable locations for water points closer to households, reducing the time burden on women and girls for water collection. By considering gender dynamics, the project improves access to water and enhances the resilience of communities to climate variability.¹²

GESI responsive: Actively address and remedy gender and social inclusion issues within a specific sector. For instance, in the education sector, a GESI-responsive approach could involve implementing targeted programmes to provide scholarships or transportation support for girls facing barriers to attending school. This intervention actively responds to the identified disparities and aims to create more equitable educational opportunities. One real-life example on this is, in coastal communities that are vulnerable to sea-level rise in the Philippines, a climate adaptation project provides training and resources for women

10 Reference: Kabir, M. I., Rahman, M. B., Smith, W., Lusha, M. A. F., & Milton, A. H. (2016). Gender and public health impacts of climate induced flooding in Bangladesh: A qualitative case study. *Journal of Environmental and Public Health*, 2016, 8397351. <https://doi.org/10.1155/2016/8397351>

11 Reference: Colchester, M., & Ferrari, M. (2007). Making FPIC - Free, Prior and Informed Consent Work: Challenges and Prospects for Indigenous Peoples. Forest Peoples Programme. <https://www.forestpeoples.org/sites/fpp/files/publication/2010/12/fpic-mechanism-feb07.pdf>

12 Reference: Mwangi, M. N., & Swallow, B. M. (2008). Prospects for Payment for Environmental Services (PES) Schemes to Enhance Climate Change Mitigation and Adaptation in Sub-Saharan Africa. *Natural Resources Forum*, 32(2), 107–120. <https://doi.org/10.1111/j.1477-8947.2008.00185>.

to engage in sustainable livelihoods such as seaweed farming and ecotourism. By targeting women as key actors in adaptation efforts, the initiative strengthens community resilience and empowers women to diversify their income sources, reducing their vulnerability to climate-related risks.¹³

GESI transformative: Aim to bring about structural changes and challenge underlying norms and power dynamics within a sector. For example, in the education sector, a GESI-transformative approach might involve not only addressing immediate enrolment disparities but also implementing initiatives that challenge traditional gender roles and stereotypes. This could include educational campaigns, teacher training on gender-sensitive teaching methods, and fostering a school environment that actively promotes gender equality and inclusivity. The goal is to create lasting changes in attitudes, behaviours, and power structures within the education sector. In urban slums of India, a transformative climate action initiative integrates gender-responsive urban planning strategies, such as ensuring safe and accessible public spaces for women and girls. The project engages community members, including women, in decision-making processes and empowers them to advocate for their rights and priorities. By challenging patriarchal norms and promoting women's participation in urban development, the initiative contributes to building more resilient and inclusive cities.¹⁴

Activity 4: Key processes to effective GESI mainstreaming in development initiatives

Materials: PowerPoint presentation, LCD

Time: 30 minutes

Facilitation methods: Brainstorming and PowerPoint presentation and plenary discussion

Steps/activities:

From the facilitator's note, prepare brief presentation to explain GESI analysis and the imperative need to carry out GESI.

¹³Reference: UN Women. (2017). Women's Resilience to Climate Change in the Philippines. UN Women. https://asiapacific.unwomen.org/-media/field%20office%20eseasia/docs/publications/2017/09/womens%20resilience%20to%20climate%20change%20in%20the%20philippines_final%20web.pdf?la=en&vs=5456

¹⁴ Reference: UN-Habitat. (2019). Gender Responsive and Sustainable Urban Mobility: A Practical Guide for Policy and Planning. UN-Habitat. https://unhabitat.org/sites/default/files/2020/11/un-habitat_gender_responsive_and_sustainable_urban_mobility.pdf

Facilitator's note

GESI mainstreaming: A strategy where women's and men's and other vulnerable members of community's concerns are considered in planning/designing development and research interventions implementation, monitoring and evaluation.

GESI analysis: A systematic examination of the impact and implications of policies, programmes, or initiatives on GESI. It involves assessing how different groups, particularly in terms of gender and social background, are affected by and included in various activities. GESI analysis aims to identify existing disparities, challenges, and opportunities to ensure that interventions are equitable, inclusive, and considerate of diverse needs. It is one of the key steps necessary to ensure GESI mainstreaming is effective.

Why conduct a GESI analysis?

Gender and social norms, along with power relations, significantly influence individuals' access to resources, services, decision-making, participation, and overall well-being. Failure to understand these dynamics during programme design can inadvertently lead to increased inequality. Therefore, it is crucial to adopt different or additional measures to ensure gender responsiveness and social inclusivity.

A GESI analysis should be undertaken at the onset of a programme or during its conceptual stage to guide programme design and implementation effectively.

A GESI analysis serves the following purposes:

Increase awareness and sensitivity: Enhances personal and institutional awareness and sensitivity to GESI. For example, in a climate adaptation campaign, a GESI analysis revealed that women in rural areas lacked information about changing weather patterns. The campaign incorporated gender-sensitive workshops, increasing awareness and sensitivity to climate-related challenges among women in these communities.

Identify diverse needs and priorities: Recognises different needs, priorities, and vulnerabilities of women, men, girls, boys, persons with disabilities, and other vulnerable groups. For instance, a sustainable agriculture project, informed by GESI analysis, recognised that indigenous communities faced unique challenges due to climate change impacts. The project tailored interventions, providing specific training on climate-resilient farming practices to address the diverse needs of these communities.

Understand gender roles and responsibilities: Examines gender roles and responsibilities, determining who performs specific tasks, why, and when. Identifies individuals with access, control, and decision-making powers. Examples include, a renewable energy initiative, guided by GESI analysis, found that traditional gender roles limited women's involvement in community-led climate projects. The initiative implemented capacity-strengthening programmes, challenging stereotypes and empowering women to actively participate in renewable energy initiatives.

Identify root causes of gender and social norms: Uncovers the root causes that uphold negative gender and social norms and practices, including social relations, institutions, and structures. For example, a coastal resilience programme identified through GESI analysis that cultural norms influenced differential vulnerability to climate-induced disasters. The programme engaged with local communities to address these norms, fostering resilience by integrating traditional knowledge with modern climate adaptation strategies.

Assess possible consequences of programme activities: Examines potential positive and negative consequences of programme activities on different demographic groups such as men, women, boys, girls, persons with disabilities, and other vulnerable populations. For instance, an afforestation project discovered through GESI analysis that deforestation disproportionately impacted women who relied on forest resources. The project revised its approach, ensuring that the reforestation activities considered gender-specific needs and provided alternative livelihood options.

Propose relevant interventions: Proposed interventions which are relevant to the situation and are effective in addressing the identified inequalities. Examples include a water resource management initiative, informed by GESI analysis, recognised that marginalised communities faced heightened risks due to climate-induced water scarcity. The initiative designed inclusive water governance mechanisms, ensuring equitable access to water resources for all community members, including those with unique vulnerabilities.

GESI integration in programme purpose, objectives and outputs: Development initiatives' purpose and objectives may not be explicitly oriented towards GESI, but they should address the needs and challenges identified by individuals and groups in the GESI analysis. Development initiatives' objectives need to reflect differences among different social groups (e.g. related to gender, age, disability) identified during the analysis.

Examples for programme purpose, objectives, and outputs:

Water, Sanitation, and Hygiene (WASH)

Purpose statement: Improve access to clean water and sanitation facilities in rural communities.

Objective: Enhance infrastructure, considering the specific needs of women and vulnerable groups, to reduce the burden of water collection and improve hygiene practices.

Output: Construction of gender-sensitive water points and sanitation facilities, with a focus on accessibility for people with disabilities.

Health

Purpose statement: Strengthen healthcare services in underserved regions.

Objective: Improve maternal and child health by ensuring equitable access to healthcare services, considering the unique needs of women and children.

Output: Establishment of mobile health clinics to reach remote areas and provision of maternal health education programmes.

Climate change

Purpose statement: Mitigate climate change impacts in coastal communities.

Objective: Enhance resilience by integrating traditional knowledge and addressing the differentiated vulnerabilities of various social groups, including women and indigenous communities.

Output: Design GESI to be responsive to climate-smart agricultural practices and community-based adaptation strategies.

Agriculture

Purpose statement: Enhance agricultural productivity for smallholder farmers.

Objective: Promote gender-equitable access to resources and markets, recognising the role of women in agriculture.

Output: Training programmes on sustainable farming practices and creation of women-friendly marketplaces.

Transportation

Purpose statement: Improve urban transportation systems.

Objective: Ensure accessible and safe transportation options for all, considering the needs of people with disabilities and marginalised communities.

Output: Advocacy programme to influence the formulation of accessible public transportation infrastructure Act.

Energy

Purpose statement: Increase access to clean energy sources.

Objective: Address energy poverty by considering the socioeconomic differences among communities, with a focus on empowering women through renewable energy solutions.

Output: Installation of solar energy systems in off-grid areas with training programmes for women on maintenance.

Construction

Purpose statement: Improve housing and infrastructure in urban areas.

Objective: Ensure inclusive urban development by considering the needs of diverse social groups, including people with disabilities and vulnerable populations.

Output: Construction of accessible public spaces and housing units, incorporating universal design principles.

Urban development

Purpose statement: Foster sustainable urban growth.

Objective: Promote inclusive urban planning that addresses the needs of various social groups, enhancing access to services and opportunities.

Output: Development of green spaces, community centres and infrastructure that considers the diverse needs of the urban population.

In each sector, the purpose, objectives, and outputs are tailored to not only meet the specific goals of the development initiative but also address the unique challenges and requirements identified through a GESI analysis.



5. Session four: Gender analysis¹⁵

Session objective: To enhance participants' knowledge and skills in conducting gender analysis in development programmes/projects. Specifically, participants will learn about gender analysis tools; and able to analyse gender gaps both at household and community level.

Session outline: Introduction of gender analysis.

Introduction of selected gender analysis tools (household division of labour, resource ownership, and participation in decision-making).

Practical and strategic gender needs.

Materials: Flipchart paper and stand, markers, masking-tape

Time: 5/6 hours

Facilitation methods: Group works, presentations, plenary discussion

Facilitator's note/handout: Available after each activity

Activity 1: What is G/gender analysis

Before going to the group exercises on the gender analysis tools, briefly present what gender analysis means and its benefits in programming. By delivering a clear and informative presentation, participants will gain a solid understanding of the significance of gender analysis and its application in effective programme development. This knowledge will serve as a foundation for the subsequent group exercises involving gender analysis tools.

Materials: PowerPoint presentation, LCD

Time: 30 minutes

Facilitation methods: Presentation

¹⁵ Reference: If the training programme is intended for gender experts and spans over two days or more, please ensure that this session is incorporated into the training agenda.

Steps/activities:

From the facilitator's note, prepare a brief presentation on the meaning of gender analysis, its benefits in programming and gender analysis tools.

Facilitator's note/handout: Gender analysis

Gender analysis involves a systematic examination of the differential impacts of development on women and men. It serves as a fundamental step for gender mainstreaming, acting as the cornerstone for understanding the relevance of gender differences and inequalities within a given context. Without this analysis, effective gender mainstreaming is unattainable.

Functioning as a tool, gender analysis brings to the surface the gender disparities inherent in a core issue. It unveils the intricate connections between gender relations and the developmental challenges at hand, specifying the likely impact and advocating for alternative courses of action.

This analytical process relies on sex-disaggregated and gender-specific information, systematically identifying, comprehending and describing gender differences, roles and power dynamics within a particular context. The insights gained from gender analysis are invaluable, shedding light on crucial aspects such as gender roles, division of labour, gender relations in production and consumption, and resource management. Additionally, it uncovers constraints to the participation of both men and women in project and program activities.

Examples of key functions of gender analysis:

Revealing gender dynamics: Unveils the nuances of gender roles, division of labour and power dynamics in various aspects such as production, consumption, and resource management.

Informing strategic options: Produces essential insights that inform planners and implementers about strategic options by examining men's and women's participation in project and program activities.

Challenging stereotypes: By scrutinizing the activity profiles of women and men, challenges stereotypes and dispels unverified assumptions that might be used as a basis for project planning.

Identifying disparities: Discovers the disadvantaged position of women by highlighting gender gaps in access to essential services and livelihood means.

Examples of key function of gender analysis in the context of CC:

Identifying differential vulnerabilities: Recognising and understanding how different groups within a population may be disproportionately affected by climate change impacts based on factors such as gender, age, socioeconomic status and geographic location.

Understanding gendered adaptation/mitigation strategies: Acknowledging and analysing how climate change responses and strategies may differ based on gender norms and roles, and how they can be tailored to address the specific needs and priorities of different genders.

Recognising access to and control over resources: Acknowledging disparities in access to and control over natural, financial, and social resources, such as land, water, credit and information, which may affect individuals' ability to adapt to or mitigate climate change impacts.

Highlighting reproductive and care burdens: Involves recognising the additional burdens placed on women, particularly related to reproductive health and caregiving responsibilities, which may be exacerbated by climate change impacts and adaptation efforts.

Examining gendered impacts on livelihoods: Understanding how climate change affects livelihood activities differently based on gender, including income-generating activities, employment opportunities, and access to markets and productive resources.

Addressing differential health impacts: Recognising how climate change impacts may affect men, women, and marginalised groups differently in terms of physical and mental health outcomes, and ensuring that adaptation and mitigation strategies prioritise the health needs of all genders.

Promoting women's participation in decision-making: Ensuring that women have equal opportunities to participate in decision-making processes related to climate change adaptation and mitigation at all levels, from local to global, to ensure that their voices and perspectives are heard and considered.

Assessing legal and institutional frameworks: Involves examining existing laws, policies, and institutional structures to identify gaps and opportunities for integrating gender considerations into climate change initiatives, and advocating for legal and institutional reforms where necessary.

Monitoring and evaluation of gender outcomes: Systematically tracking and assessing the gender-specific impacts and outcomes of climate change interventions, policies, and programmes to ensure that they effectively address gender inequalities and contribute to gender-equitable outcomes.

In summary, gender analysis is a vital process that not only reveals gender-related disparities but also provides actionable insights crucial for planning and implementing effective projects and programmes including climate actions. It is an indispensable component in fostering gender mainstreaming and ensuring equitable and inclusive development initiatives.

Activity 2: Gender analysis tools

Materials: PowerPoint presentation, LCD

Time: 30 minutes

Facilitation methods: Presentation

Steps/activities:

From the facilitator's note, prepare brief presentation on the gender analysis tools and related concepts.

Facilitator's note/handout: Gender analysis

There are various tools and frameworks devised by scholars to facilitate the analysis of gender-based information and gaps at different levels and for diverse purposes. For the specific objective of project-based gender analysis at the micro-level (household and community level), this training focuses on three key areas:

Gender-based division of labour in the household

This entails examining the tasks undertaken by community and household members, categorized by age and sex. The activity profile encompasses all types of activities, including productive, reproductive and community management. It reveals who performs specific tasks and sheds light on any competition or complementarity between female and male labour. The analysis addresses the fundamental question, "Who does what?"

Categories of activities:

Productive activities: Those generating income in money or kind, such as farming, animal breeding, fishing, handicrafts.

Reproductive activities: Tasks aimed at maintaining human resources, such as housework, cooking, childcare, water fetching, firewood collection, repairing clothes.

Socio-cultural/community activities: Activities not limited to the household, linked with the community or society, such as participating in a farmers group, attending school, active involvement in a women's group, attending religious meetings.

The access and control over resources profile

This tool identifies who has access to resources and control over their utilisation. It outlines the benefits derived from household (and community) production and the use of resources, emphasising whether women and men have access and control. Access refers to the opportunity to use resources without having the authority to decide on production/output and exploitation methods. Control, on the other hand, signifies full authority to decide on the use and output of resources.

Decision-making and participation profile

These tools aim to understand decision-making processes in both households and communities. The participation profile assesses the qualitative and quantitative involvement of women in formal/informal groups.

In summary, these gender analysis tools are crucial for comprehending the dynamics of gender roles, access to resources, and decision-making at the micro-level. They provide a comprehensive understanding of how gender disparities manifest in various aspects of daily life and community dynamics, guiding the development of interventions that promote equity and inclusivity.

Activity 3: Activity profile, gender division of labour

Materials: Flipchart papers and markers

Time: 60 minutes

Facilitation methods: Group work and presentation, plenary discussion

Steps/activities:

Forming working groups:

Assist participants in creating working groups.

Limit the number of groups to three or four for efficient time management.

Group roles:

Instruct participants to elect a group chairperson and a rapporteur for each group.

Activity briefing:

Provide a brief overview of the activity, drawing on the practical experience participants have in the community and households where they will apply the tool.

Group exercise:

Allocate 45 minutes for the group exercise, covering all three types of activities: productive, reproductive and socio-cultural.

Groups are expected to present their results on flipchart paper during the plenary discussion.

Presentation to plenary:

Each group presents their findings, and all group work results are documented on flipchart paper.

Feedback session:

Allow five minutes for a brief presentation from each group and provide feedback.

Reflective discussion:

After the presentations, initiate a discussion with participants about what they learned from the exercise and how they intend to use the tool and the information generated.

Summarising key learnings:

Conclude the discussion by summarising the key learnings from the tool and its practical implementation.

Note to facilitator:

Utilise the following points to summarise the discussion under Gender Division of Labour:

Identify activities that could be linked with project activities.

Assess the availability of time and capacities of men and women to participate in project activities.

Examine the imbalanced work burden between men and women.

Investigate unequal access to income-generating resources and differing income levels between men and women.

Tool 1: Activity profile tool

Activities	Women	Girls	Men	Boys	Frequency	Income generates
<u>Production activities</u>						
Agriculture:						
Activity 1						
Activity 2, etc						
Income generating:						
Activity 1						

<p>Activity 2, etc</p> <p>Employment</p> <p>Activity 1</p> <p>Activity 2, etc</p> <p>Other:</p>						
<p><u>Reproductive activities</u></p> <p>Water related:</p> <p>Activity 1</p> <p>Activity 2, etc</p> <p>Fuel related:</p> <p>Food preparation:</p> <p>Childcare:</p> <p>Health related:</p> <p>Cleaning and repair:</p> <p>Market related:</p> <p>Other:</p>						
<p><u>Socio-cultural activities:</u></p> <p>(Community work)</p> <p>Mahber</p>						

Idir						
Church ceremonies, etc						

Activity 3: Access and control profile

Materials: Flipchart papers and markers

Time: 60 minutes

Facilitation methods: Group work and presentation, plenary discussion

Steps/activities:

Use the same group as in the previous exercise (Activity profile) for this exercise too.

Brief the participant about the exercise and the access and control profile tool.

Inform participants to elect a group-chairperson and a rapporteur for each group (different persons under each activity).

Design the activity they are going to do based on the practical experience they have and the community and the households that are going to use the tool.

Give 30 minutes for the group exercise.

All group works results need to be prepared on a flipchart paper and presented to plenary discussion.

After completing the group works, give five minutes each for a brief presentation and give feedback.

At the end of the presentation, ask participants what they learnt from the exercise and how they are going to use the tool and the information generated?

Close the discussion by summarising the key learnings from the tool and its implementation.

Tool 2: Access and control profile

Resources & benefits	Access		Control	
	Women	Men	Women	Men

<p><u>Resources</u></p> <p>Land</p> <p>Equipment</p> <p>Labour</p> <p>Cash</p> <p>Education/training, etc</p> <p>Other</p>				
<p><u>Benefits</u></p> <p>Outside income</p> <p>Asset ownership</p> <p>Basic needs (food, shelter, etc)</p> <p>Political power/prestige</p> <p>Other</p>				

Activity 4: Decision-making profile

Materials: Flipchart papers and markers

Time: 60 minutes

Facilitation Methods: Group work and presentation, plenary discussion

Steps/activities:

Use the same group as in the previous exercises (Activity profile and the Access and control profile) for this exercise too.

Brief the participant about the exercise and the decision-making profile tool.

Design the activity they are going to do based on the practical experiences they have to the community and the households that are going to use the tool.

Give 30 minutes for the group exercise.

All group works results need to be prepared on a flipchart paper and presented to plenary discussion.

After completing the group works, give five minutes each for brief presentation and give feedback.

At the end of the presentation, ask participants what they learnt from the exercise and how they are going to use the tool and the information generated?

Close the discussion by summarising the key learning from the tool and its implementation.

Tool 3: Decision-making profile

Participation in decision-making	Who makes the decisions				
	Woman alone	Woman dominant	Jointly woman and man	Man dominant	Man alone
A) In the household: daily budget investments education of children family planning health services etc B) In the community: representation organization C) In the society at large: political sphere economic sphere religious sphere					

Activity 5: Practical and strategic gender needs

Materials: PowerPoint presentation

Time: 60 minutes

Facilitation methods: Presentation and plenary discussion

Steps/activities:

From the facilitator's note, prepare a brief presentation on the two types of gender needs (practical and strategic), about the concepts and how the two needs can be interlinked. Use practical examples to explain the two concepts.

Present the PowerPoint presentation to the participants.

In a plenary discussion, give time for participants to share their project specific examples, demonstrating which interventions are meeting the practical needs and which interventions are addressing the strategic needs of women and men.

Summarise the discussion with recommendations around how the practical gender links can be interlinked with the strategic gender needs in order to have a gender responsive and gender transformative program approaches.

Facilitator's note/handout: Practical and strategic gender needs

Practical gender needs: Practical needs, in general, refer to those requirements related to the necessities of life, indicating a shortage or inadequacy of resources essential for sustenance. These needs encompass shortages in food, clothing, shelter, access to (clean) water, health, and educational facilities, among others. People of all age categories, including both men and women, share these needs.

Project interventions, such as providing water, improving cooking stoves, constructing nearby health centres and offering credit services, can address practical needs. As the term implies, these needs are practical, basic, immediate, or short term in nature. While meeting them has minimal impact on altering women's lives within their traditional roles, it can provide essential, immediate relief.

However, it is crucial to note that addressing practical needs does not necessarily challenge existing power relations between men and women. Instead, it often reinforces women's traditional roles and perpetuates unequal gender relations, contributing little to closing the gender gap.

Strategic needs: Strategic needs, also known as strategic interests, refer to the requirements for power or capacity to control one's life, held by a particular group. These needs arise due to the discrimination or subordination of one group by another.

Women's strategic needs originate from their subordination to men, aiming to transform the imbalanced power relationship between genders. These needs are long term and have enduring effects. Examples of women's strategic needs include the right to land and similar resources, legal rights, freedom of physical movement, reproductive health rights, shared responsibility for raising children, freedom from male violence against women, decision-making rights and access to credit, among others. Addressing strategic needs is essential for achieving lasting gender equality by challenging and transforming existing power dynamics.

Practical gender needs	Strategic gender needs
Refer to improvement in the CONDITIONS of life	Refer to improvement in the POSITION in society
<p>Tend to be immediate, short term</p> <p>Unique to particular women and men</p> <p>Relate to daily needs: food, housing, income, health facilities, labour saving devices, etc.</p> <p>Easily identifiable by women and men, from the results of allocation of tasks in gender division of labor</p> <p>Can be addressed by provision of specific inputs: food, hand pumps, clinic, tools, etc.</p>	<p>Tend to be long-term</p> <p>Common to all women and men</p> <p>Related to disadvantages position of women: subordination, lack of resources and education, violence, etc.</p> <p>Basis of disadvantage and potentials for change not always identifiable for women.</p> <p>Can be addressed by consciousness-raising, increasing self-confidence, education, strengthening of women's organizations, political mobilization, etc.</p>
<p>Addressing practical gender needs</p> <p>Tends to involve women and men as beneficiaries and perhaps participants</p> <p>Can be improve the conditions of women's and men's lives</p> <p>Generally, does not alter traditional roles of women and men and the relationship between the sexes.</p>	<p>Addressing strategic gender needs</p> <p>Involves women and men as agents and enables women to become agents</p> <p>Can improve the position of women in society</p> <p>Can empower women and men and transform the relationship between them.</p>



6. Session five: Overview of GESI in climate change

Session objective: To increase participants' understanding about the intersection between gender and social dimensions, and climate change mitigation and adaptation efforts. It also aims to raise awareness of the role of the most vulnerable populations, including women, indigenous peoples, and other identified vulnerable groups, in response to climate change.

Session outline: GESI dimension in climate change

GESI issues in development initiatives

Materials: PowerPoint presentation

Time: 1:30 hours

Facilitation methods: Presentations, group works, plenary discussion

Activity 1: GESI dimension in climate change

Materials: PowerPoint presentation

Time: 45 minutes

Facilitation methods: Presentations and plenary discussion

Steps/activities:

From the facilitator's note, prepare brief presentation on Key GESI Dimension in climate change. Alternatively, you can use, in full or in part, the [GESI-CC training modules](#) that are developed by CDKN and are available in both English and Amharic.

Present the PowerPoint presentation to the participants.

In a plenary discussion, give time for participants to brainstorm about the topic.

Facilitator's note/handout: GESI and CC

Climate change affects everyone, but its impacts are distributed differently among regions, age classes, income groups, occupations and genders. The poor, the majority of whom are women living in developing

countries, are likely to be disproportionately affected. Gender and social discrimination can lead to vulnerability and hinder adaptive capacity of women and other vulnerable groups to the effects of climate change. These differences are primarily due to

The varying levels of access to resources, including financial resources, land ownership, knowledge, and skill development.

As women rely more on natural resources for their livelihoods, the decline in land and biomass productivity affects women more than men, especially in rural areas, and exacerbates their poverty.

Manifestations of climate change, such as drought, exacerbate fuelwood and water scarcity and add more to the domestic burdens of women than to those of men.

In urban areas, following climate-related disasters, it is typically more challenging for economically disadvantaged women than for economically disadvantaged men to regain their economic stability and well-being.

Climate change impacts women and girls, in the aggregate, more heavily than men. Climate change is an amplifier of inequalities. It pushes the gender development gap wider.

It also impacts social groups differently and has more severe impacts on vulnerable and marginalised groups who are less resilient to respond and adapt.

The following framework helps to identify climate risks.¹⁶

¹⁶ The following information is directly taken from the Dupar, M. and P. Velasco. (2021). Advancing gender equality and climate action: A practical guide to setting targets and monitoring progress. Cape Town: Climate and Development Knowledge Network



Figure 3: Intersecting elements of risk (Source: M. Dupar and A. Andargatchew, Climate and Development Knowledge Network (CDKN), Overseas Development Institute ODI and SouthSouthNorth, 2020, adapted from Intergovernmental Panel on Climate Change (IPCC) 2014, *Fifth Assessment Report*, and subsequent assessment cycle)

Climate risk: Resulted from the interaction of climate-related hazards (including hazardous events and trends) with the vulnerability and exposure of human and natural systems. Changes in both the climate system (please see left in the diagram above) and socioeconomic processes, including adaptation and mitigation (right in the diagram), are drivers of hazards, exposure, and vulnerability.

Climate hazard: The physical phenomena in our environment, including how they are expected to change over time. Examples include changes in temperature land and sea, rainfall, extreme weather events (e.g. tropical storms, heatwaves, droughts, dust, flooding), sea level rise, thawing ice; and secondary cascading events (e.g. glacial lake outburst floods, landslides, wildfires).

To better understand climate hazards, sources of information are available via national meteorological agencies or regional centres.¹⁷

Exposure: Your location affects your climate risk, depending on the degree to which your location is exposed to a particular climate hazard and its impacts. There are several places and settings that could be adversely affected. Examples include low-lying islands and coasts (exposed to sea level rise), flood-prone river valleys (exposed to glacial outburst floods) and steep hillsides (exposed to landslides, weather-related erosion). Certain locations are also more exposed to heatwaves or monsoonal changes. It could also be a factor of your job or specific living condition. For example, people living in informal settlements

¹⁷ An innovative new facility to show climate projections is the IPCC's regional climate atlas and regional reports on the physical science of climate change (<https://www.ipcc.ch/report/ar5/wg1/atlas-of-global-and-regional-climate-projection>)

with tin roofs may be in a physical dwelling that heats up far hotter than the surrounding environment because of the building materials. This is a function of their poverty and precarious housing, which amplifies their exposure to heatwaves. It is well documented that some jobs such as traffic police or rickshaw drivers require the workers to be in the hot sun and more exposed than workers with jobs inside in air-conditioned offices. Elements of poverty and class condition people's exposure to climate hazards, even in the same town, city, district or province.

Vulnerability: Who you are (your age, health, (dis)ability, etc) affects your climate risk and can impact your propensity or predisposition to be adversely affected. Socioeconomic status and education: what you can afford to do, what access to information you have, social/cultural attitudes about what you are permitted or expected to do, etc., also affect your climate risk. Vulnerability encompasses a variety of concepts and elements, including sensitivity or susceptibility to harm and capacity to cope and adapt. Sometimes it is men, in male-dominated work, who are more exposed through their jobs – in this case the 'gender norms' of a society ('human actions' and human beliefs component of the diagram) can have a bearing on exposure and vulnerability. Sometimes women are expected to be more indoors in some social-cultural settings, and this may either increase or decrease their exposure and vulnerability to climate hazards depending on the case: if women are expected to stay indoors and their indoors is under a hot tin roof in an informal settlement, they may have far greater exposure to hazard. In certain physiological cases such as pregnancy, infancy or old age, the hazard may be amplified because the body cannot self-regulate for heat as effectively as in non-pregnant women, and older children and younger-to-middle-aged adults.

People with disabilities are among those who experience the effects of climate change more intensely due to existing discrimination, marginalisation, and limited access to social and economic resources. People with disabilities face a higher risk of climate displacement, forcing them to remain in degraded environments without housing, employment, and healthcare services (UNHCR, 2020). This point is illustrated in the 'Human actions' part of the Venn diagram which shows how human actions shape people's vulnerability. For example, people living with disability also encounter an increased risk of poverty due to exacerbated inequalities. In 2019, Kosanic et al¹⁸. highlighted the following effects of climate change on people with disabilities:

Limited access to knowledge, resources, and services hinders people with disabilities' effective response to environmental change.

Compromised health or underlying conditions increase people with disabilities' vulnerability to extreme climate events, ecosystem services loss, or infectious diseases.

People living with disabilities are more likely to face difficulties during required evacuations or migrations.

¹⁸ Reference: Kosanic, Aleksandra (Sasha) & Petzold, Jan & Dunham, Amy & Razanajatovo, Mialy. (2019). Climate concerns and the disabled community [Science]. Science. 366. 698-699. 10.1126/science.aaz9045.

Rates of mortality in disasters are greater for **women** than for men, which can also be conditioned by socially determined differences in the vulnerability of men and women. After the 2004 Asian tsunami, in some villages in Indonesia and some parts of India, Oxfam found that women accounted for over 70% of the victims¹⁹. In the cyclone in 1991, 140,000 people were killed in Bangladesh, 90% of whom were women²⁰. Based on data from 141 countries, found that more women than men were victims of catastrophes, and especially younger women in poor communities, due to gender-based discrimination they were exposed to. This means that the vulnerability of women in emergency situations is higher, while the capacities (information channels, physical strength and skills, tools and equipment, etc.) are smaller²¹ (E. Neumayer and T. Pluemper, 2007).

The vulnerability of women is gender-based, which means that it is caused by gender norms and roles.

80% of migrants in the world are women and children, which has consequences for the education opportunities of boys and girls.

Areas where gender patterns and relationships are most prominent are:

Participation in decision-making.

Ownership and management of natural resources.

Ownership and management of economic and other resources (time, money, knowledge, skills).

Division of jobs and unpaid homework, that is, the economy of care.

Please note that this conceptual framework – and how we think about people’s exposure, and their vulnerability, shaped by human actions – does not only apply to rapid-onset climate hazards such as droughts, floods, heatwaves and storms. These exposures and vulnerabilities can be slow-onset, such as sea level rise and its impacts on human settlements on coasts, e.g. erosion and salinization of productive farmlands and aquifers/freshwater supplies.

The key thing to note about climate impacts on different groups in society is that the impacts can be ‘compounding’ or ‘cascading’. What we mean by this is that the impact is not just the direct impact of, for

19 Rahiem, Maila D.H., Rahim, Husni, & Ersing, Robin. (2021). Why did so many women die in the 2004 Aceh Tsunami? Child survivor accounts of the disaster. *International Journal of Disaster Risk Reduction*, 55, 102069. ISSN 2212-4209. <https://doi.org/10.1016/j.ijdr.2021.102069>

20 Reference: The World Bank: EAP DRM Knowledge Notes Working Paper Series No. 24:
<https://documents1.worldbank.org/curated/en/464071468262478918/pdf/634070BRI0Box30nder0M30web00PUBLIC0.pdf>

21 Reference: Neumayer, E., & Plümpert, T. (2007). The Gendered Nature of Natural Disasters: The Impact of Catastrophic Events on the Gender Gap in Life Expectancy, 1981–2002. *Annals of the Association of American Geographers*, 97(3), 551–566. <https://doi.org/10.1111/j.1467-8306.2007.00563.x>

instance, a flood, drought, heatwave or storm on someone’s life, health or property. There may be ‘downstream’ impacts on a household or community’s economic livelihood, food and water security, and the household/community may respond in a way that puts disproportionate burden on certain members, e.g. the woman eats less so the men or boys can have scarce food; the girl child is forced into earlier-than-normal marriage to provide economic ‘relief’ to the family. Spontaneous societal responses to climate change impacts can be discriminatory in nature and can create ‘knock on’ harms to different social groups. This is well documented in the Intergovernmental Panel on Climate Change (IPCC)’s Working Group 2 Report on ‘Impacts, Adaptation and Vulnerability to Climate Change’ of the Sixth Assessment Report (2022).

A figure from CDKN’s volume, ‘Stories of Resilience 2023’, the gender chapter (Chapter 3) below demonstrates illustratively how climate impacts can undermine everyone’s well-being and increase the ‘development gap’ in the most climate-affected communities, and how the spontaneous societal responses to climate impacts can increase the ‘gender development gap’ even further. Planned climate-resilient development measures and climate risk reduction activities can not only address the climate hazard and its direct impacts (which are gendered and socially unequal), but also the gendered norms and values and broader forms of discrimination and marginalisation that can lead to these secondary and cascading impacts.

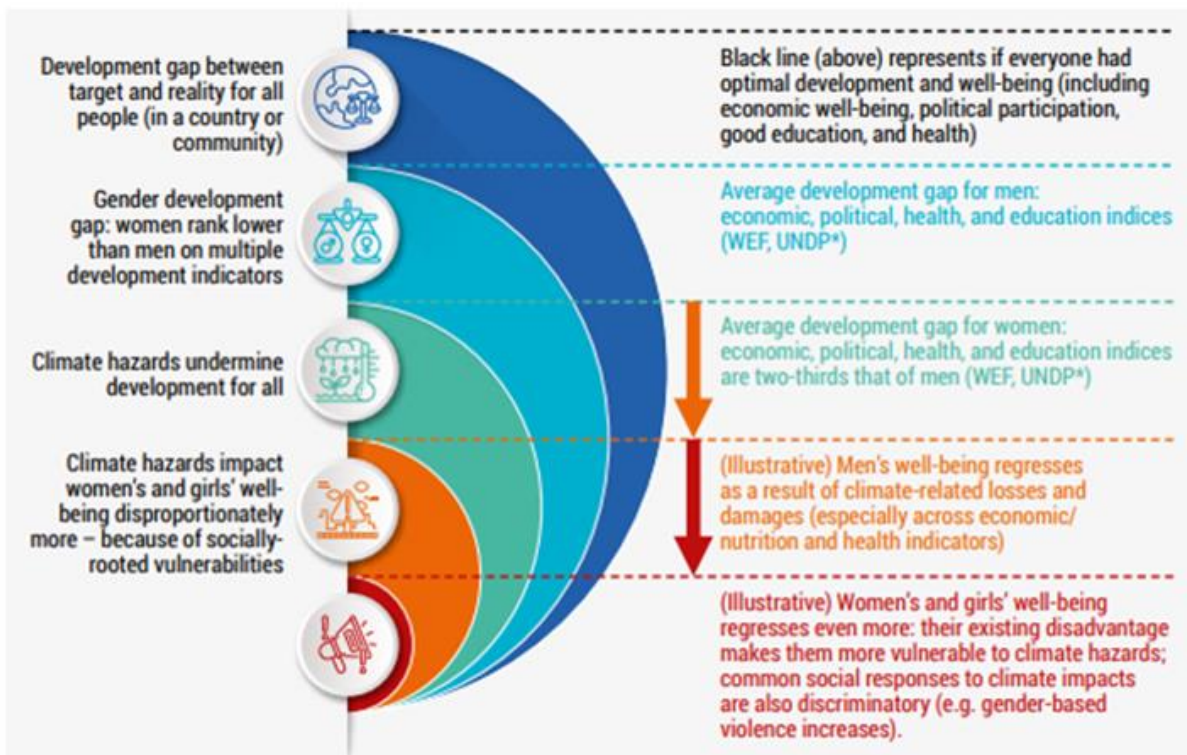


Figure 4: How climate impacts affect well-being and the development gap (Source: Mairi Dupar, CDKN Gender Training Pack 2023)

Furthermore, care is needed in designing climate-resilient and low-carbon development interventions so that they do not accidentally undermine women’s rights and development benefits, and those of other marginalised groups.

There is a possibility that gender-blind interventions for climate change adaptation or mitigation could undermine the capacity of disadvantaged women or other marginalised groups.

Action on climate change could accidentally increase gender inequality unless it is intentionally designed to address climate risks, needs, and concerns specific to women and girls. One example is tree planting or forest restoration for carbon sequestration and slope stabilization that displaces women’s traditional use rights of land and forest and so undermines certain means of livelihoods because they were not involved in governance.²² It is essential to provide a voice and meaningful influence in decision-making and implementation of locally-led adaptation for women, girls, and those marginalised groups whose views have traditionally been overlooked.

All these complex and connected issues are well summed up in the key messages on gender from the IPCC’s Sixth Assessment Report, Gender cross-cutting text (Chapter 18, page 2700; 2022).²³ The confidence statements in brackets refer to the degree of scientific confidence in the finding:

Key messages

- Gender and other social inequities (e.g., racial, ethnic, age, income, geographic location) compound vulnerability to climate change impacts (high confidence). Climate justice initiatives explicitly address these multi-dimensional inequalities as part of a climate change adaptation strategy.
- Addressing inequities in access to resources, assets and services, as well as participation in decision-making and leadership is essential to achieving gender and climate justice (high confidence).
- Intentional long-term policy and programme measures and investments to support shifts in social rules, norms and behaviours are essential to address structural inequalities and support an enabling environment for marginalised groups to effectively adapt to climate change (very high confidence)

²² Examples are discussed in the literature review on women’s roles in low carbon development by Dupar and Tan (published by CDKN and ODI, 2023).

²³ Schipper, E.L.F., A. Revi, B.L. Preston, E.R. Carr, S.H. Eriksen, L.R. Fernandez-Carril, B.C. Glavovic, N.J.M. Hilmi, D. Ley, R. Mukerji, M.S. Muylaert de Araujo, R. Perez, S.K. Rose, and P.K. Singh, 2022: Climate Resilient Development Pathways. In: *Climate Change 2022: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change* [H.-O. Pörtner, D.C. Roberts, M. Tignor, E.S. Poloczanska, K. Mintenbeck, A. Alegria, M. Craig, S. Langsdorf, S. Löschke, V. Möller, A. Okem, B. Rama (eds.)]. Cambridge University Press, Cambridge, UK and New York, NY, USA, pp. 2655–2807, doi:10.1017/9781009325844.02

- Climate adaptation actions are grounded in local realities so understanding links with Sustainable Development Goal (SDG) 5 is important to ensure that adaptive actions do not worsen existing gender and other inequities within society (e.g. leading to maladaptation practices²⁴) (high confidence).
- Adaptation actions do not automatically have positive outcomes for gender equality. Understanding the positive and negative links of adaptation actions with gender equality goals, (i.e. SDG 5), is important to ensure that adaptive actions do not exacerbate existing gender-based and other social inequalities. Efforts are needed to change unequal power dynamics and to foster inclusive decision making for climate adaptation to have a positive impact for gender equality (high confidence).
- There are very few examples of successful integration of gender and other social inequities in climate policies to address climate change vulnerabilities and questions of social justice (very high confidence²⁵).

FACTORS LEADING TO VULNERABILITY

- **Biological:** age, disability, health, including pregnancy.
- **Physical:** that is why the rural population is more vulnerable than the population in urban centres.
- **Economic:** the poor are more exposed to risks because they have fewer resources and fewer recovery opportunities.
- **Social:** such as patterns and norms, lifestyles in the family, discrimination, availability of services.
- **Knowledge and information:** skills, such as swimming, modes and channels of information, first aid training.
- **Political:** through participation in decision-making and political power and social inclusion in general.

Certain groups, above all women, the elderly, people with disability, have more basis of vulnerability. Women are more often poor, more likely to live in single households, especially old women or women alone with children; they rarely have cars, tractors, boats, savings; they are less likely to swim; they are less inclined to make decisions independently, without a man (husband, father, brother). This, of course, does not apply to all women, but gender affects opportunities and situations that make us vulnerable.

(Source: *Gender in CC training material*, UNDP UN Women)

²⁴ Maladaptation refers to actions, strategies, or practices intended to address the impacts of climate change that inadvertently exacerbate vulnerability or increase the risk of adverse outcomes for individuals, communities, or ecosystems. In essence, maladaptation involves well-intentioned efforts that, either due to unintended consequences or inadequate consideration of the complexities involved, end up causing harm or hindering the adaptive capacity of a system. Eriksen, S., Nightingale, A. J., & Eakin, H. (2015). Reframing adaptation: The political nature of climate change adaptation. *Global Environmental Change*, 35, 523–533. doi: 10.1016/j.gloenvcha.2015.09.014

²⁵ For further information, please refer the 'Energising Development' case study in the CDKN gender and climate training manual is particularly good, see www.cdkn.org/genderequality, and publications from India and Nepal on our gender training page www.cdkn.org/gendertaining

Activity 2: GE issues in sectors: group works

Materials: Hand out on the possible GESI issues in different sector

Time: 1 hour (30 minutes discussion and 30 minutes presentation)

Facilitation methods: Presentations and plenary discussion

Steps/activities:

Divide: Divide the participants in to working group

Ask: Provide the handout on the possible GESI issues in the different sector to each working group, and ask them to discuss and analyses the information in the handout and prepare a summary presentation to the plenary. Agriculture Sector, Water Sector, health sector and energy sector.

Facilitator's note/handout: Possible GESI issues and CC in selected sectors

Agriculture sector:

Climate change-induced food insecurity:

Increased temperature and rainfall variability result in crop failures, impacting agricultural productivity and triggering food insecurity.

In regions marked by gender inequality, female farmers, and women, in general, constitute a significant proportion of the poor population. Climate-induced crop failures, are especially devastating for women's livelihoods and lead to chronic food insecurity.

Decreased agriculture productivity contributes to rising food prices in urban areas, affecting the urban poor, a significant percentage of whom are women.

Social norms and malnutrition:

Water and food shortages due to climate change may exacerbate malnutrition, particularly among girls and women.

Gendered expectations often lead women to prioritise their families' needs over their own, resulting in limited food availability for women.

Farmland and rangeland degradation:

Climate change contributes to the degradation of farmlands and rangelands, leading to resource scarcity.

In the primary breadwinner model, women, considered secondary in resource ownership, suffer significant losses in entitlement.

Resource scarcity intensifies women's poverty and hampers their efforts in income-generating activities.

Water sector:

Climate change-induced water scarcity:

Climate change increases pressure on water resources, exacerbating scarcity in many parts of Ethiopia.

Women and girls, responsible for domestic water fetching, face challenges due to declining water resources, leading to health issues.

Additional labour demands for water fetching may result in increased school dropouts among girls.

Energy sector:

Climate change-induced energy problem:

As cooking duties are predominantly performed by women and girls, climate change affects energy usage, particularly in areas where clean energy access is limited.

The reliance on biomass fuel, exacerbated by climate change, intensifies energy poverty for poor women in rural and urban areas.

Health sector:

Climate change-induced health effects:

Various health risks associated with climate change, such as heatwaves and increased temperatures, affect men and women differently.

Heat-related mortality disproportionately affects women due to physiological factors.

Diseases like malaria and rift valley fever, influenced by climate change, impact pregnant women more severely.

Water scarcity, resulting from climate change, forces women to use unsafe water sources, leading to waterborne diseases.

Climate extremes, such as drought and flooding, not only directly affect women but also complicate their recovery, limiting access to health centres and increasing poverty and malnutrition.

In summary, the gendered impacts of climate change result from a combination of physiological factors and women's roles as primary caregivers for their families, making them vulnerable to indirect effects.



7. Session six: Gender responsive budgeting

Session objective: To provide an overview of gender budgeting to participants.

Materials: Laptop and projector, flip chart, marker and masking tape

Time: 60 minutes

Facilitation methods: Presentations, Group works, plenary discussion

Steps/activities:

Presentation: Utilise the facilitator notes below to create a concise PowerPoint presentation outlining the concept of Gender-Responsive Budgeting (GRB) and the rationale for its implementation. You may also use [module 5 of the CDKN GESI-CC training pack](#) which discusses committing equity-responsive budgets to climate programmes and projects.

Group activity: After delivering the PowerPoint presentation, divide participants into groups with manageable size, corresponding to the community project types provided.

Present each group with a scenario: They are granted 1,000,000 Birr to implement a community project based on the following types:

Group 1: Vegetable garden project

Group 2: Water tank project

Group 3: School rooms enhancement

Group 4: Sewing project (provision of sewing machines) - income generation project

Pose the following questions to each group:

Identify in your budget how it meets the practical and strategic needs of the community.

Identify in your budget how it proposes to provide support to unpaid work in the community (productive and reproductive roles).

Identify how you propose to mainstream gender in the community project.

Apply a gender analysis of the community to inform your budget allocations.

Identify how the project can be sustained beyond the 1,000,000 Birr grant.

Emphasise that the objective is not to generate the best budget but to foster conversations and discussions throughout the process.

Encourage participants to apply their learning from Gender Equality and Social Inclusion (GESI) to develop their group budget within the given scenario.

Facilitator's note/handout: overview of gender responsive budgeting

Gender responsive budgets are not separate budgets for women, but instead, general budgets that are planned, approved, executed, monitored and audited in a gender-sensitive way. It is a strategy used in financial planning and decision-making that takes into account the different needs, roles, and experiences of women and men. It involves assessing the budgetary implications of government policies on gender equality and incorporating a gender perspective into all stages of the budgetary process, from formulation to implementation and evaluation.

Gender-responsive budgeting aims to:

Formulate the budget in a manner that is responsive to gender considerations.

Align gender-responsive policies with sufficient budgetary allocations.

Align policies aimed at empowering women with sufficient budgetary resources.

Execute the budget in a manner that ensures equitable benefits for women and men, girls and boys.

Monitor the impact of expenditures and revenue-raising from a gender perspective.

Re-prioritise expenditure and reformulate revenue-raising policies in a gender-equitable way by considering the distinct needs and priorities of women and men, girls and boys.

Example:

In a woreda budget, a gender-responsive approach would involve allocating funds to address specific needs identified through a gender analysis. For instance, if the analysis reveals that women in the community face challenges accessing healthcare due to transportation issues, a gender-responsive budget would allocate resources to improve transportation services or establish community health clinics that are easily accessible to women. This ensures that the budget not only addresses general community needs but also considers the specific challenges faced by different gender groups.

Importance of gender responsive budgeting:

Promoting gender equality: It is a crucial tool for advancing gender equality by ensuring that public resources are allocated in a way that addresses gender disparities and meets the specific needs of women and men.

Efficiency and effectiveness: It improves the efficiency and effectiveness of public spending by identifying areas where investment can yield greater returns in terms of gender equality and overall societal development.

Accountability: Gender budgeting enhances transparency and accountability in resource allocation, making it easier to track and measure the impact of government policies and programmes on different genders.

Empowering women: It can empower women by ensuring that resources are allocated to programmes and services that benefit them directly, such as education, healthcare, and economic opportunities.

Social inclusion: Gender budgeting is a means of fostering social inclusion and addressing the diverse needs of women and men, as well as other gender identities.

Gender-Responsive Budgeting Steps:

GRB involves incorporating a gender perspective into all stages of the budgeting process to ensure that public resources are allocated and utilised in a way that promotes gender equality and addresses the specific needs and priorities of different genders. The followings are the steps to implement gender-responsive budgeting, along with an example using a climate action project:

Gender analysis: Conduct a gender analysis to identify how climate change affects different genders differently and understand the gender-specific needs, vulnerabilities, and opportunities related to climate action. For example, women in rural areas may be disproportionately affected by climate change due to their reliance on natural resources for livelihoods.

Mainstreaming gender in programme objectives: Integrate gender considerations into the objectives and goals of the climate action project. Ensure that gender equality and women's empowerment are explicit priorities in the project's policy framework. For instance, include targets for increasing women's participation in decision-making processes related to climate resilience strategies.

Gender-responsive budget formulation: Allocate resources in the budget to address gender-specific needs and promote gender equality within the climate action project. This may include funding for initiatives such as women-led sustainable agriculture projects, gender-sensitive climate adaptation measures, and capacity-strengthening programmes for women in climate-related sectors.

Monitoring and evaluation: Establish gender-sensitive monitoring and evaluation mechanisms to track the implementation of gender-responsive interventions within the climate action project. Collect sex-disaggregated data to assess the project's impact on different genders and identify areas for improvement. For example, track the number of women participating in climate resilience training programmes or accessing climate-smart technologies.

Capacity building and awareness: Provide training and capacity-strengthening opportunities for project stakeholders on gender-responsive budgeting principles and practices. Raise awareness about the importance of gender equality in climate action and build support for gender-responsive approaches among policymakers, government officials, and project beneficiaries.

The gender-responsive budgeting approach ensures that the development intervention benefits the entire community while recognising and addressing the specific challenges faced by women and men in the context of the specific interest of the intervention. This approach enhances the project's effectiveness, resilience, and sustainability.



8. Session seven: Gender and organisational transformation

Session objective: To guide participants in conducting a self-assessment of their perception on the extent of women's participation (gender parity) within their institution and respective department. To initiate a dialogue about the need and strategies for enhancing women's participation in the workforce, with a specific emphasis on leadership roles.

Materials: Laptop and projector

Time: 60 minutes

Facilitation methods: Presentations, group works, plenary discussion

Activity 1: Group work

Materials: Flip Chart, marker and tape

Time: 1 hour (30 minutes discussion and 30 minutes gallery walk)

Facilitation methods: Group work and gallery walk

Steps/activities:

Plenary: Screen the following video clip and ask participants briefly reflect on the message of the clip and how to link with the situation in their community and household.

https://www.youtube.com/watch?v=kJP1zPOfq_0&list=PPSV

Divide the participants into manageable size working groups.

Ask participants to evaluate the extent of women's involvement in the institution and departments, encompassing their presence in leadership, technical staff, and support roles. Encourage them to identify potential factors influencing this and propose solutions for enhancement. The findings of these discussions will be recorded on flip charts and exhibited on the wall. Following this, a gallery walk will be conducted once all groups have posted their discussion results.

Facilitator's note/handout: Key points on gender mainstreaming in organizations

Gender mainstreaming in institutions is a systematic and planned approach to ensuring that gender equality considerations are integrated into all aspects of an organization's policies, programmes, and practices. The goal of gender mainstreaming is to ensure gender parity across the different positions and

departments through promoting affirmative actions (equity measures) as well as equal opportunities and outcomes for people of all genders. This approach recognises that gender issues are relevant in all areas of an institution, not just those specifically focused on gender-related issues.

Key aspects of gender mainstreaming include:

Recognition: Organisations are not gender-neutral entities. Gender issues within an organisation are partly visible and partly tacit. The representation of women and men at all hierarchical stages of an organisation is only one (visible) indicator that organisations are gendered.

Integration: Context specific gender considerations are integrated into all policies, programmes, and activities, rather than being treated as separate or additional aspects.

Systematic approach: It is not a one-time effort but an ongoing process that requires commitment (including financial) and continuous assessment.

Organizational learning: It involves creating an environment where the institution and its members continually learn and adapt to address gender disparities.

Equity and equality: The ultimate goal is to achieve gender equality both within the institution and in the outcomes it produces. In doing so, the institution should be open to identify and implement equity measures.

Gender mainstreaming recognises that gender inequalities can be embedded in various aspects of an institution, from hiring and promotion practices to the content of programmes and services. By actively addressing these issues and working to eliminate gender-based disparities, institutions can create a more inclusive and equitable environment.

Achieving gender parity in an institution, particularly in leadership and managerial positions, requires a multifaceted approach. Here are some strategies to help ensure gender parity at various levels within an organization:

Leadership commitment: The institution's leadership should be committed to gender parity and lead by example. This commitment should be reflected in the allocation of budget as well as in integration of the commitment into its policy and strategies. It should be also communicated and reinforced throughout the organization through all or some of the following strategies.

Clear policies and goals: Develop and implement clear gender parity policies and set specific, measurable, and time-bound goals for achieving parity at all levels.

Recruitment and promotion practices: Review and revise recruitment and promotion practices to eliminate biases and ensure equal opportunities for all genders. Implement blind recruitment processes if possible.

Mentorship and sponsorship programmes: Establish mentorship and sponsorship programmes to support the career development of women and other underrepresented groups. Encourage senior leaders to mentor and sponsor junior talent.

Training and awareness: Provide training and awareness programmes to address unconscious bias, diversity, and inclusion. This can help create a more inclusive organizational culture.

Family-friendly policies as well as zero-tolerance to Sexual Harassment and Abuse (SHA): Offer family-friendly policies, such as flexible working hours, parental leave, and childcare support, to help women balance their professional and personal lives. Establish safe and confidential reporting and handling mechanism for SEA related case.

Equal pay audits: Regularly conduct pay audits to ensure that there are no gender-based pay disparities within the organization.

Leadership development programmes: Develop leadership development programmes that specifically target women and underrepresented groups. These programmes can provide the necessary skills and support to advance into leadership roles.

Monitoring and reporting: Continuously monitor progress and regularly report on gender diversity metrics to hold the organization accountable for its goals.

Transparency: Promote transparency in decision-making processes, such as promotions and pay, to ensure that gender bias is minimized.

Diverse hiring panels: Ensure diverse hiring and promotion panels to reduce bias in the selection process.

Feedback mechanisms: Establish mechanisms for employees to provide feedback on issues related to gender parity and inclusion.

Celebrating success: Recognise and celebrate the achievements and contributions of women and underrepresented groups within the organization.

These strategies should be tailored to the specific needs and challenges of the institution. Regular evaluation and adjustment of these initiatives are essential to make progress towards achieving gender parity at all levels of the organization.



9. Session eight: Way forward, training evaluation and closing

Session objective: To assess participants' knowledge and skills gained from the training. The way forward sessions will also help to understand participants' increased commitment and confidence to effectively implementing the learnings from the training sessions.

As the training was started by assessing their prior knowledge and skills and their expectations, the training evaluation session will help to understand to what extent the training was successful in meeting the intended objectives and also to understand areas for improvement in future similar training organization.

Materials: Flipchart papers, markers, training evaluation printout

Time: 60 minutes

Facilitation methods: Presentations, group works, plenary discussion

Facilitator's note/handout: Action plan format, training evaluation form

Activity 1: Way forward

Materials: Flipchart papers, markers, masking tapes

Time: 30 minutes

Facilitation methods: Group works and presentation by participants and feedback by project team

Steps/activities:

Encourage them to brainstorm the necessary next steps and requirements to effectively fulfil their responsibilities in ensuring the integration of GESI issues into their daily activities. The next step could be both individual and at department level.

Give 25 minutes for the group discussion and 5 minutes for presentation their action plan.

Both the facilitator and project team need to give feedback on the action plan.

Summarise the session with the follow up actions to be taken by the project coordination team.

Facilitator’s note/handout: action plan format

An action plan is a valuable tool for identifying, prioritising, and scheduling activities within the available human, financial, logistical, and other essential resources. This gender mainstreaming action planning activity is designed to assist participants in delineating the necessary steps, timeframes, and resource allocation needed to effectively fulfill their role in integrating GESI issues. The action plan created will serve as a future self-monitoring tool for their progress regarding their commitments in this regard.

Actions	Time	Resources required	Responsible body	Remarks

Activity 2: Training post-test and evaluation

Materials: Printout of post-test and evaluation forms

Time: 10 minutes

Facilitation Methods: Individual participants’ feedback

Steps/activities:

Distribute the post-test evaluation forms to all the participants and collect back for analysis.

Distribute the training evaluation form for each participant and collect back for analysis.

Give opportunity for participants to give feedback about the training (if they volunteer).

Once the training evaluation is finalized – bring all the participants together and go back to the first day recorded expectations of the participants and go one by one and ask participants if the expectations are met or not.

Closing

Close the training session by thanking the participants for their active participation and hand over the floor to the training organisers to officially close the training.

Annex I: Training agenda

INTEGRATING GENDER EQUALITY AND SOCIAL INCLUSION IN DEVELOPMENT INITIATIVES DEVELOPMENT AND IMPLEMENTATION

FACILITATED DIALOGUE

Date and venue

Objective

Understand the importance of gender equality and social inclusion to reach the most vulnerable groups mainly women, children, youth, people with disability and so on.

Reflect on how to apply a GESI lens throughout the development cycle (planning, implementation, and monitoring and evaluation).

Learn the relevance and steps of conducting a GESI analysis and integrate key elements of the GESI development initiatives development process (assessments, develop GESI-responsive indicators, outputs and outcomes).

Reflect on how to prepare a GESI action plan.

Target participants: Ministry of Development and Plan and its affiliate institutions' staff

Methodology: presentation, interactive discussions; learning exercises

Expected outputs

Enhanced understanding on the concept of GESI and other related concepts and its nuanced application at the institutional level

Clarity of roles and responsibilities of staff with respect to ensuring the integration of GESI in stages of project's cycle

Improved awareness on GESI related national policies and national framework

Understand the relevance of GESI integration into development initiatives and they have a role to play in the processes

INTEGRATING GENDER EQUALITY AND SOCIAL INCLUSION IN DEVELOPMENT INITIATIVES DEVELOPMENT AND IMPLEMENTATION

FACILITATED DIALOGUE (TWO DAYS)

DAY ONE 9 Nov 2023		
Time	Activity	Responsibility; Comments
	Morning Session: OPENING SESSION: INTRODUCTION OF GESI CONCEPTS	
8:30 am – 9:00 am	Participants arrive and seated	
9:00 am –9:10 am	CONTEXT SETTING AND INTRODUCTION OF THE PROGRAMME	
9:10 am –9:20	WELCOMING NOTE	
	OPENING REMARK	
9:20 am –9:50 am	INTRODUCTIONS OF PARTICIPANTS	
9:50 am –10:00 am	HOUSEKEEPING INFORMATION	
10:00 am –12:30 pm	INTRODUCTION TO GESI RELATED CONCEPTS	
LUNCH BREAK		
	Afternoon Session: NATIONAL FRAMEWORK ON GENDER, APPLICATION OF A GESI LENS IN DEVELOPMENT INITIATIVES	
1:30 pm –3:00 pm	NATIONAL FRAMEWORK ON GENDER Current Situation of Women National policies, proclamations which guides the integration of gender equality issue MoPD’s mandate regarding Gender mainstreaming	
3:00 pm – 3:15 pm	COFFEE BREAK	Timekeeper to ensure session runs on schedule

3:15 pm – 5:00 pm	<p>APPLICATION OF A GESI LENS IN DEVELOPMENT INITIATIVES</p> <p>Learning Exercise on GESI Concepts</p> <p>Domain of GESI</p> <p>Continuum of GESI programming</p>	<p>Training facilitator: interactive session to elicit responses, feedback, questions and comments from participants.</p> <p>Resource person(s) to manage and support group work (where required)</p> <p>Open discussion; Q&A after key segments</p>
5:00 pm – 5:15 pm	WRAP UP OF DAY ONE	MoPD

DAY TWO | 10 Nov 2023

<p>SESSIONS OVERVIEW:</p> <p>Gender Responsive Budgeting</p> <p>GESI and CC</p> <p>Promoting gender equality and diversity within institution</p> <p>Discussion on the Way forward</p> <p>Evaluation and closing remark</p>	<p>Training facilitators:</p>
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Time	Activity	
	MORNING SESSION	
8:00 am – 8:30 am	Participants arrive and seated	
8:30 am – 9:00 am	Recap of Day One - Key take-aways and learning (Assigned participant to present while others invited to provide inputs)	
	GENDER RESPONSIVE BUDGETING	
9:30 am – 10:30: am	<p>SESSION OVERVIEW</p> <p>Overview of Gender Responsive Budgeting</p> <p>Overview of National frameworks which supports GRB</p> <p>Steps of Gender Responsive Budgeting</p>	<p>Training facilitator:</p> <p>Interactive session to elicit responses, feedback, questions and comments from participants.</p> <p>Resource person(s) to manage and support group work (where required)</p> <p>Open discussion; Q&A after key segments</p>
10:30 am – 10:45 am	COFFEE BREAK	Timekeeper to ensure post-lunch session runs on schedule
10:45 am – 11:15 am	CONTINUATION OF GRB SESSION	
	GENDER EQUALITY AND INCLUSION AND CLIMATE CHANGE	
11:15 am – 12:30 pm	<p>SESSION OVERVIEW</p> <p>Overview of GESI in light with CC</p> <p>The need to integrate GESI in CC adaptation and mitigation initiatives</p>	<p>Training Facilitator:</p> <p>Interactive session to elicit responses, feedback, questions and</p>

		<p>comments from participants.</p> <p>Resource person(s) to manage and support group work (where required)</p> <p>Open discussion; Q&A after key segments</p>
12:30 pm -- 1:30 pm	LUNCH BREAK	Timekeeper to ensure post-lunch session runs on schedule
PROMOTING GENDER EQUALITY AND SOCIAL INCLUSION WITHIN INSTITUTION		
1:30 pm –2:30 pm	<p>SESSION OVERVIEW</p> <p>Elements of GE and Diversity within institution</p> <p>Possible interventions which aim to improve gender mainstreaming within an institution</p>	<p>Training facilitator:</p> <p>Interactive session to elicit responses, feedback, questions and comments from participants.</p> <p>Resource person(s) to manage and support group work (where required)</p> <p>Open discussion; Q&A after key segments</p>
2:30 pm –9:00 pm	WAY FORWARD, EVALUATION, CLOSING	
	Explore next steps	
	Evaluation	
	Closing remarks	

Annex II: Pre and post test

Date and venue

Pre-test and post-test

PLEASE SHOW YOUR LEVEL OF KNOWLEDGE AND/OR SKILLS WITH RESPECT TO THE AREAS LISTED IN THE FIRST COLUMN BY PUTTING AN "X" MARK IN THE APPROPRIATE BOX

KNOWLEDGE/SKILLS AREA ABOUT:	LOW High									
	1	2	3	4	5	6	7	8	9	10
Understanding gender concepts										
Gender approaches (gender sensitive, gender responsive.....)										
Gender analysis concepts and frameworks										
Gender analysis tools & application (Division of labour, resource ownership, participation in decision making)										
Gender mainstreaming concepts										
Gender mainstreaming approaches										
Gender mainstreaming checklists and applications										

Thank you!

Annex III: Hasab's Story

In the remote hills of the village, nestled within the folds of diversity, lived Hasab—an embodiment of strength amidst adversity. Coming from an ethnic minority, her life unfolded in a series of challenges that tested her resilience and the capacity of her spirit.

At the tender age of 14, Hasab's dreams were stolen by the traditions that veiled her community. Forced into the confines of child marriage, she bid farewell to her aspirations of education, finding herself in a union that held no warmth or understanding.

Early motherhood followed swiftly, bringing with it the cruel affliction of fistula—a condition that would shape the trajectory of Hasab's life. The community, steeped in superstition, turned its back on her as whispers of stigma clung to her like a shadow. The smell that accompanied her became a metaphor for the isolation she faced.

With a heavy heart, Hasab returned to her parents' home, seeking solace and refuge. However, her homecoming was met with mixed emotions. Her mother, a housewife with limited resources, became her sole anchor in a sea of judgment. Her father, burdened by the additional mouth to feed, struggled to find compassion in his heart.

The years rolled by, and life for Hasab became a relentless struggle for survival. Forbidden from venturing beyond the confines of her parents' house, the world outside seemed like an elusive dream. Her son, a silent witness to his mother's tribulations, bore the brunt of malnourishment.

It took five arduous years before a glimmer of hope found its way to Hasab in the form of a health extension worker named Selam. Selam, who is working closely with a community based organization who committed to aiding fistula survivors, saw past the barriers of ethnicity and offered a lifeline to Hasab.

In a remarkable turn of events, Hasab found herself not only receiving medical treatment for her condition but also being embraced by an organization that championed the empowerment of survivors. The organization, cognizant of the disparities in support, recognised Hasab's potential and welcomed her into a programme that not only addressed her health but also provided avenues for economic independence and education.

Engaged in the preparation and sale of locally prepared complementary foods, Hasab found a source of income and a community of survivors who understood the depth of her struggles. Juggling entrepreneurship and motherhood, she defied the odds and enrolled as a 9th-grade student in the night shift.

Her son, once a victim of malnourishment, flourished under the care of a resilient mother determined to rewrite their story. Hasab's journey, born out of the shadows of ostracization, became a beacon of inspiration for those who dared to dream beyond the constraints of tradition and prejudice. In the quiet hills of diversity, Hasab's tale echoed—a testament to the transformative power of compassion, education, and the unyielding spirit of a woman who refused to be defined by her circumstances.

Annex IV: Feedback and evaluation form

Date and venue

1. Please respond to each of these statements by rating them on a scale of 1 to 5. Please include an explanation or a suggestion for improvement for any items rated 1-2.

	1 Strongly disagree	2 Disagree	3 Neutral/ Ok	4 Agree	5 Strongly agree	Recommendations/explanations for future improvement
This workshop met my expectations						
The content and materials shared were relevant and useful for me in my job						
The facilitation and methodologies were appropriate to the workshop objectives and/or my expectations						
The facilities and logistics were well planned and organised						
The sessions were appropriate and will help me to meet my work objectives						

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2. Please name 1-2 things this workshop WILL help you do in your future work?

3. Please name 1-2 things this workshop DID NOT help you prepare to do in your role and that you still need help or support with after this workshop ends?

4. Please name 1-2 things that you DID find very useful in this workshop

5. Please name 1-2 things that you DID NOT find very useful in this workshop

6. Please list any remaining questions, comments or suggestion you would like to raise with the facilitation team

7. Will you share the exercises and resources that you found particularly useful with other colleagues in your institution? If so, who will you share them with?