BRITISH COUNCIL

GUIDE TO ADDRESSING GENDER EQUALITY (2018)

Annexes

This report accompanies the British Council's Guide to Addressing Gender Equality

Contents

Annex 1: Glossary of definitions on women's and girls' empowerment and gender equality

Term	Definition
Sex	Biological differences between women and men e.g. the fact that women can reproduce.
Gender	Refers to the socially constructed expectations, beliefs, norms attributed to girls, women, boys and men who are learnt from families and friends in the home, school, the community, workplace as well as the media, religion and the government. They vary from place to place and change over time.
Gender stereotypes	These are socially constructed unquestioned beliefs about the different characteristics, roles and relations of women and men that are seen as true and unchangeable which are reproduced and reinforced through processes such as the education and the influence of media.
Gender Norms	These are the standards and expectations to which women and men generally conform, within a range that defines a particular society, culture and community at that point in time. They are ideas about how women and men should be and act. Internalised early in life, they can establish a life cycle of gender socialisation and stereotyping. Failure to comply with can trigger strong social sanctions, such as ridiculing, ostracising or even violence, or less visible punishments such as exclusion from employment opportunities or marriage. People also self-regulate their own behaviour in order to conform to what they think is expected of them by others.
Gender discrimination	This describes a situation where people are treated differently simply because they are male or female, rather than on the basis of their individual skills or capabilities. Often, women and girls are disproportionately disadvantaged in all spheres of life. For example, social exclusion, inability to participate in decision making processes, and restricted access to and control of services and resources are common results of this. *Example: Assuming that a woman will give up her job to look after her children.*
Gender analysis	This is a process to examine the different roles and responsibilities of women and men, their access to and control of resources and their different but equally significant experiences, priorities and capacities. It helps us understand women's and men's roles and position in society, who does what and why. It can help us understand the power dynamics within the household and the wider community. This analysis of relations, roles and power can help to identify what makes someone marginalised and programmes can be designed accordingly.
Intersectionality	This refers to the theory that overlapping or intersecting social identities and related systems of oppression, domination, or discrimination within a society, such as racism, ageism, sexism, and homophobia, do not act independently, and are instead interrelated and continuously shaped by one another. An intersectional approach recognises that we are all made up of many social identities and that how these interact, and compound stigma and discrimination must be examined and confronted. *Example: An intersectional approach would take account of the impact of someone's sex in combination with other aspects of their identity such as race, sexuality, age, religious belief and socio-economic status, upon their life.*
Marginalisation	The social process of becoming or being made marginal (put on the outside fringes of society).
Women's and girls' empowerment	This is about the expansion of women and girls' abilities to make and influence choices that affect their lives. It is a process of transformative changes that are dynamic, iterative, and non-linear. It is about redistributing power between women and girls, and boys and men. It is context specific and driven by women and girls themselves.

Term	Definition
Gender equality	This is when women and men, girls and boys enjoy the same status in society; have the same entitlements to all human rights; enjoy the same level of respect in the community; can take advantage of the same opportunities to make choices about their lives; and have the same amount of power to shape the outcomes of these choices. It does not mean that women and men, or girls and boys are the same.
Gender blind/unaware	There is no analysis of the differing needs and concerns of women and men and data is not broken down by sex. Issues that prevent girls and women from enjoying equal rights and achieving full equality with men and boys are not identified.
Gender neutral	The idea that policies, language, and other social institutions should avoid distinguishing roles according to people's sex or gender, in order to avoid discriminatory practices. *Example: Many parents think that children's toys should not be labelled as toys for either boys or girls but are gender neutral. Being gender neutral in projects can have negative effects, for example projects may recognise that there are different issues affecting women and men, but in a gender-neutral project, the activities would not address these issues.*
Gender sensitive	Sex disaggregated data is used to highlight the differences between women and men and specific solutions to address the practical needs of women and men are considered to improve their daily condition based on an analysis of their practical needs. *Example: More educational institutions are advocating the use of gender sensitive language from teachers and students, for example police officer vs. police man, humanity vs. mankind.*
Gender transformative	This is when an attempt is made to challenge the root causes of gender discrimination for example through addressing discriminatory gender norms, stereotypes and unequal power relationships between the sexes. Activities/methodologies focus on more strategic needs which improve women and girls' position in society. *Example: The inclusion of a module on gender relationships was gender transformative as it allowed students to discuss and challenge gender roles and expectations in their local community.*
Intersex	Refers to people born with an anomaly regarding their biological sex that does not fit typical definitions of male and female. *Example: Babies born with any of several variations in sex characteristics, hormones and genitalia which do not fit the typical definitions for male or female bodies are considered intersex.*
Binary	The classification gender identities into two distinct, opposite and disconnected forms of masculine and feminine. *Example: If someone identifies themselves as 'non-binary' they would not identify as a man or woman.*
Gender identity	A personal experience of one's own sex. This can correlate with assigned sex at birth or can differ from it completely. Examples of gender identity include male, female, intergender, transgender. There is evidence that less restrictive gender norms and roles/identities can benefit a range of different genders. *Example: I was born a woman and identify as female, but my friend was born a woman and identifies as a transgender man.*
Transgender	When a person's assigned sex at birth conflicts with their psychological gender. *Example: A transgender man was born as a woman but identifies as male and a transgender woman was born a man but identifies as female.*

Term	Definition
Femininities and Masculinities	A set of attributes, behaviours, and roles generally associated with girls and women or boys and men, but which are often shaped by socio-cultural processes and stereotypes, not biology. *Example: Being sensitive, emotional and nurturing are often considered to be femininities/feminine characteristics and being strong, logical, assertive and not showing emotion are often considered to be masculinities.*
Gender Equity	Refers to a stage or strategy in the process of achieving gender equality. Targeted measures are often needed to compensate for historical and social disadvantages that prevent women and men from otherwise being equals. These measures, such as affirmative action, may require a different treatment of women and men in order to ensure an equal outcome. It is about achieving fairness and giving everyone what they need in order to address any existing imbalances and 'level the playing field'. *Example: In view of the low numbers of women entering leadership positions, the company took a gender equitable approach by running a women's management training course.*
Gender Parity	In the context of gender equality, gender parity refers to the equal contribution of women and men to every dimension of life, whether private or public. *Example: In 2003, the National Assembly for Wales became the first legislature to achieve gender parity through a 50:50 gender balance of political representatives.*
Gender Mainstreaming	The concept of assessing the different implications for women and men of any planned action, including legislation and programmes, in all areas and levels. Practically it means the integration of gender equality into all of the planning systems and procedures of an organisation, to ensure that all areas of work are gender sensitive and transformative.

Annex 2: Activities: Understanding concepts and definitions

Activity 2.1 Gender or sex?[1] (100 minutes)

Learning outcomes
Understanding key concepts around gender and sex.

Summary
Encourages participants to understand the social meaning and impact of gender and to distinguish between the concepts of sex and gender.

Preparation and materials
Flipchart, coloured pens, paper.

Approach
1. Begin with a brainstorming session on what it means to be a man or a woman. Start by dividing a flipchart paper into two columns, one entitled 'man' and the other entitled 'woman'.
2. Ask participants to say the first thing that occurs to them when they hear the word 'man' and then when they hear the word 'woman.' Record their answers in the appropriate column.
3. After 5–7 minutes, go through the list of attributes one by one, identifying with the participants which attributes are biological and can only be attributed to man or woman (for example, 'giving birth' can only be attributed to women, whereas social attributes such as 'kind and motherly' could be applied to both men and women), and which attributes relate to social or cultural difference. Circle biological attributes in one colour, and social/cultural attributes in another.
4. Next, ask participants to work in pairs with the person sitting next to them and take ten minutes to write a short definition of 'gender' and another of 'sex.'
5. Ask each pair to read out loud the two definitions they developed and write the main points on a flipchart.
6. Once everyone has read their definition, use the ideas already expressed and recorded on the flipchart to bring out the definition of 'sex' and 'gender'

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1 Adapted from the British Council's Active Citizens – Facilitator's Toolkit and Solidarity Center WREN Programme, 'Workshop 2: Building Knowledge, Understanding and Skills for Education and Action.' Working Document, Solidarity Center, 2006. Washington

Debrief

1. Explain to the group: while sex is more about biology and gender is more about socialisation it is more complicated than this. One reason for this is that up to 4% of live born babies are intersex, i.e. with an anomaly regarding their biological sex that does not fit typical definitions of male and female. It's important to be aware that intersex and transsexual (when a person's assigned sex at birth conflicts with their psychological gender) people and anyone who is perceived as not abiding by traditional gender roles regarding women's and men's sexual identity, behaviour, dress, etc. can face discrimination and violence as a result.[2]

2. Begin to link the 'definitions' to women's lived reality, ask the participants the following questions:

   1. In your daily lives, are you expected by others in society/community to behave in a certain manner because you are a woman? and

   2. What is the impact of these assumptions? e.g. they help to reinforce social roles, they make it hard when you do not fit into this category, they encourage unequal distributions of power and limit choices and opportunities, etc.

3. Share with the group: 'gender roles vary greatly in different societies, cultures and historical periods.' For instance, in some cultures, men stay at home, women are in charge of finances, women inherit property and men do not. Use examples from your own country or region where possible to illustrate how these changes take place over time. Ask participants whether they have seen changes in their own lifetime regarding what women or men are supposed to or not supposed to do.

4. Ask the group: what other groups do we make cultural assumptions about and what is the impact of these assumptions? For example, we assume people with disabilities are special, cannot make their own decisions and need our help. We associate younger people with crime.

5. Share with the group: the assumptions held about identities and cultures influence the way we are treated as well as the opportunities and challenges faced by those who share them. For this reason, whoever we are, whether we are people with disabilities, young people, women, we are constantly negotiating how we are perceived.

6. Explain that the word gender does not even exist as a single word in many languages. For this reason, it is important to develop a shared language on how to talk about culturally determined power relations and role differences between men and women. Check if there is a word for gender in your local or national language/s and compare this to the definitions the group has already come up with.

7. Finally, pass around the definitions of 'gender' and 'sex' in the handout and ask a volunteer to read them out loud. Discuss with the group any differences with their handout. Ask everyone to write the group's definition on the bottom of the handout.

8. Invite participants to be more aware of their cultural assumptions and the impact of those assumptions.

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2 Note that adding a discussion about LGBTI issues can add another layer to an issue that is already complex and may not be seen as culturally acceptable in some contexts, but the same can also be said of gender equality. It's important to include some discussion about this, unless the act of addressing it puts LGBTI people are risk. It helps to highlight not only how LGBTI people are discriminated against, but also how gender and gender stereotypes impact on everyone.

Activity 2.2 Gender assumptions and stereotypes (75 minutes)[3]

Learning outcomes
Deeper understanding of gender assumptions and stereotypes.

Summary
Encourages participants to develop a shared understanding of the different roles for men and women, boys and girls, at different stages of the life cycle, and the ways in which these different roles are or aren't valued.

Preparation and materials
Flipchart, pens, paper.

Approach

1. Begin by asking each participant to think back to any point in their lives and recall one incident when they realised that being different from boys/men meant that they were expected to have different behaviours and they were treated differently. (Depending on the age/s of your participants, you may wish to encourage some participants to think about the very early stage of their life as a young girl/boy, others to think about their teenage years, reproductive years, etc.). Emphasise that you are asking them to remember behavioural differences and not physical differences. They must try to remember:

   a) what the incident was about

   b) how old they were

   c) who was involved

   d) where the incident took place and

   e) how they felt about it.

2. Ask the participants to get into pairs (men with men and women with women) to share their stories for about 10 minutes.

3. Call the group back together. On a flip chart have columns for age, people involved, where the incident took place, what the incident was about, and feelings associated with it.

4. Ask each pair to report on the other person's story to the large group and write the essential details under the specific columns.

5. Discuss the results from each column, and ask the group to identify similarities and differences, and make these clear if they do not come out. Points to bring out in the discussion:

   • *Age*: It is interesting to note the youngest age as it makes the point about how early socialisation sets in. Ask the group if and how these expectations have changed as they've got older. Make the point that gender stereotypes and expectations can shift and change at different points in our life.

- *People involved*: Family members, religious leaders, teachers, parents, and friends? To help make the link to people's lives now, ask the question: In your world today, who treats you differently from men, or has different expectations from you?

- *Where*: This often corresponds with the kinds of people involved. Discuss how, later in life, the list of where the reinforcement of gender norms takes place is extended to include the workplace, social circles and the media.

- *What the incident was about*: Usually this includes the division of labour along sex lines, for example the kinds of household chores that girls/women are expected to do. Ask the group what different expectations of different work for men and women do they experience now in the household or in the workplace.

- *How they felt*: Women may express negative feelings toward the specific incident. You may also want to ask what positive feelings women remembered feeling when they understood they were different from boys/men.

Debrief

1. Talk about what it's like to have so many rules, assumptions, stereotypes and contradictions governing how we behave as women and as men.

2. Ask participants how these messages make them feel

3. Ask them about the ways in which they think men can also lose out as a result of gender stereotypes and inequality. Can they also give examples of how greater gender equality can increase life choices for men?

4. Encourage them to reflect on how gender stereotypes ideas are generated and sustained in a particular context or society.

5. Ask them what would happen if they stepped out of that norm and behaved in a way 'you are not supposed to.' Are there more obstacles for women than for men? Why/why not?

Activity 2.3 Changing Gender Roles (75 mins)

Learning outcomes

Deeper understanding of how gender roles can be changed.

Summary

This activity encourages participants to think about how gender roles manifest themselves and ways in which these roles might be changed.

Preparation and materials

Flip chart paper, pens and role play cards (prepare 3 or 4 cards depending on the size of the group – make sure the role plays reflect gender roles that are typical in your local context).

Approach

1. Divide the participants into three or more groups. Have each group pick one role play to prepare and act out. All about 15–30 minutes for preparation.

2. In plenary have each group present their role play.

3. At the end of each role play discuss the types of solutions that were proposed and write them on flip chart paper or on a whiteboard/chalkboard. (For example, these might include talking, education and training, demonstrating, advocating, threatening, negotiating, etc.).

4. After all the role plays are complete, review the list of solutions. Ask participants if they have any ideas or practical suggestions on how to go about changing roles in their context or communities. Add these to the list.

Examples of role play cards for changing gender roles

Cards	Setting	Task
Card 1	A household in which women work very hard but receive little recognition or respect for the work they do.	Prepare a 10-minute role play showing how women might gain more recognition and respect for the household work they do.
Card 2	A community in which women are not involved in community meetings or political activities.	Prepare a 10-minute role play showing how greater participation of women in community activities could be achieved.
Card 3	A family in which both the husband and the wife are equally engaged in productive activities, but in which the wife has most of the responsibility for household work.	Prepare a 10-minute role play showing how the husband and wife might achieve more equality in household responsibilities.
Card 4	A family in which the husband and wife are both engaged in productive work and share the cooking and childcare responsibilities. The husband and wife are content with the situation. However, the husband's ailing mother lives with them, and does not think her son should be sharing the household work.	Prepare a 10-minute role play showing how the husband and wife might gain the support of the husband's mother
Card 5	A family where a daughter wants to participate in a martial arts club after school twice a week and on Saturday afternoons. Her grandmother who lives with them is supportive, but her mother is worried that her daughter won't be able to help her with the housework	Prepare a 10-minute role play showing how the daughter and grandmother might change the opinion of the mother and decide how the father is involved in this decision.

Debrief

Indicate that roles can be changed. Roles and responsibilities of women and men (which are constructed by society), whether these are related to roles in the home, in the workplace, in the community, are changeable. Review, or ask a participant to review, invite suggestions on ways for initiating the process of change.

Activity 2.4 Gender and diversity[4] (60 mins)

Learning outcomes
Deeper understanding of how gender and diversity issues intersect.

Summary
Encourages participants to respect and value people with diverse backgrounds/experiences and to understand how gender and other forms of identity intersect in various ways.

Preparation and materials
Paper, pens/pencils, *blu tac* or *sellotape* to attach drawings to walls.

Approach

1. Brainstorm the range of diverse groups and backgrounds within the group or local community. If the community is predominantly monoculture, ask participants to consider experiences or backgrounds seen in the newspaper or on television for example, different socio-economic status, various family groups, diverse language or cultural groups. Examples could include: gender, disability, religion, language, ethnicity, socio-economic status, literacy, age, sexuality.

2. Divide participants groups and ask them to develop a definition of diversity. Ask a few groups to share their definition with the class to develop a whole group definition. Example definitions:

   a) All of the ways in which people differ e.g. race, colour, nationality, religion, age, gender, disability, language, socio-economic status, sexual orientation.

   b) The presence of a wide range of variation in the background or experiences of a person or group of people.

3. Discuss in plenary different areas of diversity and point out the specific *aspects* of each area of diversity. Allocate each group one area of diversity, and, depending on the demographic of the group, you may choose to focus on particular areas of diversity, rather than trying to cover lots of different types.

4. Get each group to compile a table of positive and negative attitudes (*thoughts, feelings* and *actions*) that people in the community might have or show when they interact with people of that diversity. For example:

   a) Sexuality: *thoughts* – people can be attracted to who they want, same sex attraction is wrong; *feelings* – don't understand same sex attraction; *actions* – bully people who are not opposite sex attracted, opposite sex people can get married in some contexts.

   b) Gallery walk – Display each group's work around the room and give the whole group a few minutes to walk around and read the ideas of each group, participants can also add their own ideas to any of the sheets as they move around.

5. Select one or two areas of diversity to discuss in more detail with participants. In each case, ask them what difference, if any, it makes if the person is male/female.

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4 Adapted from New South Wales Department of Education and Communities Resources for Teaching Sexual Health, 'Affirming Diversity'

6. Consider the following questions in your discussion:

   i. Which aspects of this diversity are recognised and approved more than others?

   ii. What influences whether they are recognised or approved? E.g. religious beliefs, cultural traditions, upbringing, family values, societal attitudes.

   iii. Which aspects of this diversity are treated differently than others? For example, are there aspects that are treated in a positive way and ones that are treated in a negative way? Which ones?

   iv. Are there any aspects of diversity that you think are not recognised or valued in your community?

   v. How do you think people feel if these aspects of their lives are not recognised or valued?

   vi. Have you ever thought about the way you interact with people from different backgrounds to yours? For example, do you treat elderly people differently than you do young people?

   vii. Do you think it would be harder or easier for a person with more than one of these areas of diversity in their lives? For example, a woman with disabilities (compared to for example a man with disabilities)? A same sex attracted boy living in a country town?

   viii. What challenges do people face by having diverse backgrounds/experiences?

   ix. What support is available for people with diverse backgrounds/experiences and how does this vary if they are a girl/woman or a boy/man?

   x. Are there any strategies or initiatives you know of in your community/context that affirm the diverse backgrounds/experiences of people in a positive way?

Activity 2.5 Understanding Power[5] (60 mins)

Learning outcomes
Understand how power and powerlessness manifest themselves in our own lives.
Summary
Participants explore personal experiences of power and powerlessness as a preface to opening up wider discussions about power, its sources and how to mobilise it in their communities/contexts.
Preparation and materials
Paper, pens/pencils, *blu tac* or *sellotape* to attach drawings to walls.

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5 Adapted from: 'A New Weave of Power, People and Politics: The Action Guide for Advocacy and Citizen Participation', by Lisa Veneklasen with Valerie Miller, World Neighbors, 2002; and Solidarity Centre WREN Programme, 'Workshop 2: Building Knowledge, Understanding and Skills for Education and Action.' Working Document, Solidarity Center, 2006. Washington

Approach

1. Share with the group: underlying the issue of gender is the issue of power - who has it, who it serves, how we can avoid being stopped by power that is against us, how we can gather power and share it among women in a way that improves their lives. It is a central part of our lives, but it is often poorly understood. In order for us to change power relationships in a way that benefits all women (and men), we need to understand power and its many different dimensions.

2. Give each participant a piece of paper and something to draw with. Ask them to draw a line down the middle of the piece of paper. On one side ask them to draw a picture of a situation that made them feel powerless. On the other side of the line ask them to draw a situation that made them feel powerful. Tell them they can draw any situation in their lives, at work or at home, in their families or communities, of whatever else they think of as a good example of those feelings. Give them about 15 minutes to complete their drawings. Reassure them that the quality of the artwork is not important! The drawing can be symbolic and as simple as they like. Afterwards they will have the opportunity to explain their drawing.

3. When everyone has finished drawing ask participants to hang their pictures on a wall and then walk around in a group to look at all the drawings. Ask each participant to briefly explain her drawings to the group. Listen actively to all participants and don't allow any commentaries or jokes during individual presentations. As each person explains their drawing, write down on a large sheet of paper or chalkboard the words and phrases that participants use to describe feeling powerful and feeling powerless, in two separate lists (it's helpful to have a second facilitator here, so one of you can listen, while the other one writes down key feelings). Do not write down the details of what happens in the stories or the situations drawn.

4. When all the participants have explained their drawings, ask for a volunteer to read the list of words and phrases that describe situations that make them feel powerful, and the list of words and phrases that make them feel powerless. Common feelings about powerlessness might include: lack of control, shame, isolation, being ignored, disrespected; common feelings about powerfulness might include: recognition, overcoming fear, succeeding.

5. Ask the group (in plenary) to discuss the following for about 10 minutes:
   a) What are some of the things that make people feel powerful, (e.g. problem solving, helping others, getting information, power through organising, overcoming fear/s) or powerless (being overlooked or ignored, not being consulted in decision making processes, being stereotyped)?
   b) In what ways are our reactions to situations the same or different?
   c) In what situations could someone start out feeling powerless, but later feel powerful?
   d) How does that shift or change happen?
   e) What do we need to be careful about in holding power? (e.g. Abusing power, acting for others, seeing power as the purpose).
   f) What learning can we take from this activity that will help us?

Debrief

1. Summarise in your own words what the group has learned. Be sure to include the following points, even if they did not come up: we are never completely powerless – even in situations that are very difficult, people can have more power through organising, working together, problem solving, getting information and making their best effort; there are many kinds of power that affect a situation – not only the power over other people – and in any situation many people have some degree of power.

2. Ask the group to think about what power they have – individually and collectively – and say that in the next activity they will be looking even deeper into key power issues.

Activity 2.6 Identifying different types of power[6] (60 mins)

Learning outcomes
Understand different types of power and issues of power in communities.

Summary
Participants further explore the concept of power and its different types, supporting participants to reflect on their experiences of power.

Preparation and materials
Flip chart paper and pens, handouts on 'types of power'.

Approach

1. Ask participants to sit in four groups. Pass out the handout entitled: 'types of power'. Ask participants to read the fact sheet and assign each group one of the four types of power to discuss in detail. They should consider the following questions in their discussion:

   a) What does this type of power mean to you? Can you think of examples of this power in your own life?

   b) Who usually uses this type of power? In what way/s?

   c) How might women and men use this power differently?

2. Ask each group to either draw a symbol or look around the room and find one picture or physical object that can symbolise or represent the type of power they have discussed.

3. Ask each group to report back to the plenary by showing their symbol and saying why they think it represents that one type of power.

4. How can women and men deploy all types of power to secure their rights? Discuss for a few minutes and write answers on a flipchart.

Debrief

1. Say to group: the goal of this exercise was to understand that there are many kinds of power. Some kinds of power rely more on solidarity and internal strength that on controlling other people. As women we can use many different kinds of power to build strength for ourselves and others.

2. Explain: power is sometimes visible e.g. in formal decision-making processes in parliaments, but sometimes it can be hidden e.g. media bias or invisible, e.g. social norms that privilege one group over another. Sometimes people can hold beliefs about themselves that reinforce inequalities. Ask participants if they can they think of different examples of visible and invisible power.

3. Ask: how they feel having a deeper understanding of power. Often, simply by understanding that there are different types of power people can feel empowered.

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6 Adapted from the British Council's Active Citizens – Facilitator's Toolkit and the Solidarity Centre WREN Programme, 'Workshop 2: Building Knowledge, Understanding and Skills for Education and Action.' Working Document, Solidarity Center, 2006. Washington

Activity 2.7 Power Walk[7] (one hour)

Learning outcomes
1. Understand how power and privilege are structured around our different identities and how these can impact on our lives.
2. Better understand our own community.

Summary
A simple but powerful activity to provoke thinking about power and inequality.

Preparation and materials
Adapted role cards, enough for one per person. Roles could include:

- a female wheelchair user
- a married mother with children
- a male member of parliament
- a boy of 14 who has left home to escape physically abusive stepfather
- a street vendor
- a local councillor
- a male taxi driver
- a successful, local business woman
- a female university student
- a male refugee
- a male police officer
- a recently widowed grandmother
- a male homeless person
- a female farmer in a remote rural area.

Approach

1. Introduce the activity, but do not say too much about it. Share with the participants: this game requires you to use your imagination.

2. Give each participant a role card. Explain that you want them to imagine what it would be like to be that person. Ask that they do not reveal the nature of their newly ascribed identity to other participants. Explain that they the details of their identity are brief and that they may decide for themselves any other additional aspects of their identity.

3. Ask participants to form a straight line across the middle of the room, all facing one way and leaving equal space in front and behind them.

4. Explain to participants you are about to read out a list of statements and that each person will be required to respond to the statement on the basis of the identity they have i.e. if they think the person on the card could answer yes to the statement step forward and if they think the person on the card would answer no step backward.

5. Ask participants to take one step forward if they can answer in the affirmative to the statement or backward if they can answer in the negative. If they cannot step either way or are undecided, then they should remain still. At the conclusion of the activity it will be obvious to all participants that some are considerably further ahead than others.

6. Read out the following statements (adapt according to your group and context):

   a) I can read and write.

   b) I can negotiate safe sex with my partner.

   c) I don't have to worry about where my next meal will come from.

   d) If I become HIV positive, I can access anti-retroviral treatment when I need it.

   e) If a crime is committed against me, the police will listen to my case.

   f) I can afford a foreign holiday.

   g) I have spare time to watch films and spend with my friends.

   h) I have had or will have opportunities to complete my education.

   i) I can determine when and how many children I will have.

   j) I can leave my partner if he/she threatens my safety.

   k) If I have a health problem, I can get the help I need right away.

   l) I can walk down a street at night and not worry about being raped.

   m) I am respected by most members of my community.

   n) I could find a new job easily.

   o) I can travel around easily.

7. After you have finished ask the group to put their character card on the floor and step away, so you can see the position of all of the role cards.

Debrief

1. Explain to the participants that this exercise was designed to give them an idea of the different powers different people have in their lives and how they participate in their communities.

2. Invite participants to consider how they felt during the process, and the extent to which their 'ascribed identities' determined their decision to move either way.

3. Key things to draw out of the discussion include:

   a) Who were the groups or people left out?

   b) Why were they left out?

   c) Why was the gap between those in front, in the middle and at the back so big?

   d) Was there any difference based on sex and age? What else?

   e) What duties and responsibilities do you think the different people have?

   f) What rights do those 'left out' have?

   g) What have we learned about power and participation?

   h) What assumptions did you make to get into that character?

4. Make the points that: there are a multitude of ways in which we are all alike and also unalike; all differences are not created equal - some have profound effects on our opportunities and experiences and some are less significant; all oppressions are interconnected.

Activity 2.8 Power in Our Context or Community (30 mins)

Learning outcomes
Deeper understanding issues of power in communities and connections.

Summary
A short activity to map and explore power from the local to the global. For many groups this activity works best by allowing them to define the headline for each ring of the circle themselves (for example, 'tribe', 'clan' or 'local organisation', 'national organisation', etc. instead of locally, nationally, globally).

Preparation and materials
1. Flip chart, post-it-notes 2. Diagram: Power circles

Approach
1. Draw a circle the size of a football. Start by asking the group who has power 'close to us' or locally. Write each example on a post-it-note and place them in the centre of the circle.
2. Draw another circle outside this one and ask who has power at the next level, (e.g. regionally). Write example on a post-it-note and place them in this ring.
3. Draw another circle outside and ask who has power at the next level, (e.g. nationally) and repeat process, (e.g. globally) and continue repeating until you have filled each concentric circle with those who have power.
4. Ask the group:

    a) Is this a fair representation of who has power? Are there key people or institutions missing?

    b) What about people in the community – do people generally have power? Can you give examples?

    c) Is this different for women and for women, for girls and for boys?

    d) Is this different for other members of your community/organisation/place of study or whichever context you are analysing?

    e) How do the different powers on our diagram influence each other? Again, how and where does the community influence the groups we've listed?

    f) What are some of the ways you could (individually or collectively) exercise power on the areas listed on the target rings, at different levels?

> **Debrief**
>
> Explain that: sometimes people assume that power and choice is in the hands of individual people or organisations. In many cases it is the systems we are part of which define the choices an individual or organisation can make. For example, a chief executive cannot simply award all his/her female staff pay rises, because he/she believes women in the organisation are being paid less than men. The company he/she is part of has governance systems and policies in place that may limit his/her ability to act. They may be replaced if they try to introduce something against the existing systems of the company. Systems are powerful influencers within communities and emerge for a whole variety of reasons, organically, intentional or unintentional and their impact is far reaching.

Activity 2.9 Defining Empowerment

> **Learning outcomes**
>
> Agree a common definition of empowerment and deepen understanding about individual and collective roles in contributing to women's empowerment.
>
> **Summary**
>
> A simple activity to discuss and define what empowerment means to participants.
>
> **Preparation and materials**
>
> Flip chart, paper and pens.
>
> **Approach**
>
> 1. Ask participants to brainstorm what words come to mind when they think about the word 'empowerment'. Make a note of these words on the flipchart. Encourage them to think back to some of the ideas and learning that have emerged from the discussions about power in previous activities.
> 2. Review the contents of the flipchart with the participants and say it's now time for the group to come up with their own definition using some of the ideas that have emerged from the brainstorm. Ask everyone to contribute to formulating a definition and write this up on the flipchart as you go along.
> 3. When everyone is happy with the definition hand out copies of the example included in this toolkit and ask the group to read it and see if there are any differences with their definition. The goal is **not** to revise the group's definition to fit with the definition on the handout, rather to see if there is anything they would like to add or amend having reviewed this. Once they have fine-tuned their definition, ask them to write this on the bottom of the handout.
> 4. Discuss the following as a group:
>   a) How can a woman contribute to her own empowerment?
>   b) How can a woman assist in other women's empowerment?
>   c) What can others, (e.g. men and boys, organisations, social institutions, religious leaders, etc.) in your community/country do to support women's empowerment?
>   d) Emphasise that while empowerment must start with the self and no one can 'empower' anyone else it is also true that large numbers of women cannot become empowered without concerted collective action.

Debrief
Invite participants to consider what they have learned through this activity and how it might help them outside the workshop.

Activity 2.10 Visions of Empowerment (75 mins)

Learning outcomes
Outline individual and collective visions of empowerment.

Summary
This activity enables participants to articulate a vision of their own empowerment and of the empowerment of their group.

Preparation and materials
Flip chart paper, ordinary paper and coloured pens.

Approach

1. Tell participants that now they have defined what empowerment means for them and some of the things that need to happen in order to feel more empowered, you would like them to imagine what this would look and feel like, first of all for them as individuals, and then collectively as a group

2. Ask participants to spend some time (5 mins) on their own thinking about how they, as an individual, might feel or behave differently in ten years' time if some of these shifts and changes had come about. They might want to note some words down that capture this. Then ask them to draw a picture or diagram that shows this (up to 15 mins). Tell them they can represent their personal vision of their own empowerment in any way they choose – with words, a drawing, symbols or a combination of any of these. Things they may wish to consider are: how might they feel different, what might they be doing differently, how might their relationships be with others, etc. Reassure participants that empowerment can mean different things to different people and that there is no 'correct' way to interpret this exercise.

3. Put up their pictures/posters on the wall and have a 'gallery walk' to view the different contributions.

4. Ask participants: are there any similarities between the pictures? What are the common elements of individual empowerment and do these tie-in with the definition you came up with earlier? Are there significant differences? Has this activity helped them to think about what might need to change to feel more powerful in their own lives? Ask them to keep their drawing as there will be chance to revisit this later on in the programme.

5. Tell participants you would now like them to work in groups to come up with a picture, which represents a collective vision of empowerment for their organisation/community/workplace/group/class (as appropriate). Divide them into groups (as homogenous as possible in terms of job, status, area, race, etc.) and ask them to consider what activities they would see, what people would be doing differently, how people around them would be behaving differently, how they might relate to each other differently, etc.

6. Put up all the drawings and have a 'gallery walk' with each group explaining any part of the drawing that is not clear. Again, draw out what is common and what is different. Typically, the indicators of change will include material improvements, political changes, changed relationships between women and men, changes within and between participants/organisations. This activity can also highlight differences between the participant's views of empowerment based on their own experiences and perspectives within a particular context.

7. Finally, ask the group to make one single collage that brings together the different elements from each group's drawing (they can do this by cutting and pasting from the different pictures or by drawing a new picture that brings together elements from the other drawings). There's likely to be some overlap between the different drawings, but further discussion may also be needed to negotiate what gets included in the final 'vision.' Explain you will revisit this image during the rest of the programme to see whether it's still valid or if they would like to add to or adjust any elements of this vision as they progress.

Debrief

Types of Power[8]

1. **Power Over**

   The most commonly recognised form of power, 'power over,' means being able to force your will over others. It has many negative associations for people, such as repression, force, coercion, discrimination, corruption, and abuse. 'Power over' is seen as a win/lose situation. Having power involves taking it from someone else, and then, using it to dominate and prevent others from gaining it. In politics, those who control resources and decision making have power over those without. When people are denied access to important resources like land, healthcare, and jobs 'power over' perpetuates inequality, injustice and poverty.

   In the absence of alternative models and relationships, people repeat the 'power over' pattern in their personal relationships, communities and institutions. This is also true of people who come from a marginalised or 'powerless' group. When they gain power in leadership positions, they sometimes 'imitate the oppressor.' For this reason, the experience of being excluded does not necessarily prepare people to become democratic leaders. New forms of leadership and decision making must be explicitly defined, taught, and rewarded in order to promote more democratic forms of power.

   Practitioners and academics have searched for more collaborative ways of exercising and using power. Three alternatives – power with, power to and power within – offer positive ways of expressing power that create the possibility of forming more equitable relationships. By affirming people's capacity to act creatively, they provide some basic principles for constructing empowering strategies:

2. **Power With**

   'Power with' has to do with finding common ground among different interests and building collective strength. Based on mutual support, solidarity and collaboration, 'power with' multiplies individual talents and knowledge. It is commonly known as 'strength in numbers'. 'Power with' can help build bridges across different interests to transform or reduce social conflict and promote equitable relations. Advocacy groups seek allies and build coalitions drawing on the notion of power with.

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8 Adapted from 'A New Weave of Power, People and Politics: The Action Guide for Advocacy and Citizen Participation,' (2002), World Neighbors

3. Power To

'Power to' refers to the capacity to act – the unique potential of every person to shape his or her life and world. When based on mutual support, it opens up the possibilities of joint action, or 'power with'. Citizen education and leadership development for advocacy are based on the belief that each individual has the 'power to' make a difference.

4. Power Within

'Power within' describes a person's sense of self-worth and self-knowledge; it includes an ability to recognise individual differences while respecting others. Power within is the capacity to imagine and have hope. Many people find their power within through practicing their spiritual beliefs or by sharing their stories of struggle and success. 'Power within' is personal dignity and strength. 'Power within' is commonly described as 'inner strength'.

Definition of Empowerment[9]

The term empowerment refers to a range of activities from individual self-assertion to collective resistance, protest and mobilisation that challenge basic power relations. For individuals and groups where class, caste, ethnicity and gender determine their access to resources and power, their empowerment begins when they not only recognise the systemic forces that oppress them, but act to change existing power relationships. Empowerment, therefore, is a process aimed at changing the nature and direction of systemic forces that marginalise women and other disadvantaged sectors in a given context.

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9 Srilatha Batliwala, 'The Meaning of Women's Empowerment: New Concepts from Action' in Population Policies Revisited, Sen, Chen, Germain, Harvard University Press, 1994.

Annex 3: Activities: Gender analysis

3.1 Productive and Reproductive Roles[1] (80 mins)

Learning outcomes
1. Deeper understanding of gender roles.
2. Makes visible previously invisible work.
Summary
Encourages participants to identify the different daily tasks carried out by women and men, girls and boys, in their community or context.
Preparation and materials
Photocopies or handouts of the tables below (enough for one per small group).
Approach

1. Consider the daily lives of a husband and a wife in a household in your community.

2. Decide on the location of the household/s (urban or rural, low income or high income, etc.) and specify the members of your household (including their age and sex). It can be interesting and useful to divide participants into small groups and each group looks at a different household, so you can gauge how the tasks might be different in, for example, a rural household and an urban household.

3. In small groups, consider the tasks that the husband and wife do on an average working day and chart these tasks during a twenty-four-hour period in the respective columns using the table below (Table 1).

4. List each of the above tasks again in the table below (Table 2) specifying F (female) if the task pertains to the wife and M (male) if it pertains to the husband. For each task, fill in the following columns: is the task rewarded or not (Y/N); is the task routine or special (R/S); is the task biologically or culturally determined (B/C); and is the task high or low status (H/L).

5. Consider what gender-based patterns, if any, are revealed through the tasks you have identified. These patterns could be in relation to time, location, degree of social interaction, type of activity, degree of routinisation, status and rewards for the task identified.

6. Ask the group: are these different tasks valued in the same way or differently in your community or context?

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1 Adapted from Caroline Moser and C. Levy, 'Training materials developed for training in gender planning for development,' (1984-90) in Caroline Moser, 'Gender Planning and Development: Theory, Practice and Training,' Routledge, London, (1993); and 'Gender Issues in the World of Work: Gender Training Package,' ILO, Geneva, (1995).

7. Explain that in most societies, women and men play multiple roles. The major difference, however, is that men typically play their roles sequentially, whereas women must usually play their roles simultaneously, balancing the demands of each within their limited time constraints. This is particularly true of low-income households in most countries. Typically, women will be responsible for child bearing, child rearing and domestic and caring tasks (often referred to as reproductive work) but may also have to juggle this with work done for cash or in kind (productive work). Women will also be involved in activities in their community (often as an extension of their reproductive work, e.g. collecting water, caring for others in the community). Men are typically engaged in productive work and community level work also, but this is more likely to be paid, directly or indirectly, and their organising is more likely to happen at the more formal, political level.

8. Consider whether the fact that women and men play different roles, perform different activities and therefore have different needs, may have implications at different levels of their society (community, local or regional, national). If so, how? What needs to happen for the roles of women to be more respected, (e.g. greater sharing of roles with men, greater awareness about one another's roles, or payment for services)?

Table 1

Time	Tasks done by women	Tasks done by men
5:00		
6:00		
7:00		
8:00		
9:00		
10:00		
11:00		
12:00		
13:00		
14:00		
15:00		
16:00		
17:00		
18:00		
19:00		
20:00		
21:00		
22:00		
23:00		
24:00		
01:00		
02:00		
03:00		
04:00		

Table 2

Task (F/M)	Rewarded (Y/N)	Routine/Special (R/S)	Biological/cultural (B/C)	Status (H/L)

Activity 3.2 Access to and Control over Resources[2] (1 to 2 hours)

Learning outcomes
Understanding of who has access to and control over resources in the local context/community.

Summary
Participants will use a gender 'lens' to analyse access to and control over resources in their context or community.

Preparation and materials
Large sheets of paper on which copies of the chart below (Table 3) are shown, pens.

Approach

1. Review and explain the chart to participants. If, for example, women and men in the community have equal access to land then place a tick in the column 'women' and in the column 'men' on the access side. If men have more control or more decision making over land issues, then the tick mark should be given to the men's column on the control side. If women have more access to healthcare than men in the community then tick the column 'women' under access to resources at community level and if men are more likely to control or have decision making power in the local place of worship, then tick 'men' under the column control of resources in communities.

2. Note that: the list of resources should be appropriate to the context. Those provided in the chart below are just some examples. To ensure the resources are appropriate the facilitator should ask participants to review and contribute to the list.

3. How to complete the chart: for example, if women and men have equal access to own their house/property in households in your community then tick in the column 'men' and 'women'. If men tend to have more control or decision-making power over this resource then just tick the column 'men'; similarly, if women have more control or decision-making power, tick only the column for 'women'.

4. Divide the participants into two groups: one group is to identify and analyse access to and control over resources at the family/household level; the other group is to identify and analyse access to and control over resources at the community level. You can adapt these levels to different contexts, e.g. you may prefer to analyse who has access to and control over resources in a particular sector, workplace or organisation.

5. In plenary ask each group to present their lists and analysis of who has access to and who controls each resource.

6. Lead a discussion on the gap between women and men in access to and control over household and community resources:

   a) What are the reasons for this gap?

   b) How might unequal access to and control over resources be improved?

7. Indicate that unequal access to and control over resources is one of the reasons that some people have power over others, and that in the next 'module' we will be looking at some of the different kinds of power that exist in communities.

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2 Canada Nepal Gender in Organisations Project with the support of the Canadian International Development Agency

Table 3: Analyse Access to and Control of Resources at Family, Household and Community Levels

Access to Resources			Control over Resources		
Women	**Resources (Family/Household)**	**Men**	**Women**	**Resources (Family/household)**	**Men**
	Land			Land	
	House			House	
	Cash			Cash	
	Savings			Savings	
	Livestock			Livestock	
	Inheritance			Inheritance	
Women	**Resources (Community level)**	**Men**	**Women**	**Resources (Community level)**	**Men**
	Education			Education	
	Healthcare			Healthcare	
	Place of worship			Place of worship	
	Information			Information	
	Public meetings			Public meetings	
	Technology			Technology	

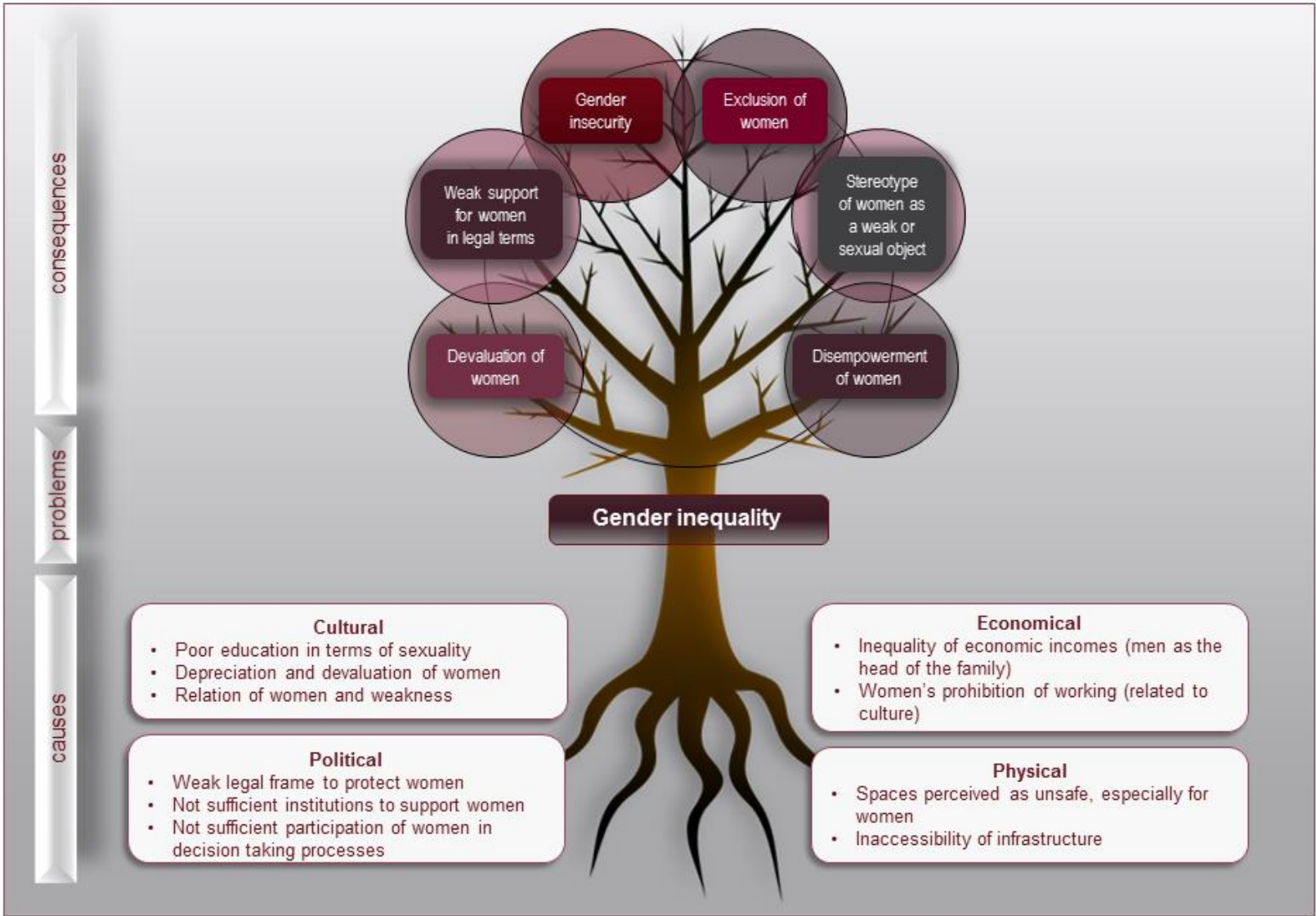## Activity 3.3: Gender analysis tree[3] (up to 2.5 hours)

Learning outcomes
Able to analyse gender issues in participants own community/organisation/sector.

Summary
Encourages participants to analyse the root causes, contributing factors, effects and consequences of gender inequality in their community/workplace/sector/place of study, etc.

Preparation and materials
Draw a tree on a flipchart and post it on a wall so that it is visible to all participants. The tree should have three parts: roots, trunk and branches/leaves.

Approach

1. Explain to participants that the steps to identifying and analysing gender inequality in their community/organisation/institution can be applied using the three parts of the gender analysis tree.

2. Go through one example to ensure that participants understand how to apply and use the tool:

   • Firstly, they should list on the diagram the forms and types of gender inequality in their particular context using the trunk of the gender analysis tree.

   • Next, they should determine the root causes of gender inequality in their context, and identify those factors contributing to it. They can list the root causes and contributory factors on the diagram using the roots of their gender analysis tree.

   • Finally ask participants to determine the immediate effects and consequences of gender inequality on the person/s being discriminated against, her/his family, organisation, community, government, etc. by listing the effects and consequences of the various types of gender inequality using the branches of their gender analysis tree.

3. A concrete example you could consider using:

   • Issue: Women are not represented in senior government and local government positions.

   • Root causes: Traditions, culture, sexual division of labour between men and women.

   • Factors contributing to inequality: Women's experience of sexism in politics; limited number of female politicians; no policies in place to support women's access to higher ranking positions.

   • Effects (short term): Women are discouraged and unmotivated; population does not benefit from balanced and diverse decision making; women feel their concerns are represented in local and national politics.

   • Consequences (medium to long term): Politics remains a male-dominated profession; gender equality cannot be achieved.

4. Advise participants that this is one example to which they can add, but now you would like them to draw on their own experiences.

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3 This exercise is originally from the UNHCR and was adapted from an activity by UNICEF. See:
http://www.un.org/en/pseataskforce/docs/unicef_training_of_trainers_on_sea_facilitator_manual.pdf.

5. Divide them into groups of four to six (ideally) and ask group to populate their tree by identifying three or four examples of gender equality in their context – and then going through the steps. They can directly on the tree or use post-it-notes. Depending on the audience and their interests, each group can look at a different thematic aspect of gender inequality (economic, social, legal, etc.) or all focus on the same issue and then compare notes afterwards.

6. Presentation (40 mins) Once participants have populated their tree each group should present in plenary for five to eight minutes. Allow time for questions. Explain to participants that interventions will differ depending on the level at which the intervention takes place. Always relating it back to the context in which they work, discuss the following questions:

    a) In your examples, who is being discriminated against?

    b) Who are the ones doing the discriminating?

    c) In order to address gender inequality, on which level should/can you focus as part of your work?

    d) What kind of strategy can be developed and put in place to address, limit and/or prevent such discrimination?

    e) At which level should you focus your efforts?

    f) Is one level more important than another? How do we decide at which level to address our efforts, initiatives, policies or programmes?

    g) What kinds of resources will you need? Who are your partners?

Debrief

1. Ask the group what they think is the value of identifying gender issues as part of individual and collective action?

2. What is the value of identifying the root causes, contributing factors and consequences of gender inequality in their context? Conclude by saying that use of a gender analysis tree can enable them to identify and analyse gender issues in their community/place of work/study, etc. This understanding can then be used to select the best possible approach to tackling this – by addressing, limiting, preventing or alleviating the causes, effects and consequences of gender inequality through policies and various initiatives. In addition, this tool can be used to help them better understand a situation before considering an intervention or project.

consequences

problems

causes

Gender insecurity

Exclusion of women

Weak support for women in legal terms

Stereotype of women as a weak or sexual object

Devaluation of women

Disempowerment of women

Gender inequality

Cultural
- Poor education in terms of sexuality
- Depreciation and devaluation of women
- Relation of women and weakness

Economical
- Inequality of economic incomes (men as the head of the family)
- Women's prohibition of working (related to culture)

Political
- Weak legal frame to protect women
- Not sufficient institutions to support women
- Not sufficient participation of women in decision taking processes

Physical
- Spaces perceived as unsafe, especially for women
- Inaccessibility of infrastructure

Annex 4: Activities: Gender sensitive and transformative planning

Activity 4.1: Solution Tree

Summary
This activity follows from Activity 3.3 – the gender analysis tree. This activity uses the analysis that you have developed in order to help you think about the vision of what you want to achieve, solutions that will enable you to reach that vision and the results of your intervention.

Preparation and materials
Draw a tree on a flipchart and post it on a wall so that it is visible to all participants. The tree should have three parts: roots, trunk and branches/leaves.

Approach

1. Explain to participants that the next step is to identify the changes that we want in order to address the problems, identified in the problem tree. Illustrate the approach with an example:

   • Firstly, they should identify the vision - which will be an expression of the desired state, e.g. Equal representation of women and men in parliament. This should be put onto the trunk of the tree.

   • Next, they should determine solutions for reaching the vision, i.e. what actions can be taken. Referring back to the root causes will be useful in order to identify what action can be taken. They can list the solutions on the diagram using the roots of their gender analysis tree. Here it would be good to refer to evidence of effective approaches/solutions. Your example could include use of quotas to increase the number of women, training of women candidates for elections, campaigns to chance public perceptions/highlight women politicians.

   • Finally ask participants to determine the immediate and longer-term effects of the solutions to the target group, their family, community, etc. They can be included on the branches of their gender solutions tree, e.g. greater support among public for women politicians, more women candidates, more supportive policies, etc.

2. Advise participants that this is one example to which they can add, but now you would like them to draw on their own experiences.

3. Divide them into groups of four to six (ideally) and ask group to populate their tree with reference to the gender analysis tree.

4. Presentation (40 mins) Once participants have populated their tree each group should present in plenary for five to eight minutes. Allow time for questions.

5. Possible following questions:

   • What kind of solutions are likely to be more effective and why?

   • What is more difficult to achieve and why?

   • What kinds of resources will you need?

   • Who else do you need to involve?

Debrief
1. This approach can help us to think through what we want to the possible interventions – the vision and outcomes that we want to achieve.
2. Useful to get a variety of perspectives but the approach of working through this collectively can also build the team/partnership/stakeholder relationships and create clarity about what the programme is focused on.

Activity 4.2 Theory of change

Overview
Theory of change is a specific type of methodology for planning, participation and evaluation. It has become increasingly popular with development organisations in recent years, often prompted by donor interest and influence in this area, because it is seen as a means to:
• explore and represent change in a way that reflects more nuanced understandings of development, rather than portraying it as a straightforward, linear process
• focus more on the changes they are seeking to bring about, rather than simply focus on project activities
• navigate the often very different understandings and approaches to delivering change that may exist within and amongst organisations.
It is not a new concept: development practitioners have long explored theories of social changes, what leads to development and how that influences the approach we take. For example, in the 1970s the Brazilian educator, Freire, specifically advocated helping people to surface their beliefs about poverty and how to address it, then reflect and take action.[1] A lot of organisations, whether consciously or unconsciously, already engage in processes of reflection to explore change, how it happens and what that might mean for the role they play in a particular context or sector, with a particular group of people. But it was only in the 1990s that the first set of theory of change guidelines was drawn up by a U.S based research and capacity building organisation called ActKnowledge.[2]
Since then numerous approaches to theory of change – and terms to describe it – have sprung up. A 2011 review of theory of change approaches found that people use a plethora of different terms to describe theory of change, such as programme theory, programme logic, pathways mapping, a road map and direction of travel. It also identified two broad categories of approach:
• Those that focus on *how a project or programme brings change* and develop a path of cause and effect – approaches in this category focus on articulating the programme logic by defining the long -term changes they desire to bring (overall vision) and then mapping back from those to identify changes that need to happen at other levels (the pre -conditions) and the interventions that will cause each change to happen, making explicit the rationale behind them.

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1 James, C. 2011, 'Origins of theory of change', Comic Relief's Theory of Change review: *http://www.theoryofchange.org/pdf/James_ToC.pdf*

2 *http://www.actknowledge.org/services/theory-of-change/*

- Those that explore *how change happens* and then analyse what that means for the part that a particular organisation or programme can play – approaches in this category take a more complex and systemic view of development, believing that even when the programme logic is carefully worked out, other factors outside our control can cause a programme to fail. Typically, they involve a broader, more contextual analysis of how change happens, including exploring other actors and defining their role in change, before analysing how an organisation or programme contributes to change.[3]

Like everything in international development policy and practice, it is important to critically analyse the assumptions that lie behind approaches to theory of change. In some instances the approach has had troubling effects, creating 'top -down accounts of change which spoke more to donor interests than to the ground realities of people affected by these interventions.'[4] As with other tools, it's important to use theory of change critically, reflectively and flexibly, and *not* solely as an upward accountability tool for donors, which risks limiting and constraining the process.[5]

The ideas and suggestions set out here draw on the consultant's experience of facilitating a number of different theory of change processes with a range of organisations, including small grassroots organisations and large international NGOs and their partner organisations, in the U.K, Asia and Africa.[6] By and large these processes fit within the second category of approaches described above, but the intention is not to suggest there is only one way to 'do' theory of change. Rather the aim of this guide is to outline some of the factors and steps that can help to make a theory of change process participatory, reflective and a useful learning tool to explain and explore programme interventions (the focus here is on women's empowerment, but the tools can be useful for creating a space to learn and reflect on other programmes). These will need to be adapted and developed for different contexts and audiences.

Theory of change and the British Council's approach

The British Council offers many opportunities for women and girls worldwide, through a range of programmes in different countries – this includes programmes with a specific focus on women's empowerment and those that aim to 'mainstream' women's empowerment into a broader programme. The British Council has developed a draft overarching theory of change for women's empowerment. It is not essential for participating British Council country offices to develop their own country specific theories of change, but they may find it useful for a range of purposes, including developing a strong foundation for strategising, developing action plans and programmes, learning and evaluating change and forming a basis for organisational development planning. Country level theories of change can also be used to inform and shape the 'global' theory of change.

Developing a theory of change

As outlined above, the process is as important, if not more important, than the end product. Facilitators, British Council staff and partner organisations need to build in sufficient time for each stage of the process if it is to be meaningful and participatory. It's also vital to be aware of the power relations and politics the intervention is aiming to work with. Involving 'beneficiaries' and local people or communities at every stage of the process will help to ensure the process is not dominated by upward accountability and means it's more likely to effective.

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3 James, 2011

4 Valters, C. 2014, Theories of Change in International: Communication, Learning, or Accountability?
http://www.lse.ac.uk/internationalDevelopment/research/JSRP/downloads/JSRP17.Valters.pdf

5 Ibid

6 These processes have been informed by ideas and methodologies outlined by Cathy James and others, many of which are outlined in the 2011 Comic Relief review.

Preparation

The following preparation can be very useful before running a theory of change workshop:

- **Background reading:** Read important organisational documents (of British Council and/or partner organisations), such as organisational strategic plan/s and any existing programme plans or documents (or evaluations, if the programme is already well established) or existing organisational/programmatic theories of change. It can also be useful to talk to a few key people from the organisation/s involved to understand their approach to their work, their reason for developing a theory of change (is it to develop a programme, to evaluate their approach, develop an organisational strategic plan, etc.?).

- **External learning:** Ask all participants to read any relevant and up to date learning reports about the issue or the constituency they wish to work with. It's really important that external learning acts as a check and balance for participants own ideas and experiences. It's also a good way of bringing participants back to the issue when they drift into talking about 'activities' rather than the changes they're aiming to bring about.

- **Stories of change:** Case studies and stories of change are really useful ways of identifying what has contributed to 'success' with the target group in the past. Ask participants to come to the workshop prepared to share case studies of how the British Council, its partners and/or others have brought about positive change in the lives of the target group, e.g. women with disabilities in Pakistan. Equally important are the stories of what didn't work – and why.

- **Voices of the target group/beneficiaries:** It's important that the voices of the main target group for this programme are represented somehow in the theory of change process. If they cannot attend the workshop, ask British Council staff or partners to it's to gather the following information from a handful of potential beneficiaries in advance of the workshop: what do you think are the 6 – 8 needs/rights most at risk in your life; who is responsible for protecting these rights; what would lasting change look like for you in your life; what would change look like in the medium term (e.g. changes in your family, your community, your country), what are the changes that British Council/its partners are trying to bring in your lives, out of all the different things these organisations do, what brings change most effectively in your view and why, what factors have most contributed to change, what factors have hindered change? This information can then be used as a reference throughout the workshop.

- **Workshop participants:** It's important to involve a combination of people who will be involved in the leadership and implementation of the programme, but also those who know the realities on the ground and can represent the needs and interests of your main target group. As outlined above, these should ideally be representatives of the target group.

Planning the workshop

Work out the time available according to the organisation/s size, needs and ownership, (e.g. it's helpful to have four days to go through the process, but it may only be possible to do a half day at the beginning of an evaluation or 1.5 days at the beginning of a strategic planning).

If the organisation does not have a focused target group, you may need to define this early on.

Decide on the process you might follow (but be prepared to adapt this, if necessary, as the process unfolds). It can be helpful to start with the context and then the long-term goal or vision, rather than with the problems they are addressing or seeking to address, especially if the organisation/s is/are experienced and have been used to going through project planning processes or if they are stuck in a rut as it can help challenge their thinking. In other cases, it may be helpful to start by defining the problems the organisation is addressing and the changes it wants to bring first; and then look at the broader context afterwards. This can be helpful particularly if the organisation/s is/are young and inexperienced in project planning, or doubtful about the process, as they can get hung up on details.

It can be helpful to build a diagram on the wall as you complete each part of the 'journey' and you will need to think about the materials you need to do this, e.g. flip-charts, pens and post-it-notes. It is also important to use vocabulary that makes sense to the organisation and that they use already, only introducing a few terms if and when you think it might help them in their thinking process, (e.g. using the term 'duty bearers' instead of 'actors' or 'stakeholders' can help organisations to think less in terms of doing everything themselves and more in terms of equipping or supporting others to take up their responsibilities). If the organisation has not specifically asked for a theory of change or does not know anything about them, you may not want to use the term at all until the end of the process.

Running the workshop

The following is just one suggested sequence for facilitating a theory of change process:

In this approach, the theory of change process is divided into two main stages: a) Defining the context for change; and b) agreeing the organisational contribution to change:

• **Context for change:** It can be helpful in the first instance to reflect on the overall context for change and how change happens, then to define the target group/s British Council staff and partners plan to work with and the duty bearers/actors that influence change.

• **Organisational contribution to change:** This can help the British Council and partners clarify what kind of changes – long-term and medium-term need to take place in the lives of the target group/s and then prioritise the changes to which they can realistically contribute. It's helpful to avoid reverting back to describing project activities by sharing case studies of change and drawing out common factors that contributed to change, as well as those that hindered change.

Some of the following activities can be included in the workshop, depending on what you have agreed, together with the British Council staff, partners and potential beneficiaries will be most useful for them in their particular context.

Some practical suggestions to bear in mind before beginning the activities:

• It can be helpful to use post-it-notes to capture key information at each stage and, with this, populate a wallchart or diagram at each stage of the process. This can then form the basis of a ToC diagram at the end of the process. Let participants decide how they want to represent this.

• If the group is large, divide people into smaller groups to maximise opportunities to participate and try to ensure an even mix of senior/strategy people and representatives of the target group in these small groups).

- Don't forget to set the scene by explaining the rationale for building a 'theory of change', i.e. to develop a strong foundation for strategising, developing action plans and programmes, learning and evaluating change – and emphasise the importance of focusing on the beneficiaries you're working with throughout the process, not just focusing on their organisation/role during the process (this leads to a tendency to jump straight into 'business as usual' and define project activities long before the wider context for change and needs of beneficiaries have been articulated).

- If people mention project activities, keep asking them: So what? Why is that important? Eventually they will start describing the changes that need to take place in people's lives, rather than simply focusing on project design.

- It can be useful to prepare printouts to post around the room and/or handout at the start of the process of the key findings/information from the external learning documents and reports you've read and then use these to corroborate what the external learning says compared to what participants say at key stages of the process.

1. **The context for change**

   Key questions to ask your group/s:

   1. Identify the target group/s (even if this has already been discussed in the preparatory phase, it's worth recapping and getting the group to be as specific as possible at this stage).

   2. How would you describe your core target group?

   3. Which groups are most vulnerable and where your support is most needed? (Place these in centre of wall chart/diagram).

   4. Identify the needs/rights most at risk for the target group/s (drawing on case studies).

   5. What rights/needs are most at risk for this target group? (6–8) (Check this against the needs and rights identified through the external learning from the preparatory stage), e.g. safety, good health, free of stigma, influence and voice, etc.

   6. Identify the duty bearers/actors responsible for protecting those rights and who have most influence (positive or negative).

   7. Which are the groups/individuals that are responsible for the target group/ influence their lives (on post-it-notes)?

      - Mark which of these are positive (+), negative (-), or both.

      - It can be useful to also use the distance of post-it-note from the target group on the wall chart to show how important an influence they are.

      - It may also be helpful to consider how you might engage with them at a later stage:

        - Which duty bearers are very influential on the target group and have a similar mission, outcomes and culture to your organisation? (These are the strategic partners you need to work with.)

        - Which duty bearers have a neutral or negative influence in the system but that could change to positive or neutral if they had more capacity and better understanding? (These groups might need to be the focus of advocacy attention.)

        - Which duty bearers have a negative influence and are too difficult to influence? (This group may need to be side-lined by project.)

2. The organisational contribution to change

Key questions to ask your group/s:

1. What does long term, lasting change look like for your target group/s (long-term, medium-term, short-term at family, society, policy level)?

This can be a good moment for participants to present and discuss the case studies of change people have brought along. You may wish to encourage participants to reflect on the following:

a) What changes have taken place so far in that person's life?

b) What further changes need to take place to address the needs and rights outlined earlier?

c) Are there other changes they can think of from other examples from their own experience that haven't been shared as yet?

Encourage them to start distinguishing between long term and medium-term changes by asking what changes need to happen in the medium term if you are to support these long-term changes for your target group? It can also be useful to refer back to 'duty bearers' listed earlier: ask what changes need to happen in them to reach the long-term changes for the target groups.

2. What are the most important changes to which British Council staff and partner organisations can contribute (that are most important to the target group – long-term and intermediary)?

3. If there is a long list of changes, it can be helpful to rank the changes listed to which British Council staff and partners can contribute most (4–5) and that are most important to the target group – encourage them to think about change at the different levels from survivor to family, society and policy.

4. Then ask them to consider the factors that bring change. Mapping out a 'journey of life' can be a useful and participatory way to draw out some of these factors. You can either ask one or two participants to prepare these in advance or just ask them to spend time in their small group/s drawing one (can be linear, non-linear and as artistic as they wish!) to highlight (1) the key ups and down in the life of a potential beneficiary or one they have already supported, e.g. a women with disabilities and (2) what's changed in their life (for better or for worse) as a result of the organisation's intervention. Key questions for them to consider might be:

a) What caused the highs/ positive changes in that person's journey? (Whether external factors or things that the organisation did?)

b) What helps/ helped that person sustain the changes in their life?

c) What caused the lows in his/her journey? What were the biggest obstacles to change?

5. Draw out from the group/s the common programme factors that contribute to change and discuss why they think these work. Compare them with external learning on the most important changes – from the external learning and their own experience wherever possible.

Amend them as needed and rank them, if necessary, to get the 3–5 core beliefs about how change happens.

6. You can also draw out the external factors that support or hinder change (the key risks) and make sure these are captured.

7. Drawing your theory of change together

Some people find it helpful to draw together all the discussions from individual activities in a diagram and short narrative to display and communicate the theory of change to others. This should be relatively straightforward provided someone has captured the main discussion and learning points as you've gone along – it can be useful to appoint someone as a 'note taker' from the beginning as well as to flipchart or add to a wallchart or diagram at each stage of the process.

Explain to the group they will now try to come up with a visual representation of the ToC (working in more than one group can be helpful at this stage, so you get a range of suggestions before deciding as a group which is the preferred way of presenting the ToC). As a minimum, any representation should show the target group, the vision or goal; the long term and intermediary changes; the most important duty bearers; and the key factors that contribute to change.

The diagram should try to show linkages and learning loops and not be too linear. Some representations try to encapsulate the key changes and beliefs about how change happens in a summary paragraph on the diagram. It can be useful to share other examples of ToCs at this stage to give an idea of the range of ways in which other organisations or groups have presented theirs, although it's important they should not feel 'led' or limited by this.

It may be necessary, due to time constraints, for one or more individuals to commit to go away and do more work on the draft diagram and narrative and then share this with the wider group for sign off.

Further development and other uses of the theory of change

Additional activities that can be useful if time permits:

- Once the ToC has been developed, it's important to 'test' it with different audiences, particularly a wider group of potential beneficiaries, to get feedback and suggestions on how to further strengthen it. Crucially the ToC needs to be seen as a living document that will need to be revisited and revised at key moments as organisations and programmes evolve – and assumptions are tested and, where necessary revised.

- It can be useful to identify indicators of change as a core part of the theory of change process, build a monitoring and evaluation chart to show the different stages of change, discuss what the organisation and partners already do to collate, store, analyse and use information at each of the key stages of MEL (monitoring, evaluation and learning) and then draw up an action plan to strengthen monitoring, evaluation and learning in light of these discussions.

- Some organisations find the theory of change useful in defining organisational development priorities. Once the priority ways in which change happens are identified it is often easy to see quickly which areas are important for staff capacity building.

- It can be useful to look ahead to an external evaluation of the programme you are developing in light of the theory of change and think about the key learning and evaluation questions you might want answered by the end of the programme.

All of the ideas above can be used as a basis for planning and budgeting to ensure nothing is left out.

Further reading
James, C. (2011) Theory of Change Review, Comic Relief http://www.theoryofchange.org/pdf/James_ToC.pdf
Keystone, (2009) Developing a Theory of Change: A Guide to Developing a Theory of Change as a Framework for Inclusive Dialogue, Learning and Accountability for Social Impact http://www.keystoneaccountability.org/resources/guides
Valters, C. (2014) Theories of Change in International Development: Communication, Learning or Accountability? The Justice and Research Programme, The Asia Foundation http://www.lse.ac.uk/internationalDevelopment/research/JSRP/downloads/JSRP17.Valters.pdf
Vogel, I. (2012) Review of the Use of Theory of Change in International Development: Review Report, Department for International Development http://r4d.dfid.gov.uk/pdf/outputs/mis_spc/DFID_ToC_Review_VogelV7.pdf

Activity 4.3 Overcoming Resistance to Gender Equality[7]

| Learning outcome |
| --- |
| Identify forces that constrain or block change and formulate ways to overcome resistance in your context. |
| **Summary** |
| An activity that helps participants identify strategies for overcoming resistance to gender equality in their community/organisation/school, etc. |
| **Preparation and materials** |
| Flip chart paper, pens and role play cards (prepare 3 or 4 cards depending on the size of the group – make sure the role plays reflect gender roles that are typical in your local context). |
| **Approach** |
| **Forcefield Analysis Exercise** |
| Based on Kurt Lewin's theory of social change, force field analysis is an influential development in social science and often applied in organisational change programmes. It provides a framework for looking at the factors (forces) that influence social situations. It looks at forces that are either driving movement toward a goal (driving forces) or blocking movement toward a goal (restraining forces). |
| The approach can help to increase the chances of success of introducing a change by understanding the forces that help maintain the status quo and strengthening the driving forces and/or reducing the restraining forces. |

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7 Adapted from Norwegian Agency for Development Co-operation Dealing with Resistance to Gender Mainstreaming

Steps

1. Identify the problem.
2. Describe the present situation.
3. Describe the desired situation.
4. Identify the restraining forces – what is stopping the change happening?
5. Identify the driving forces – what is pushing for the change?
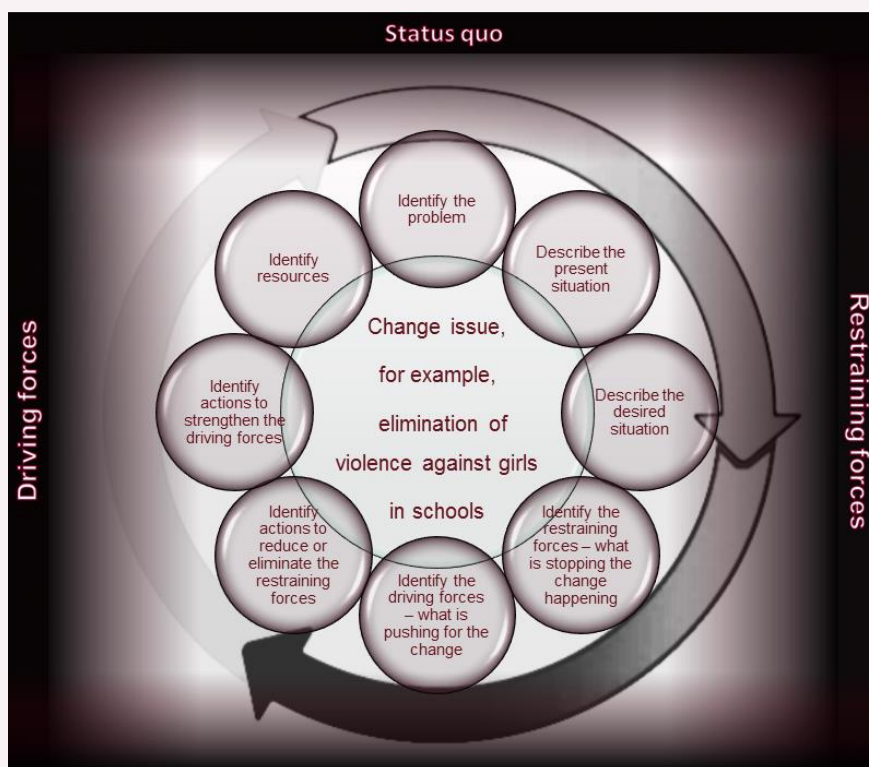
6. Identify actions to reduce or eliminate the restraining forces.
7. Identify actions to strengthen the driving forces.
8. Identify resources.

Approach

1. Explain to participants that force field analysis is a tool that can be used for analysing complex issues and helping to identify solutions. It is based on the understanding that a given situation arises as a result of a number of balancing forces (or factors) some of which restrain, block or resist change, and others which are driving forces, facilitating or promoting the process of change. If we want to change a given situation then identifying the particular forces for that situation and assessing their influence can help to design a strategy to minimise the constraining forces and/or increase the driving forces.

2. Ask participants to work in small groups to complete the steps outlined above and build up a visual representation of the force field analysis (see above):

a) Firstly, ask them to define the problem/present situation, e.g. high levels of sexual harassment in schools – and then the desired situation (goal) when the problem has been solved, e.g. girls and women are free from sexual harassment in schools.

b) List the forces working for and against the desired change. It can be useful to indicate which of these forces is the strongest and which is the weakest. For example, one of the strongest forces preventing change may be a high level of tolerance of sexual harassment in schools. Think about who is supporting and blocking change.

c) List actions that could reduce or eliminate the most important restraining forces. What steps could be taken towards solving the problem? What resources are available to help achieve this objective? For example, actions that could reduce sexual harassment in schools might be the introduction of sanctions or awareness raising amongst staff and students about what constitutes sexual harassment and how it will be punished. Possible resources might include a Sexual Harassment Policy that formalises the sanctions and system for reporting cases and a meeting/s to review the policy with all school staff and students.

d) Repeat the process for the driving forces. How can their influence/effectiveness be increased? What steps could be taken towards this objective? What resources are available to help achieve this objective?

3. Evaluate the strategies in plenary. Are there similarities/differences? Can you come up with a common strategy? Then decide what steps might need to be taken, by whom, how and when.

Note: the situation needs to be reviewed periodically because forces change, and new strategies may have to be devised.

Annex 5: Activities Gender Sensitive and Transformative Action

Activity 5.1: Creating safe spaces for women

Duration: 2 hours

How to make a safe space – choosing a place, frequency of meetings, confidentiality, diversity and acceptance, constructive dialogue, listening skills, creating awareness in the community, choosing members, defining roles, making it fun.

Learning outcome
1. Developed knowledge and skills to create and sustain safe spaces.
2. Raising awareness of the impact of safe spaces mechanism on achieving gender equality and women's empowerment.
Summary
This activity explores the key elements of creating safe spaces where women and girls share their success, challenges, experience, be assured of confidentiality and supports each other to advocate for their rights and improve their lives.
Preparation and materials
1. Flip chart, markers, coloured post-it-notes
2. Appendix 4.1
Approach
1. Write on a flipchart paper: what does 'Safe Spaces' mean for you?
2. Invite participants to write their thoughts and ideas on post-it-notes and put their answers below the question.
3. Group similar answers together and share them with the group.
4. Ask women how they would like to call it? Taking into consideration the translation of 'safe spaces' terminology into different language and their cultures.
5. Discuss with women the importance of creating safe spaces and the explain the mechanism of establishing a safe space for women and girls.
6. Explore with participants the key elements of creating safe spaces: • Safe space is a model for creating lasting change in the lives of women and girls.   • By creating an enabling environment that builds awareness for women and girls and provides a peer to peer support, we are contributing in empowering women and girls and be champions for their rights and their lives making a change in their communities.   • It's important to build safe spaces where women and girls can openly share their experiences and challenges, promote personal growth among women and girls, develop awareness of their rights and build capacity to advocate for these rights as empowered leaders, decision makers and change agents responding to the issues affecting their lives and communities.

- Safe spaces are private hubs where women and girls serve as peer educators and mentors for other women and girls providing a positive role models and examples of female leadership.

7. Where to create safe spaces? This could be in place where all women feel comfortable and safe to be in e.g. school meeting room, church, mosque, community centre, clinic, etc.

8. Safe space rules:

- Confidential
- Punctuality
- Choose a leader on a rotational basis to facilitate/moderate the discussion
- Set an agenda for the day
- If possible, remind participants of next meeting (time and place)
- Respect each other's opinions
- Use the feedback model by the end of each session asking the following question: What went well? And what could be done better next time?
- Everyone (majority) must agree before the meeting on the time and date of the meeting as well as the topic to be discussed
- Encourage members to support each other
- Always ask open questions
- Don't make assumptions.

9. How to sustain the safe spaces.

10. When to hold meetings, (e.g. in the mornings, working days, in the evenings).

11. What topics/challenges to discuss: be aware of the topics the group choose, it must interest everyone or at least the majority with no objection from the rest of women.

Debrief

1. Ask participants how they feel about creating safe spaces? Easy, hard, comfortable?

2. What else they would like to add in any of these elements.

3. How to sustain safe spaces[1] (responsibility of the group leader as well as the members):

   a) *Creating easy channel communications*: This could be a weekly/monthly telephone call, group email, social media support (Facebook group page, WhatsApp group, google hangouts, etc.) and informal meeting in the morning while dropping off children in school among others.

   b) *Keep track of your group's progress*: Moderator/ group leader will ask members for their feedback on how the group is going. Find out how useful they find it, how comfortable they feel, and their likes and dislikes about the group. Use this information to make adjustments.

   c) *Share responsibility for the group*: Letting others take leadership roles helps them feel more committed to and invested in the group. Make sure members know their help is appreciated. Since you may find it's often easier to do things yourself, asking others in the group to take over some responsibilities. However, no one should have to do everything, and sharing responsibilities will improve the supportive mechanism.

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1 Community Tool Box: http://ctb.ku.edu/en/table-of-contents/implement/enhancing-support/peer-support-groups/main

d) *Be sure everyone has a chance to talk*: Some people are naturally more talkative than others. Asking questions to get quiet members to speak up is important. It's also crucial to keep the more vocal members on topic and gently remind them to let others have a turn at times.

e) *Emphasise the importance of confidentiality*: In order for your members to feel safe enough in your support group to self-disclose and work through problems, they need to feel sure that nobody is going to be telling people outside of the group about the group's discussions. Make sure this is well understood by everyone.

f) *Encourage outside contact among members*: Members can offer support to each other outside of meetings. The 'buddy' system, used by groups like AA, encourages members to take interest in one another's well-being and form relationships outside the group.

g) *Share rewards and failures*: Let members know that you appreciate their contributions. When people make mistakes, don't make blames. Don't make all of the praise when something goes well on any one person - or all of the guilt when things go badly.

h) *Keep a realistic perspective*: Don't idealise the support group. There may sometimes be people that your group won't be able to help. Also, when members leave, it doesn't mean you've failed them. Usually it means that they have used the group as much as they think is useful and moved on with their lives.

i) *Remember that this is a support group*: The dynamics of a group may change over time, for example, it could become more social in function, or it could change focus in terms of topic. No matter how the group changes; your group's primary purpose is to provide support and understanding to its individual members.

4. When to make meetings, (e.g. in the mornings, working days, in the evenings).

5. What topics/challenges to discuss: be aware of the topics the group choose, it must interest everyone or at least the majority with no objection from the rest of women.

Annex 6: Checklist for integrating gender equality issues in your project planning process

Stage	Question	Tip
Design	What do you/your team know about women's rights and gender equality? Do you understand what gender equality means and why this is important to our work?	Familiarise yourself with some of the explanatory material on gender equality in Section 3 and consider running a session with your team on gender equality using activities from this guide with support from gender equality staff. See Activities 2.1. – 2.5. You can also refer to British Council's gender equality training pack for ideas.
	Have you conducted a gender analysis of the regional context/target group? Is this something you or your team can do? Does this explain how the problem/issue/ affects women and men differently?	Incorporate gender analysis from the outset. Bring in a gender adviser or expert or make sure whoever is conducting the analysis knows to incorporate gender! See Annex 3, Activity 3.3 on a Gender Analysis Tree for more guidance.
	Is the programme or project which you are designing responding to the gender problems identified in the analysis?	Put the findings of your gender analysis into a problem tree and link to the potential solutions.See Annex 4 for more guidance.
	What evidence is there of gender imbalance/inequality in the context you want to deliver the programme in? Do activities take into account any barriers that prevent women and girls and men and boys from participating?	Think about specific actions that you may be able to design to redress some of these imbalances or inequalities, e.g. interventions specifically targetting men or women.
	Have you engaged with your target group (men/women/boys/girls) as part of the design process? Have women's organisations been consulted or can you partner with them on this programme?	Design questionnaires or run focus groups to discuss the issues with your target groups, to identify needs and priorities and plan appropriate interventions.
	Is there a risk of a backlash? Do activities need to be added to mitigate this risk? (e.g. to protect those who face a backlash or to change discriminatory attitudes)	Undertake a risk assessment to determine the potential risks to participants and think about how you can prevent or respond to these. See the section on risk assessments in Section 5 for more guidance.
	Will the programme go beyond equal participation (gender sensitive), to be transformative and help to challenge and change some of the cultural norms and attitudes which underpin gender inequality (gender transformative)?	Design a Theory of Change to think through the outcomes and impact you want to see through your programme interventions and activities (see page 5 for inspiration!) This should link closely to the evidence you hope to gather (see M&E). See Annex 4, activity 4.4 on Theories of Change.

Stage	Question	Tip
Planning	Does the design and planning include those who will particiapte in the programme? Are men and women part of the decision making process?	Consider how you might make the process participatory. Think about doing a survey and/or creating spaces for dialogue by holding a focus group discussion with men or women who will be impacted by the programme to ensure that it meets their needs. See Annex 5, activity 5.1 on creating safe spaces for women for ideas.
	Is the language and imagery you are using gender sensitive? Does it reinforce any gender stereotypes e.g. pictures of men in manual jobs, women undertaking care roles, etc.?	Consider the language and imagery you are using to design and promote your programme. Discuss this with colleagues from Brand and Design, Digital and Communications to make sure that this is accessible, understandable, inclusive and challenging gender stereotypes. See Annex 7.
Implementation	Will the partners you choose to work with support a gender sensitive and transformative approach? How can you ensure this? Can you work with any women's rights organisations to build your capacity to work on gender equality?	Undertake a partner appraisal. Talk to locally based colleagues or organisations about locally recommended partners and undertake a partner appraisal. Make sure that references to gender equality are included in the tender and contracting documents and are part of the selection process. If you come up against resistance from partners, think about ways of negotiating around your concerns and be transparent about the British Council's commitment to achieving gender equality. See Section 2 on the British Council's position and approach (2.2).
	Is the team responsible for delivering the programme or project aware of gender equality issues? Are they committed to challenging gender inequality? Who is making the decisions? Are we walking the walk and talking the talk (in other words, are we putting into practice our commitments to gender equality in our own offices amongst British Council staff)?	Try to build the knowledge and understanding of your team. Familiarise yourself with our EDI resources on gender to make sure that the internal processes are aligned to what the programme is trying to achieve.
Monitoring and Evaluation	Is data disaggregated by sex to identify differences between women/girls and men/boys?	Make use of the new data collection mechanism on SAP which is now disagregated by sex. Look at how you can incorporate questions on participants' gender into feedback tools e.g. questionnaires, surveys, etc.
	Do we have indicators to measure the quantity and quality of (women's) participation as well as changes in attitudes/perceptions? To what extent does the programme benefit women, as compared to men?	Devise indicators which are closely linked to your Theory of Change to measure the kind of transformational change you wish to see. You can look at the new Results and Evidence Framework for ideas.
	How will we know whether a programme is having a positive impact? To what extent do women and girls' themselves think that positive changes are taking place and why?	Monitor early results closely to determine whether the programme is impcting upon gender inequalities. If the results demonstrate little change to gender imbalances or inequalities (or that these have been exacerbated) think about changes you can make to the programme to address this e.g. gender specific actions, targeted resourcing, etc. Remember that some changes, especially those linked to cultural norms will take a long time. Think about sharing the lessons you have learned with others. See Section 7 for ideas.

Annex 7: Checklist for communications, publications and content

To ensure that the stories and examples featured in our communications are as inclusive as possible, represent the diverse individuals, groups, communities and societies we work with and try to address some of the inequalities which exist globally, the following questions and issues should be considered:

1. **Representation and visibility**

    • Which groups are visible and represented?

    • Is the group diverse?

    • Which groups are invisible/missing/excluded? Why?

    • Is there anything we can do to make underrepresented groups more visible? If these groups are multiple (across the EDI areas – age, disability, sex, race/ethnicity, religion/belief, sexual orientation and socio-economic status) we should ask colleagues/partners about all of these groups and what efforts have been made to include them.

2. **Voice, agency and power**

    • Whose voices are represented?

    • Whose voice have we heard the most/least?

    • Who has the power and is responsible for making the decisions?

    • When a 'privileged' person is speaking about the experiences of less privileged groups, can we make sure that these groups have been consulted and been part of the process (whether it's a programme, event, activity, etc.) to ensure that it meets their needs?

    • Can we include quotes from a diverse range of beneficiaries to ensure that all voices are represented?

3. **Benefits, losses and redressing the balance**

    • Who benefits/gains and who loses out?

    • Is anything being done to include those who are not benefiting from the activity/process?

    • What is being done to redress the imbalances/address any inequalities, e.g. British Council targeted interventions, locally led initiatives, etc.?

4. **Root causes and factors**

    • If answers to the above questions demonstrate that there is significant exclusion and inequalities within the contexts we are working in, can we reflect upon the reasons for this, e.g. the socio-political landscape, policy environment and discriminatory cultural norms, attitudes, behaviours and beliefs?

    • What is being done to address these in our work or the work of others?

5. **Language and imagery**

    • Is the language and imagery you are using gender sensitive?

    • Does it reinforce any gender stereotypes, e.g. pictures of men in manual jobs, women undertaking care roles, etc.?

    • Can we ensure that we don't perpetuate stereotypes and also seek to challenge them?

    • Are we enabling women and men to talk about issues that concern them in their own words?

Annex 8: Sample Indicators

While we recognise that our programmes cover a wide range of activities and work in different sectors, we have collated a number of indicators that could be adapted for specific programmes. These have been grouped according to the impact statements outlined in the REF:

Indicator on individual power/agency

Indicators	Data collection tools
Number or percentage of women reporting an improvement in their well-being (health, psycho-social, economic, etc.)	Tools which measure quality of life changes in different domains, e.g. case studies, Most Significant Change, etc.
Number or percentage of women reporting a change in their level of self-awareness, self-worth, self-confidence.	Survey, questionnaires, interviews, longitudinal case studies.
Women have improved knowledge of their rights and the roles and responsibilities of duty-bearers.	Pre- and post-test awareness in surveys, focus groups.
Women take action to claim their rights.	Pre and post-test awareness in surveys, focus groups, key informant interviews.
Women have improved skills to control their own lives (again, could be in any number of different domains, e.g. control their sexual health, bodies, when to marry, literacy skills, absence of violence, participate in decision making, etc.)	Surveys, interviews, focus groups, longitudinal case studies.

Indicators of collective power/agency and collaborative working to address gender equality

Indicators	Data collection tools
Organisations[1] representing interests/needs of women established and functioning.	Organisation in place, description/ToR for organisation, membership/attendance lists.
Organisations representing interests/needs of women demonstrate improved levels of capacity.	Organisational self-assessment tools, survey or interviews with members.
Organisations demonstrate improvements in capacity to build and maintain external relationships and/or partnerships with key stakeholders.	Records of participation in meetings with policymakers and influencers, in strategic local, national, international coalitions/networks/alliances, evidence of joint working.
Number and quality of engagement of women's organisations in advocating for change on women's empowerment issues.	Number and quality of advocacy actions, log of meetings with policy makers and other influencers, evidence of activities undertaken.
Organisations demonstrate an improvement on their ability to influence policies and processes, (e.g. local, national, regional, etc.)	Tools which measure influence and engagement with policymakers.

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[1] *These could be networks, collectives, alliances, groups of volunteers and not only formal, registered NGOs or institutions*

Indicators about evidence on whether policies/legislation are being put into practice and that implementation is effective

Indicators	Tool/source
Specific laws relating to women's rights are changed in line with international human rights frameworks and standards such as CEDAW or regional instruments such as the African Protocol, etc.	Government/Parliamentary records.
Number of policy/legislative changes to improve empowerment of women and girls have taken place with the support of (project/organisation/coalition).	List of policy and legislative changes. Evidence of role of project/organisation/coalition in supporting change (meetings/conferences/recommendations reflected in policy/legislation).
Number/percentage of policy makers who publicly commit to policy changes which support women's and girl's rights and gender equality.	Tracking of commitments.
Number/percentage of duty bearers aware of specific laws (that support gender equality)	Pre- and post-awareness in survey's focus groups, etc.

Indicators on attitudes and social norms

Indicator	Tool/source
Gender sensitive attitudes among target group.	Pre- and post-activity survey tool.
Attitudes towards/acceptance of violence against women and girls.	
Perceptions of the capability of women and men as leaders in the community/education/politics/business.	Tracking of commitments.
Percentage of target group reporting more gender sensitive behaviours.	Pre and post surveys of target group and third parties.

Further references

GIZ: Gender Pays Off! Guidelines on designing a gender sensitive results-based monitoring (RBM) system:
https://www.oecd.org/dac/gender-development/GIZ-guidelines-gender-sensitive-monitoring.pdf

BRIDGE: Gender Indicators: What, Why and How?
http://www.oecd.org/dac/gender-development/43041409.pdf

Annex 9: Useful links and resources

Women and Girls' Empowerment website

https://www.britishcouncil.org/society/womens-and-girls-empowerment

Active Citizens gender toolkit

Gender Inclusion in Schools toolkit

Gender Equality Template Project (Connecting Classrooms)

EDI pages

http://intranet.britishcouncil.org/Site/Diversity/Pages/Gender.aspx

http://intranet.britishcouncil.org/Site/Diversity/Documents/gender.pdf

http://intranet.britishcouncil.org/Site/Diversity/EODtoolkit/Pages/default.aspx

External mainstreaming resources

Gender mainstreaming resource pack: A practical programming guide (Trocaire)

Gender mainstreaming in higher education toolkit (INASP)

Gender mainstreaming in development programming (UN Women)

EIGE tools in gender mainstreaming

Engendering transformational change: Save the Children gender equality programme guidance and toolkit

IASC Women, Girls, Boys and Men: Different Needs Equal Opportunities

Beyond gender mainstreaming key resources (Gender and Development Journal)

Gender auditing

A manual for gender audit facilitators: The ILO participatory gender audit methodology

The gender audit handbook: a tool for organisational self-assessment and transformation

Gender and peace-building

Gender and conflict analysis toolkit for peacebuilders (Conciliation Resources)

Re-thinking gender in peace-building (International Alert)

Measuring gender in peace-building (International Alert)

Other equality areas

Disability awareness training (World Vision)

Data and evidence

Global data on women and girls

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