



Antonio Olmos/HelpAge International

Gender equality training manual

Part of the HelpAge International
Gender equality training toolkit



Gender equality training manual

Contents

- 3 Introduction**
- 3 How gender and ageing intersect
- 4 Understanding sex and gender
- 4 Gender mainstreaming and targeting
- 4 About this Training manual
- 5 How to run the training
- 5 Access for people with disabilities

- 5 Planning and preparation**
- 5 Location, timing and preparation of venue
- 6 Planning and preparation of sessions
- 7 Session schedule overview

- 8 Extended training sessions**
- 8 Session 1: Introduction – Day 1
- 9 Session 2: Rules and expectations – Day 1
- 10 Session 3: Wrap-up and evaluation – Day 1
- 11 Session 4: Recap and clarification – Day 2
- 12 Session 5: Wrap-up and evaluation – Day 2
- 13 Session 6: Recap and clarification – Day 3
- 14 Session 7: Wrap-up and evaluation – Day 3
- 15 Session 8: Releasing the bird – Day 3

- 16 Module 1: Perceptions and discrimination**
- 16 Session 1: New beginnings (part 1)
- 17 Session 2: Wheel of identity (part 1)
- 18 Session 3: Body mapping
- 20 Session 4: 24-hour day
- 25 Session 5: Game of life
- 28 Session 6: Prejudice, discrimination and barrier analysis
- 30 Session 7: Wheel of identity (part 2)
- 31 Session 8: New beginnings (part 2)

- 32 Module 2: Gender analysis and mainstreaming**
- 32 Session 1: Gender mainstreaming (part 1)
- 35 Session 2: Gender analysis (programmatic)
- 36 Session 3: Gender analysis (practical exercise 1)
- 38 Session 4: Gender mainstreaming (part 2)
- 39 Session 5: Gender mainstreaming action planning (part 3)
- 42 Session 6: Gender analysis (practical exercise 2)

- 45 Module 3: Facilitation skills**
- 45 Session 1: Facilitation techniques
- 46 Session 2: Role of facilitator
- 47 Session 3: Challenges of facilitation

Introduction

Gender equality means equal rights, responsibilities, opportunities and treatment of women, men and people of other genders. It is not about one group gaining more power to the detriment of another, rather it is about ensuring that all persons are treated with dignity and can develop their full potential. HelpAge International's position is that all older people should be recognised and respected as individuals with equal dignity, to be embraced equally and treated fairly and without discrimination, whatever their diverse and overlapping identities, values, beliefs or needs.

Our 2030 Strategy commits us to achieving impact on the wellbeing, dignity and voice of older people in their diversity. We will leave people behind in this effort if our work is gender blind. HelpAge will ensure all are included, through the promotion of gender equality in our work, particularly towards the empowerment of older women and the transformation of currently unequal gender relations between women and men. We will also seek better evidence so we can better understand and address specific gendered inequalities that older men may face. In addition, we will remain sensitive to gender identities not expressed within binary categories.

In taking these commitments forward, we recognise that gender affects us all and that equality between genders benefits all – individuals, families and communities – and is therefore a population-wide issue. For instance, older women make substantial economic and social contributions to society. They also represent an important and growing political constituency in both developed and developing countries. Recognising and supporting their full participation will benefit the health and well-being of individuals, families, communities and nations.

Gender should therefore not be treated as a separate issue, but rather as a “lens” through which we view and plan all our work. Gender-sensitive work therefore goes beyond targeting equal numbers of male and female participants – it is about redressing imbalances and tailoring activities to the specific needs and interests of women, men and people of other genders.

Consideration of gender in our work can help us identify whether our approach to gender helps or hinders equal opportunities and outcomes for women and men across each of our Strategy 2030 focus areas.¹ While it is often women who have less access to resources, power and opportunities, men's lives may also be adversely affected by their gender roles. Equality does not mean that women and men become the same, rather that women's and men's rights, responsibilities and opportunities do not depend on whether they are born, or identify as, male, female or other.

How gender and ageing intersect

- Gender roles can change with age. Older people often fulfil roles that are not typical of their gender, such as older men caring for their grandchildren, and older women heading households.
- Gender-based discrimination, particularly in later life, can be hidden by a lack of sex- and age- disaggregated data. This is a major constraint to developing gender-responsive policies and programmes.
- Gender-based discrimination can accumulate over a person's lifetime and be exacerbated in older age.
- Older women can face double discrimination based on both their age and gender.
- Older men can experience challenges to masculinity that can leave them feeling isolated.
- Older women and men, and older people of other genders are at risk of gender-based violence. It is about abuse of power.
- Understanding our changing gender identities and power relations throughout life is crucial to understanding our experience of ageing.

1. Income security; Healthy ageing; Inclusive humanitarian action; Freedom from violence, abuse and neglect; Lifelong learning; A society for all ages; Age-inclusive systems; A stand against ageism; Technology embraced; A movement for change

Understanding sex and gender

HelpAge has up to now adopted language that reflects a binary understanding of gender in our work on gender equality and gender mainstreaming – that is, recognising just two genders, male and female. However, we recognise that understanding of sex, gender and identity is evolving, and that individuals or groups who do not identify within established gender or social norms often face stigma, discrimination or social exclusion.

In keeping with our organisational values and commitment to gender equality, we recognise that our own language, understanding and capabilities in relation to sex and gender must evolve beyond a binary understanding. This will be a learning process for the organisation for the duration of the 2030 Strategy, and will be informed and guided by the lived experience of the older people we work with and human rights principles and standards. This issue will be more fully addressed in future updates of the training toolkit.

Gender mainstreaming and targeting

In line with our strategy on gender equality, we will continue to review and adapt our “twin-track” approach of gender “mainstreaming” and gender “targeting” to ensure that our work is inclusive and respectful of all older people, whatever their expressed gender identity.

Gender mainstreaming means that gender is considered in everything we do. The starting point for this “gender sensitivity” is gender analysis, which enables us to identify and act to address gender-based inequalities and power imbalances.

Targeted approaches generally seek “gender-transformative” change by promoting older women’s voice and rights in order to create gender equality in older people’s roles, status, access to and control over resources and influence. Further guidance on these approaches is available in the Learning pack and HelpAge’s Minimum standards for gender mainstreaming (see the Annex in the Learning pack).

About this Training manual

This Training manual is designed for HelpAge gender focal points to use for training colleagues, network members and partners to promote gender equality in their work. It is part of a Gender equality training toolkit that also includes a Learning pack and a set of Handouts.

It is designed for those trained to:

- reflect on perceptions of gender and other identities, along the life course and particularly in older age, and challenge unconscious bias
- understand discrimination based on bias towards gender and other identities, particularly with regard to older people
- develop an understanding of why gender analysis is important in all development and humanitarian interventions
- learn how to carry out a gender analysis
- strengthen skills and confidence in facilitation for trainers delivering training to others.

This Training manual includes a section on preparation and planning, sessions for extended training formats, and three modules. Module 1 is a foundational module that looks at perceptions and discrimination. Module 2 is a technical module that looks at gender mainstreaming and analysis. Module 3 is a training of trainers module that strengthens participants’ skills and confidence in facilitation. The manual is accompanied by 36 Handouts providing tables, tools, case studies and diagrams to support the training sessions.

How to run the training

The training format you select may be ongoing or intensive, depending on who is being trained and the resources available:

Ongoing, intermittent training You could provide training in blocks, such as two-hour or three-hour sessions. The advantage of this kind of training is that people have time to digest the information about one topic before moving onto the next. In practice, this is often the only choice of format as it more easily accommodates people's schedules. The disadvantage of this format is that it is less likely to address group dynamics or enable deep reflection.

Extended training The other option is a multi-day intensive training, usually residential. To complete all the sessions, you would need a minimum of three days. The advantage of this kind of format is that it allows ample time to delve into complex issues. This format also facilitates team building as it gives participants time to share reflections on the training between sessions. This kind of informal learning can greatly facilitate personal growth and development, and build peer-support opportunities among participants.

The training can be delivered to groups of varying sizes. Individual sessions can be run with as little as three participants but we recommend 12–25 participants as the optimum group size for extended training.

Access for people with disabilities

Keep in mind that participants may include older people and people with disabilities, who may have special requirements. The section on planning and preparation sets out minimum standards for making venues accessible to people with disabilities.

However, a limitation of this first edition of the Training manual is that it does not provide guidance on facilitating sessions for participants with disabilities. Please see the Annex in the Learning pack for recommended resources to support with this.

Planning and preparation

Location, timing and preparation of venue

Consider using an external venue so that participants are not distracted by their work or tempted to go back to their desk during breaks. See if you can afford residential training. If not, choose a location and arrange starting and finishing times that are convenient for participants (taking into account journey times and rush hours, for example).

When sending invitations for the training, find out if any participants have any specific requirements, for example, regarding accessibility, diet or communication.

Prior to the meeting, make sure you consider the following:

- Can persons with disabilities reach the venue? Will they need any special form of transport to get there? Is there money in the budget to cover the cost of transport or a caregiver, if needed?
- Can persons with disabilities enter the venue? For people with limited mobility, is the entrance easy to use, with a ramp or hand rails to help people go up steps? Or is there an alternative entrance available?
- Can persons with disabilities easily reach the meeting room (or bedroom if residential)? Is the meeting room (or bedroom) on the ground floor or if not, is there a lift? Is the floor surface even? Is there enough light for people to see where they are going?

- Can persons with disabilities move around in the meeting room easily? Is the room large enough, is there space for smaller break-out groups? Is there enough floor space for flipcharts and wall space to hang flipchart sheets up? Is the lighting good?
- Can persons with special communication needs take part in the training discussions? Can participants with low vision or hearing difficulties sit near the front? If a participant uses sign language, do you have a sign interpreter?
- Can persons with disabilities use the toilets? Can they be reached easily? Are the doors wide enough? Are the toilets easy to get on and off?

Further resources can be found in the Annex in the Learning pack.

Plan for enough breaks throughout the day. Agree with participants on starting and finishing times. Only allow sessions to overrun if you have participants' consent.

Planning and preparation of sessions

Ahead of the training, familiarise yourself with concepts of gender, age and disability. Use the Learning pack and resources listed in the Annex. This will help you facilitate discussions, respond to questions and feel more confident in your role as facilitator.

This Training manual includes sessions for extended training formats and three modules. Each session includes practical exercises with facilitator's notes, knowledge boxes and learning points. Module 1 is a foundational module that looks at perceptions and discrimination. Module 2 is a technical module that looks at gender mainstreaming and analysis. Module 3 is to support the trainers to strengthen their skills and confidence in facilitation.

You are encouraged to pick and choose modules and sessions based on the needs of your audience and the length of the training. You may decide to spend more or less time on certain sessions. Sessions that are in two parts can be split across two or more days if they are part of a longer extended training.

Ideally, you will have a co-facilitator to lead some of the sessions and to support groups during small group work. They can also keep an eye on timing and energy levels of participants. Together with the co-facilitator:

- Plan who will lead which sessions.
- Prepare energisers that can quickly be used when participants' attention starts to wane (further resources can be found in the Annex in the Learning pack).
- Make sure you are both clear what you expect from group work so that you can support the groups cohesively.
- Prepare handouts or other visual aids in alternative formats for participants with visual impairments, and plan how to support any participants with disabilities to take part in practical exercises or group work (further resources can be found in the Annex in the Learning pack).
- Prepare a "parked" flipchart to collect any questions or comments you do not have time to deal with during the sessions. You can offer to discuss these with the group or on a one-to-one basis after the sessions. Alternatively, you can direct participants to additional resources. It is good practice at the end of the training to go through the parked queries with participants to check if they now have the answers they need or whether they need further information or support.

Session schedule overview

The modules and sessions are shown below. You can choose which of these to include in your training.

Extended training: Introduce, set expectations, provide clarification and evaluate the training

Time needed	Session	Day
10 minutes	1. Introduction	Day 1
20 minutes	2. Rules and expectations	Day 1
30 minutes	3. Wrap-up and evaluation	Day 1
30 minutes	4. Recap and clarification	Day 2
30 minutes	5. Wrap-up and evaluation	Day 2
45 minutes	6. Recap and clarification	Day 3
45 minutes	7. Wrap-up and evaluation	Day 3
10 minutes	8. Releasing the bird	Day 3

Module 1: Reflect on our perceptions of gender and other identities and challenge our unconscious bias. Understand discrimination based on bias towards gender and other identities

Time needed	Session
45 minutes	1. New beginnings (part 1)
30 minutes	2. Wheel of identity (part 1)
30 minutes	3. Body mapping
60 minutes	4. 24-hour day
60 minutes	5. Game of life
60 minutes	6. Prejudice, discrimination and barrier analysis
30 minutes	7. Wheel of identity (part 2)
30 minutes	8. New beginnings (part 2)

Module 2: Develop an understanding of gender mainstreaming and support gender action planning. Strengthen skills in gender analysis through practice

Time needed	Session
30 minutes	1. Gender mainstreaming (part 1)
60 minutes	2. Gender analysis (programmatic)
45 minutes	3. Gender analysis (practical exercise 1)
90 minutes	4. Gender mainstreaming (part 2)
120 minutes	5. Gender mainstreaming action planning (part 3)
120 minutes	6. Gender analysis (practical exercise 2)

Module 3: Strengthen facilitation skills and build confidence

Time needed	Session
45 minutes	1. Facilitation techniques
30 minutes	2. Role of facilitator
45 minutes	3. Challenges of facilitation

Extended training sessions

These sessions are for training that extends over a few days. They introduce the training, set expectations, provide clarification and allow for daily evaluation.

Session 1 Introduction – Day 1



Time 10 minutes



Objective Begin on an informal note and introduce participants to each other at the start of Day 1.



Materials None



Preparation None



Procedure Ask each participant to introduce themselves in turn with their name and a word to describe themselves that starts with the first letter of their name. For example:

- *I am lovely Lucy*
- *I am funny Faisal*
- *I am mysterious Mahmood*
- *I am curious Caitlin*

You can carry out the exercise while everyone is sitting down, or you can ask everyone to stand or sit in a circle and accompany their description of themselves with a movement or gesture.

Session 2

Rules and expectations – Day 1



Time 20 minutes



Objective Clarify and document what participants expect from the training and what they might be worried about at the start of Day 1.



Materials

- Flipchart paper
- Marker pens
- Masking tape or Blu-tack
- Post-its or small pieces of card or paper in two different colours



Preparation

1. Write the objectives of the training on a flipchart.
2. Display the flipchart outlining the objectives of the training on the wall. Leave it there for the entirety of the training. You can refer to it during subsequent sessions.
3. Post two more sheets of flipchart paper on the wall, headed “Content” and “Format”.



Procedure

1. Give each participant some post-its or cards (all the same colour). Ask them to write down their expectations of the training content and format (one expectation per card).

Ask them to stick their post-its or cards onto the prepared flipchart sheets under the relevant headings.
2. Give each participant a post-it or card of the other colour. Ask them to write down what worries them about both the content and format (one worry per card) and stick them on the appropriate flipchart sheets.
3. Read out participants’ expectations and worries. Reassure participants about which expectations will be met and which worries will be addressed. Identify issues that might need to be “parked” for later, monitored, or cannot be dealt with (for example, expectations that are unrealistic or not in keeping with the agenda).
4. Use the results to agree some ground rules. These may include starting and ending sessions punctually, respecting everyone’s opinion and contributions, not interrupting people, protecting confidentiality, and keeping laptops and phones turned off. Write these on another sheet of flipchart paper and display it on the wall.

This session provides a visible record against which you can check participants’ progress over the course of the training. It highlights areas of consensus or disagreement. This can give you an indication of what you might need to spend more time on, or how you might need to adjust the way you facilitate.

It is helpful to refer back to the flipcharts towards the middle and the end of the training and check with participants how far their expectations have been met.



Facilitator’s note

Session 3

Wrap-up and evaluation – Day 1



Time 30 minutes



Objective Identify key learning points at the end of Day 1.



Materials

- Flipchart paper
- Marker pens
- Post-its
- Bowl of sweets and/or fruit



Preparation Take three sheets of flipchart paper and draw a different emoji on each one: a smiley face, one with a blank expression and one looking sad.



Procedure

1. Ask participants to sit in a circle and pass round the bowl of sweets and/or fruit.
2. Ask each person, as they take a sweet or fruit, to name two things they have learnt or to comment on something, such as what struck them most during the day.
3. Hand round post-it notes and ask participants to write down any comments they have about the day, including the logistics (such as breaks, snacks or venue), facilitation (such as pace, clarity, fun factor) and the content. Tell them to write only one comment per post-it.
4. Ask them to put the post-its on the sheets of flipchart paper under the corresponding emojis.
5. Choose up to three participants to do a 10-minute recap of the main outcomes of the sessions from Day 1.

Session 4

Recap and clarification – Day 2



Time 30 minutes



Objective Remind participants what they have learnt, clarify any issues and ask if they have any further comments or suggestions at the beginning of Day 2.



Materials None needed. However, you may want to refer back to flipcharts from previous sessions.



Preparation Select up to three participants to do the recap of Day 1.



Procedure

1. Ask the selected participants to provide a recap (10 minutes).
2. Allow 20 minutes for discussion.

Session 5

Wrap-up and evaluation – Day 2



Time 30 minutes



Objective Identify key learning points at the end of Day 2.



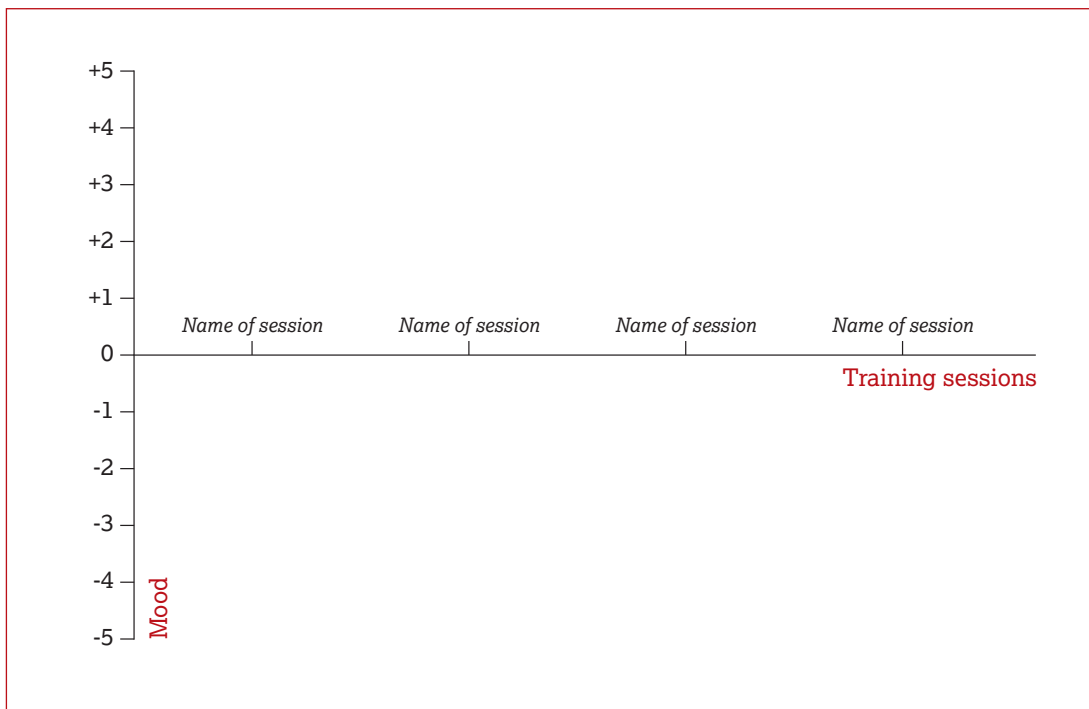
Materials

- Flipchart paper
- Masking tape or Blu-tack
- Marker pens



Preparation

1. Stick two pieces of flipchart paper together along the long edge to create a large piece of paper.
2. Draw X and Y axes.
3. Label the X axis “Training sessions”. Write the names of sessions along the X axis (e.g. New beginnings, Wheel of identity, Body mapping).
4. Label the Y axis “Mood”. Mark number from negative to positive (e.g -5 to +5).



Procedure

1. If there are more than 12 participants, divide participants into two groups and give each group a large sheet of flipchart paper with the axes marked on it.
2. Ask participants to rate their mood along the Y axis during the different sessions. Overall, do they feel the trainer has met the objectives of the day? Leave the room during this exercise or be obviously busy to give participants some privacy.

Session 6

Recap and clarification – Day 3



Time 45 minutes



Objective Reinforce learning and provide further clarification at the beginning of Day 3.



Materials Notes and flipchart presentations from Day 2.



Preparation None



Procedure

1. Recap on the sessions from Day 2 and ask participants what key points they remember from these.
2. Ask if anyone needs further clarification. Refer to any issues that may have been parked during the training.

Session 7

Wrap-up and evaluation – Day 3



Time 45 minutes



Objectives Review whether participants' expectations have been met and their worries addressed at the end of Day 3.

Encourage participants to draw up an action plan for further training and reflection.



Materials

- Original expectations and worries post-its
- Bowl of sweets and/or fruit



Preparation None



Procedure

1. Ask participants to think back to their expectations and worries. Ask them if they feel their expectations have been met and worries addressed?

Tell them they have 10–15 minutes.

2. Emphasise that learning will continue through practice. Suggest that the group stay on touch with each other to exchange experiences and support each other.

3. Ask participants to pass round the bowl. As each person takes a sweet or fruit, ask them to say what their next action will be. What will they do over the next three months?

Session 8

Releasing the bird – Day 3



Time 10 minutes



Objective Draw the training to a close on a friendly and hopeful note at the end of Day 3.



Materials None



Preparation None



Procedure

1. Ask everyone to sit in a circle and close their eyes.
2. Ask them to reflect on the training and focus on the knowledge and skills they have gained, and the new acquaintances or friends they have made. Ask everyone to open their eyes again. Put your hands together as if you are holding something gently between your palms. Tell participants that you have a small but beautiful bird in your hand that represents all their aspirations and hopes for using their new knowledge and skills to promote the wellbeing, rights and inclusion of older people.
3. Let the imaginary bird grow between your hands. Announce that you will set it free. Count down with everyone from three to zero and release the bird into the air.



Module 1

Perceptions and discrimination

This module supports participants to reflect on their perceptions of gender and other identities and challenge their own unconscious bias. It aims to help them understand how unconscious bias can lead to discrimination.

Session 1 New beginnings (part 1)



Time 45 minutes



Objectives Raise participants' awareness of how stereotypes, prejudices and assumptions influence the way we perceive and relate to other people.
Help participants understand unconscious biases and learn how to counter these.



Materials Handout 1: New beginnings – the people



Preparation None



Procedure

1. Give each participant a copy of Handout 1.
2. Tell participants that this is the first part of a two-part exercise. The second part will take place at the end of the training.
3. Ask participants to spend 10 minutes individually deciding which eight people from the list on Handout 1 they would choose to start a new community.
4. Divide participants into groups of 3–5. You can either decide on the groups or let people choose. Ask each group to agree, as a group, which eight people they would choose to start a new community. Tell them they have 15 minutes for this. Ask each group to appoint an observer. The observer, as well as participating in the discussion, will take notes on how the discussion is unfolding, including differences of opinion, justifying choices, emotional responses, reaching a consensus, and leadership in discussion and decision-making.
5. Ask each group in turn to present their choice and the observers to briefly feed back on the process. Ask each group:
 - Why did you make the decisions you came to?
 - What did you notice when trying to make a group decision?
 - How comfortable did you feel negotiating with the others in your group or voicing your opinion? Was anything stopping individuals from giving their opinion?Give particular attention to reasons related to gender, age and disability, but also assumptions about the characters and their personalities.
6. Remind participants that you will come back to this exercise at the end of the training.

Keep the groups' choices and observation notes. Prepare a summary of similarities and differences, both in choices and justifications. You will need this when you revisit the exercise and reflect on prejudice, social norms and exclusion.



**Facilitator's
note**

Session 2

Wheel of identity (part 1)



Time 30 minutes



Objective Make participants aware of the fact that everyone has multiple identities, and that it is important to acknowledge this and see the whole person.



Materials

- Pens or crayons of different colours
- Masking tape or Blu-tack
- Handout 2a: Wheel of identity
- Handout 2b: Wheel of identity (part 1; example) – for facilitator



Preparation None



Procedure

1. Give each participant a copy of Handout 2a: Wheel of identity.
2. Ask participants to write the various identities that they feel make them who they are in each of the eight segments of the central circle. For example, their gender, sex, sexual orientation, disability, educational level, employment status, role in the family, nationality, residence, age, ethnicity, religion and so on. Tell them that if they feel any identity is too personal to share but still important, they can leave the space blank or put “personal”. Explain that people’s identities are layered, some being more significant than others. Use Handout 2b: Wheel of identity (part 1; example) to guide you.
3. Ask participants to rank their different identities according to how important they feel they are at present. When these are joined up these will produce a “wheel of identity” looking like a spider diagram.
4. Ask participants to mark any of their identities that they feel have a low value in their society with an arrow pointing down, and any that are highly valued with an arrow pointing up.
5. Give participants 15 minutes to complete the task (giving the instructions in stages). Then hang all the spider diagrams up for everyone to see. Give participants five minutes to look at the display. Ask one or two participants who have not spoken much to explain their wheel of identity. If they are reluctant to do this, ask someone else.
6. Explain to participants that you will come back to this exercise towards the end of the training.

Tell participants to avoid using individual personality traits, such as “creative”, “passionate”, “supportive” or “hard-working” to identify themselves. Ask them to use terms that can be applied to groups of people, such as “activist”, “professional”, “sister”, “athlete”, “lesbian” or “disabled”.



Facilitator’s note

Highlight the importance of remembering that every person is made up of more than one identity and that our different identities sometimes intersect in complex ways. Tell participants that you will discuss this in more detail later.

Explain that even if we are interested primarily in one particular group of people, such as women, persons with disabilities, older people or adolescents, they all have other identities that also affect their lives and make them who they are.



Learning points

Session 3

Body mapping



Time 30 minutes



Objective Enable participants to understand the difference between sex and gender, and to recognise and challenge stereotypes about women and men.



Materials

- Flipchart paper
- Marker pens
- Masking tape or Blu-tack



Preparation None



Procedure

1. Divide participants into single-sex groups of 3–5 people per group. If possible, keep people with similar cultural backgrounds in the same groups.
2. Give each group a sheet of flipchart paper and ask each group of women to draw the outline of a woman, and each group of men to draw the outline of a man. Flipchart paper can be joined together to produce a large sheet if necessary.
3. Ask one women's group to think about the “typical” characteristics of a woman in their society – what a woman does, how she acts, her personality, skills and so on. Ask them to write or draw these characteristics on, or next to, the appropriate part of the female body outline. For example, they might draw a baby close to her stomach, and tools and equipment that she uses at home or at work by her hands or feet. They might write words describing her personality around her head.
4. Ask another women's group to do the same for an older woman.
5. Ask one men's group to do the same for a man. Typical drawings might include a beard, strong muscles, and tools or symbols representing his work responsibilities. Words could describe a personality commonly associated with a man.
6. Ask another men's group to do the same for an older man.
7. Tell participants this is a brainstorming exercise focusing on what we spontaneously associate with women and men, and older women and men, including our own stereotypical associations.

procedure for this session continued over

If there are not enough participants of different genders to form four single-sex groups, you could have one women's group and one men's group. Ask each group to spend 10 minutes identifying typical characteristics of women and men, and then to add (maybe in a different colour) characteristics typical of older women and men.

Alternatively, you could have one group looking at age-unspecified women and men, and another looking specifically at older women and men. For mixed-sex groups, appoint an observer to each group to note discussion points, points of consensus and differences of opinion.

Participants will probably identify stereotypical characteristics. The point of the exercise is to recognise and challenge these stereotypes during the discussion that follows.



Facilitator's note



**Procedure
continued**

8. Bring the groups together. Hang up the drawings and discuss them, asking the following questions:

- Does everyone agree with the characteristics attributed to the woman, man, older woman and older man? Which characteristics might be controversial? Which are stereotypical? Was it easy to reach a consensus or were there disagreements within the group?
- Which characteristics are biological or physiological (such as breastfeeding, menstruation or having a beard) and which are based on social norms (such as ideas of femininity or masculinity or what behaviour is acceptable for women and men).
- Which characteristics cannot easily be changed?
- Which characteristics change as people age?
- Which characteristics are associated with values, such as being a “good” wife or a “strong” protector of the family? Are any values more important than others? If so, is there any link with age? For example, a younger woman can give birth naturally but a post-menopausal woman no longer can. Does this difference affect women’s roles and their value in their household or community as they age? A young man may be valued for his physical strength and capacity for hard work, but an older man may lack these qualities. How does this affect the value attached to men as they age?
- Ask participants if the typical characteristics and values attached to women and men have always existed, or whether they know of any time when they were different (not in their own lifetime but in society as a whole)?
- Ask participants about whether they feel there are any potential benefits of changing any of these characteristics and values.
- Ask participants what the implications of attributing typical characteristics and values to women and men are for lesbian, gay, bisexual, transgender or other people, such as those whose gender is different from their assigned sex. (For more information on this, see the Glossary in the Learning pack and Section 1: Sex, gender and sexual orientation in the Learning pack module 1.)

Participants should now understand which differences between women and men are biological and which are determined by society (the difference between sex and gender).

Emphasise that it is not always easy to decide what is purely female/feminine and male/masculine, there is a wide male-female spectrum. People can be at different points on this spectrum. Their position can change. Some characteristics are true for everyone regardless of gender.

Point out that many more gender-related characteristics are constructed by society than are purely biological, and that these may change over the life course.

Participants may not understand the point of the body maps to begin with. However, by the end of Module 1 the activities around gender stereotypes should help them understand, so keep the body maps to hand as a reference point.



Session 4 24-hour day



Time 60 minutes



Objective Improve participants' understanding of gender roles and responsibilities, needs of people of different genders, and how gender roles are linked to societal values and power relations.



Materials

- Flipchart paper
- Marker pens or crayons of different colours
- Handout 3: 24-hour day
- Handout 4a: Gender roles and needs
- Handout 4b: Gender roles and needs (exercise)
- Handout 4c: Gender roles and needs (completed exercise)
This is optional (see Facilitator's note)
- Printout of Knowledge box: Gender relations
(to hang up after the discussion)



Preparation Participants will be divided into groups. Draw a blank table on a sheet of flipchart paper for each group as shown below. You can enter one or two details so participants see what they will be asked to do.

Time	Younger woman's task	Older woman's task	Younger man's task	Older man's task
3.00am	Wake up			

If you find that participants struggle to use the table, you could draw a large clockface on each sheet and ask them to use that instead.



Procedure

1. Divide participants into single-sex groups of 3–5 per group.
2. Give each group a sheet of flipchart paper with the blank table (or clockface) on it. Ask the groups to choose a specific “professional” group of people that they either belong to themselves or are familiar with (such as farmers, fishers, frontline health staff or social workers). Advise them to avoid choosing groups of people at the extreme ends of the socio-economic spectrum (very rich or very poor people).
3. Ask participants to imagine a day in the life of a wife and husband belonging to the occupational group they have chosen, possibly living with their extended family. Ask them to complete the table for both of the couple over 24 hours on a weekday, starting from waking up. Tell them to include every activity, both work and social, including, for example, fetching firewood or water, visiting friends, sitting in a café, helping children with their homework or travelling to work.

Tell participants they have 20 minutes to complete the task.

procedure for this session continued over



Procedure continued

4. Once they have finished, hang up the tables. Give participants 5–10 minutes to walk around and look at them.
5. Bring everyone together to discuss the findings:
 - Who does the most hours of work from waking up to going to bed?
 - What is the balance of work and leisure for women and men, older and younger women, older and younger men, and older women and men?
 - What is the difference in the work and leisure balance between women and men in different professional groups?
 - What is similar for the women and men of different ages belonging to different professional groups?
 - If there is a mismatch between what female participants think are men’s tasks and male participants think are women’s tasks, ask how these differences might have come about.

procedure for this session continued over

What should come out of this is that, in general:

- Women and men do very different things during the day.
- Women work longer hours.
- Women have more varied tasks, sometimes doing more than one thing at once.
- Work for the family is done by women.
- Men’s work is done outside the home.
- Men have more leisure time. They have more time off to relax than women and to engage in their hobbies.
- Women have less sleep.
- Men are more involved in decision-making.
- Gender inequalities in the division of work can continue into older age. The types of work people do can also change as they age and become different at “younger-old” and “older-old” ages.

Points for reflection:

- Do you think the differences in women’s and men’s work and leisure balance may affect their respective wellbeing?
- What does this mean for women and men at different ages?

 **Learning points**

Time spent caring

Caring responsibilities for children, older people and sick people, as well as household duties, are mainly borne by women. Globally, women spend two to ten times more time a day on unpaid care than men.²

2. https://www.oecd.org/dev/development-gender/Unpaid_care_work.pdf

 **Knowledge box**



Gender roles

Productive roles are activities carried out to secure goods or services for sale to enable people to survive. They include employment, farming and trading.

Reproductive roles are activities that keep families alive and well. They include childbearing, caring for family members and managing the home (such as fetching water and firewood). Reproductive roles are often manual, time-consuming and unpaid.

Community roles are activities that promote community cohesion. They include organising social events such as ceremonies and celebrations, arranging community improvements and serving on committees. Women's community roles are often an extension of their reproductive roles of mobilising, caring and providing, performed on a voluntary, unpaid basis. Men's community roles are often political and include decision-making. They are more often paid and associated with status and power.



Procedure continued

6. Explain what productive, reproductive and community roles are (see Knowledge box: Gender roles).

7. Give each participant a copy of Handout 3: 24-hour day

8. Ask participants to identify, with different coloured marker pens or crayons, activities in their table that:

- help generate an income (productive roles), such as fishing (if the fish are to be sold, rather than eaten) or market trading
- support the wellbeing of the family (reproductive roles), such as cooking, fetching water or caring for relatives
- are connected with community activities (community roles), such as attending a village committee meeting.

9. Ask participants to mark the activities with different colours according to whether they represent productive, reproductive or community roles.

10. Discuss with participants which roles and activities are more “visible” and more valued by their community, members of their household and institutions in the society they live in.

Then, using different coloured post-its, compare the distribution of “visible” and “invisible” activities.

Draw a plus or minus sign on each post-it to identify high-valued or low-valued roles and activities carried out by women and men at younger and older ages.

11. Discuss how the value attached to these activities affects power relations between women and men at different ages. For example: is washing clothes (by a woman or man) seen as a valued activity? Is it visible? Is working in construction (by a woman or man) or building a family home, more or less valued or visible? Does it give more power to whoever is carrying out the activity? And what does it mean for an older man who can no longer build, for example, or for an older woman who still cares for the household? Can the balance of power change with age?

*procedure for this
session continued over*

- Women often carry out many more reproductive tasks than men. These are time-consuming but unpaid and are therefore not considered “real” work.
- Because much of the work carried out by women is unpaid and therefore not considered “real” work, women are often undervalued by society and perceived as less capable and important than men.
- However, in older age, both women and men may find that expectations of the type of work they do and attitudes towards them change. Women often continue to carry out unpaid domestic work in older age. Men’s productive and community roles often diminish as they reach an age at which they are either unable or assumed to be unable to carry out certain activities. Women may find that their value is attached to their unpaid roles in the home. Once they are unable to contribute to the wellbeing of their family, their “value” or status may also diminish.

Practical and strategic gender needs

Because women and men often have different roles, they often have different practical and strategic needs.

Practical needs tend to be immediate and short-term. They relate to things people need to survive in their particular living environment, such as food, housing, healthcare, water and income. Practical needs are met through a combination of productive and reproductive activities, such as providing wells and fetching water, running health centres and caring for sick family members, selling goods at the market to earn money to feed the family and earning an income from employment to meet family expenses. Interventions designed to meet practical needs do not necessarily challenge existing gender roles and norms perpetuating gender inequality.

Strategic needs tend to be long-term. They include legal rights (such as land and inheritance rights), protection from domestic violence, equal pay, and women’s control over their bodies. Interventions designed to meet these needs challenge the subordinate role of women in society. They relate to the division of labour (who does what), power and control (who has what and who decides how to use it). Addressing strategic needs means transforming gender relations and promoting gender equality.



Procedure continued

- 12.** Explain how the needs of women and men are based on their different gender roles (see Knowledge box: Practical and strategic gender needs).
- 13.** Give each participant a copy of Handout 4a: Gender roles and needs.
- 14.** Go through the explanations of productive, reproductive and community roles again.
- 15.** Give each participant a copy of Handout 4b: Gender roles and needs (exercise).
- 16.** Ask participants, either individually or in small groups, to consider which roles and needs the activities listed on the Handout relate to. Ask them to put a cross in the appropriate spaces on the Handout. Emphasise that each activity could be associated with more than one role or need.
- 17.** Bring everyone together. Compare and discuss the results.

notes for this session continued over

If you are short of time, you could give participants Handout 4b: Gender roles and needs (exercise) to do the exercise as homework or in their own time. A completed table is shown in Handout 4c: Gender roles and needs (completed exercise) for cross-checking.

You can hang up a copy of the Knowledge box: Gender relations as a reminder to participants throughout the training.



**Facilitator's
note**

Gender relations

- Gender refers to relationships between women and men. These relationships are constructed by society. They are based on people's expectations of women and men and their perceived value in society.
- This means that there is a hierarchy of characteristics associated with women and men, and a hierarchy of roles and responsibilities. These hierarchies affect how women and men are valued. They lead to unequal power relationships between women and men.
- However, the roles of women and men and the power relations between them can change over time. This has happened before and is likely to continue happening. There is a continued opportunity to promote gender equality.
- Most gender roles are context-specific. This means they largely depend on where people live, their cultural background, age, socio-economic status and so on.
- Individual people experience life differently at different ages and life stages. People in different age groups (children, adolescents, younger adults, older adults, etc) and with different marital status (unmarried, married, widowed, separated, divorced, etc) experience gender and power issues differently.
- Gender relations are reinforced by institutional systems such as laws and religious doctrines that reflect the values attached by society to the roles of women and men.



**Knowledge
box**

Session 5

Game of life



Time 60 minutes



Objective Enable participants to understand the hierarchy of gender, disability, age and ethnicity, how this affects people's life chances throughout their lives, and how the intersection of different identities may increase a person's marginalisation.



Materials

- Prompts for the facilitator to describe the story of a person's life
- Labels or stickers for volunteers



Preparation None



Procedure

1. Ask three male and three female participants to volunteer to represent the following characters:
 - A woman without disabilities from the dominant ethnic group in their community
 - A man without disabilities from the dominant ethnic group in their community
 - A woman with a disability from birth from the dominant ethnic group in their community
 - A man with a disability from birth from the dominant ethnic group in their community
 - A woman without disabilities from an indigenous or ethnic minority
 - A man without disabilities from an indigenous or ethnic minority

Stress that this is not a role play. Give each volunteer a label or sticker to wear with their character written on it to remind everyone who is representing which character.

You can choose other identities. However, sex must be included and disability should also be included.



Facilitator's note

2. Ask the six volunteers to stand next to each other in a row. Ask everyone else to line up on either side to form a corridor along which the six volunteers can move forward or back. The volunteers should stand halfway along the corridor, all facing towards one end.

3. Explain that you will be telling the life story of different characters, following their journey through life from birth to old age. Ask each volunteer to think about how their character and their character's friends and family will react when they reach a significant life event.

Ask them to take:

- Two steps forward for a very positive or successful experience.
- One step forward for a fairly positive or successful experience.
- One step back for a fairly negative or less successful experience.
- Two steps back for a very negative or unsuccessful experience.

procedure for this session continued over



Procedure continued

4. Remind the volunteers that they represent a certain category of people. Ask them not to think too much about any specific impairment their character may have or to make any decisions about which direction to move in based on their own experience.
5. After reading out each life event, and after volunteers have moved forward or back, allow time for the other participants to comment on the decisions made by the volunteers. If there is any disagreement, encourage the group to reach a consensus. The other participants may ask the volunteers to change their minds.
6. Set the scene for the life stories. Explain that they take place in a village where there is a fairly high level of poverty, but where most families have land and access to safe water. In the nearby town, there are opportunities for work, as well as health facilities and schools.
7. Start telling the story.

The story

- **One day, after a long wait, you are born. How does your family feel when they see you?**

Note what might happen:

- *Woman born without disabilities takes one step forward*
- *Man born without disabilities takes two steps forward*
- *Woman born with a disability takes two steps back*
- *Man born with a disability takes one step back*

- **Now you are a bit older. It's time to start thinking about school. How likely is it that you will be able to go to school?**
- **You are now old enough to be married or in a relationship. You and your partner are discussing how many children to have. To what extent can you decide on the number of children and spacing between them?**
- **You want to make some money for your family. You try to get a paid job. How likely are you to be able to do this?**
- **Now you're in your 40s. You want to help your community by becoming involved in local politics. How likely are you to be able to do this?**
- **Now you have reached older age. Your partner has died and your children have families of their own. How likely is it that you are well provided for?**
- **Now you are well into old age, either with or without a partner. A serious natural disaster has occurred (such as flooding, cyclone, hurricane or earthquake). How likely is it that your needs for emergency assistance will be met?**

procedure for this session continued over

It is up to you to decide when to intervene. You may want to ask volunteers to give reasons for their decisions and highlight any examples of prejudice or bias.

This exercise is another way of illustrating the hierarchy of gender and how this becomes more pronounced by other factors, such as disability or ethnicity. You can adapt the story according to the cultural context.



Facilitator's note



**Procedure
continued**

8. After you have reached the last event and the volunteers are in their final position, ask the volunteers how they feel about the position they are in.

9. Ask everyone how the gap between the first and last characters can weaken social cohesion? How likely is it that any community will be economically stable and healthy if such gaps exist?

The following key messages must come out of the discussions:

- Stigma and discrimination play a large part in creating the gap between the characters' positions at the end of the story. The majority of women with disabilities or from an ethnic minority move back, not because of their capacities but because of people's perceptions of them.
- Women with disabilities are especially disadvantaged. Being so far behind everyone else shows how some groups of women can become overlooked in development programmes. The exercise reinforces their invisibility over time. A common response is to lose motivation and give up.
- All the characters started in the same position (birth) but women started and continued to go back. Education is a key stage at which girls can lose their chance ever to catch up (in terms of employment, income, decision-making, status and so on). Discrimination can be cumulative over the life course and continue into older age. Ageism is a discriminatory experience in itself.
- Events during the life course, such as acquiring a disability or surviving a disaster, can disrupt a person's status. There is no guarantee of anything.



**Learning
points**

Session 6

Prejudice, discrimination and barrier analysis



Time 60 minutes



Objective Enable participants to recognise barriers to inclusion and understand how stereotyping and discrimination create these barriers.



Materials

- Flipchart paper
- Marker pens
- Post-its (a different colour for each thematic group)
- Masking tape or Blu-tack



Preparation Take three sheets of flipchart paper for each group and draw a brick wall on each. Label the walls “Environmental”, “Attitudinal” and “Institutional”.



Procedure

1. Divide participants into groups of 3–5. Give each group three sheets of flipchart paper with the drawings of the walls.
2. Assign each group a thematic area of work, such as humanitarian assistance, community development (older people’s associations/ intergenerational groups) or social protection. You may want to select participants based on their area of interest or experience.
3. Ask participants to think about prejudice and discrimination against people based on their age, gender, disability or ethnicity. Two or more identities, including gender, can be considered in combination. For example, a group could focus on older women and older men, or on older women without disabilities and older women with disabilities. Focusing on age alone (just older people) is not enough.
4. Ask participants to identify barriers to inclusion faced by people with different identities in the thematic area of work they have been allocated. Ask them to write these barriers on post-its (one barrier per post-it) and stick the post-its on one of the three walls – environmental, attitudinal or institutional. Make sure the examples of barriers are concrete, such as information in formats that some people cannot use, or upper age limits for health programmes, and not just concepts such as stigma, accessibility or prejudice. Use Knowledge box: Environmental, institutional and attitudinal barriers (over the page) to provide examples if needed.
5. Tell participants they have 30 minutes. Walk round the room to check they understand the exercise.
6. Hang the flipcharts up for each group and give the groups five minutes to view each other’s walls.
7. Bring the groups together and discuss:
 - Where are most of the barriers?
 - Which groups of people are most at risk of exclusion?
 - What are the specific differences and similarities between barriers in different thematic areas?
 - Think about where discrimination happens (such as individual action, institutional processes or social norms). What does this mean when it comes to designing interventions and advocacy initiatives?

notes for this session continued over

Environmental, institutional and attitudinal barriers

The concept of barriers is used by disability activists to explain how a person can be disabled, not because of their impairment, but because of the environmental, institutional and attitudinal barriers preventing them from participating in society. The same barriers can be faced by other groups of people. Recognising these barriers helps to identify issues faced by women, older people and other marginalised groups, and to understand how barriers can build up when multiple identities intersect.

Environmental barriers may include stairs, doorways too narrow for wheelchairs, or written information not available in formats everyone can use. For older people, environmental barriers may include events being held too far away for them to reach or too late in the evening for them to feel safe travelling there. Poor street lighting or positioning women's toilets in isolated parts of buildings are other examples of environmental barriers.

Institutional barriers are policies, procedures and situations that systematically disadvantage certain groups of people. For example, in some societies, women are not allowed to drive or to inherit land or property; people may not be allowed to carry out certain activities after a certain age; children with disabilities may not be allowed to go to the same school as children without disabilities. Such institutional policies and procedures are usually strongly influenced by social norms.

Attitudinal barriers are the beliefs, assumptions, prejudices and stereotyping that lead to discrimination. For example, the assumption that an older employee cannot do as good a job as a younger one; that a woman should not go out without the permission of a male family member or voice her opinion in public unless invited to; or that a child with disabilities is unable to learn and study and will be a burden to their family and society.

- Many barriers to inclusion are connected with each other. Environmental barriers are often linked to institutions, which are made up of individuals. Attitudinal barriers are cross-cutting. They exist almost everywhere.
- Institutional barriers are sometimes subtle. They may seem normal. However, they can have an enormous effect on people's lives.
- There is a link between social norms (common values and beliefs), individual action (such as discrimination based on prejudice and stereotyping) and institutional action (driven by individuals' belief systems and prejudices). Interventions must consider all these factors and how they influence one another.
- Women are more often discriminated against than men. Intersecting characteristics (such as age, gender, ethnicity, disability, sexual orientation or location) can increase barriers to inclusion. Barriers can accumulate over the life course, creating further marginalisation in older age.
- This means that development interventions that aim to be inclusive, but only address certain exclusionary factors, such as age, gender, ethnicity, disability, sexual orientation or location, will leave many women, such as older women, women with disabilities, indigenous women or lesbians, facing barriers to inclusion based on their gender.
- There are numerous barriers facing large numbers of people. It is tempting to focus on supporting individuals to meet their needs. However, a needs-based approach is less likely than a rights-based approach to overcome barriers necessary to bring about lasting change, that is, changes to institutional systems and social norms.
- Based on a detailed barrier analysis, interventions need to find a balance in addressing environmental, institutional and attitudinal barriers. They also need to find a balance between supporting individuals and bringing about broader change (changing social norms).

 Learning points

Session 7

Wheel of identity (part 2)



Time 30 minutes



Objectives Improve participants' understanding of social norms and values in connection with different identities.

Highlight the power dynamics that exist between different groups of people.



Materials

- Completed Handout 2a: Wheel of Identity from Session 2
- Marker pens
- Handout 2c: Wheel of identity (part 2; example) – for facilitator



Preparation None



Procedure

1. Choose one spider diagram (with the consent of the person who drew it).
2. With the whole group, discuss each identity and agree which is the dominant identity in that particular society, for example, which sex, religion or ethnic group has the most power.
3. Ask each participant to write the dominant identities in each of the eight circles on their own spider diagram. Use Handout 2c: Wheel of identity (part 2; example) to guide you.
4. Discuss with the whole group:
 - How many of their individual identities are different from the dominant identity?
 - Which characteristics cannot be changed? What does this say about how powerful a person can become?
 - What does this say about us as a group? What are the differences and similarities between individuals in relation to dominant power? How can these influence our work?
 - What does it say about our relationship with the people we work with and their potential for power?

Session 8

New beginnings (part 2)



Time 30 minutes



Objective Participants reflect on changes in their attitudes and understanding of gender issues.



Materials

- Notes and presentations from Session 1: New beginnings (part 1)
- Your summary of participants' responses



Preparation None



Procedure

1. Ask participants to return to the groups they were in when they discussed the selection of people to start a new community.
2. Ask them to review both their individual and group choices and answer the following questions:
 - Would you keep to the same selection or would you change anything? If you would change anything, what would it be and why?
 - Would you discuss the selection in a different way?
 - How does this exercise link to inclusion?
 - Has the training changed or reinforced your attitude towards gender, age or disability?
3. Bring everyone back together. Discuss what has been learnt and what attitudes have been changed or reinforced.

After the discussion about selecting people to start a new community, spend a few minutes making the following two points:

- Thinking about prejudice and discrimination often brings to mind acts of blatant prejudice, such as non-inclusive health services or discrimination in the workplace. These are pretty easy to identify.
- We are all “victims” of unconscious bias – beliefs and attitudes that are activated automatically, without our being aware of this happening. These are different from “shameful” attitudes that we are aware of but keep to ourselves. Our unconscious biases come from our experiences. For example:
 - Women are widely portrayed as collaborative, nurturing and homemakers, and men as assertive, competitive and bread-winners.
 - Older people are often stereotyped as more forgetful and less valuable at work than younger workers.

Biases such as these are constantly reinforced. Do we notice this?



Facilitator's note

Module 2

Gender analysis and mainstreaming

This module supports participants to develop an understanding of gender mainstreaming and support gender action planning. It also aims to strengthen skills in gender analysis through practice.

Session 1 Gender mainstreaming (part 1)



Time 30 minutes



Objective Develop participants' understanding of gender mainstreaming.



Materials

- Flipchart paper
- Marker pens
- Cut-out Venn circles in different sizes if required
- Handout 5: Gender mainstreaming



Preparation None

Gender mainstreaming

Gender mainstreaming means putting gender equality at the centre of your work. It means considering gender in, for example, policy decisions, planning, budgeting, and organisational structures and operations.

Gender mainstreaming does not mean adding on “something for women” to an existing activity, or ensuring women form a certain percentage of participants, such as 50 per cent of those taking part in training or a project.

Gender mainstreaming may mean changing your goals, plans and actions to ensure that both women and men can influence, participate in and benefit from development interventions. It may require changes to organisational structures, procedures and cultures to create environments that truly help to promote gender equality.



Knowledge box



Procedure

1. Ask the groups what they think gender mainstreaming is, using Knowledge box: Gender mainstreaming as a prompt if needed. Give participants Handout 5: Gender mainstreaming.
2. Tell participants they will need to choose a level or area of work – organisational, project or advocacy. Ask participants to get into groups of 3–5, choosing a level or area of work based on their areas of interest or expertise.

procedure for this session continued over



Procedure continued

3. Ask groups to brainstorm the elements of gender mainstreaming for their level or area of work – what actions must be taken to mainstream gender over time?

- Ask the groups to present their results, either in the form of a Venn diagram, with circles of different sizes to represent the importance of different elements of gender mainstreaming, or simply as a list of bullet points
- Ask groups to mark those elements that are already in place.

Tell participants they have 20 minutes to complete the task.

4. Bring groups back together to compare and discuss the results:

- Highlight any overlaps between projects (or programmes), advocacy interventions and organisations.
- Compare what elements are already in place and what needs to be tackled.
- Ask participants which elements are easy to tackle and which are more difficult.
- If time allows, ask participants to prioritise measures.

In projects (or programmes):

- Collect and analyse sex-, age- and disability-disaggregated data at all stages of a project, starting with baseline data (see the Annex in the Learning pack for HelpAge's Sex, age and disability disaggregated data (SADDD): minimum standards and guidance).
- Use findings from a gender and age analysis to inform the outcomes and activities of the project.
- Select indicators that reflect the anticipated changes and benefits for both women and men.
- Include specific outcomes on gender equality in your monitoring and evaluation (if the project is gender-transformative).
- Design and implement the project in a way that challenges existing gender norms (if the project is gender-transformative).
- Encourage meaningful consultation with and active participation of people of all gender identities at the design, planning, implementation, monitoring and evaluation stages of the project.
- Fully integrate gender and age analysis, and report on gender-related impacts, in project evaluations and reviews.
- Formalise the requirement for partners to mainstream gender in MOUs.

In advocacy interventions:

- Set advocacy objectives that respond to issues identified from gender and age analysis. Your advocacy objectives might not be gender-transformative but it is recommended that they are, at the very least, gender-sensitive.
- Include women, men and organisations with influence on issues around gender equality in your target audience.
- Consider the level of awareness of the audience you are targeting in relation to any gender issues you have identified.
- Conduct an informal assessment and/or intelligence-gathering regarding gender-sensitivity of partners, including network members.



Learning points

learning points for this session continued over

- Collect and analyse sex-, age- and disability-disaggregated data throughout the advocacy cycle (see the Annex in the Learning pack for HelpAge's Sex, age and disability disaggregated data (SADDD): minimum standards and guidance). Make this data publicly available, with consideration of data protection issues, to encourage its uptake and re-use by key stakeholders.
- Ensure advocacy outputs reflect findings from gender and age analysis.
- Articulate advocacy asks and messaging to:
 - be inclusive of needs (practical and strategic), perspectives, rights and challenges faced by women and men and promote gender equality
 - challenge stereotypes and represent the diversity of roles of women and men in both content and visuals
 - ensure voices of women and men are included in advocacy messaging and language is gender sensitive
 - avoid any gender stereotyping in the language used.
- Design advocacy outputs, including visuals and photos, to be gender balanced.
- Take into account any gender-specific patterns of behaviour or barriers in relation to accessing information in disseminating advocacy outputs (e.g. access to mobile devices newspapers, etc).
- Engage people with influence on gender issues in the dissemination plan.
- Identify gender-sensitive or gender-transformative progress on the part of audiences targeted through advocacy activities.

In organisations:

- Include a gender and age analysis in country and regional business plans and Theories of Actions.
- Identify an active gender focal point in each office.
- Train existing staff on gender equality and induct new staff in HelpAge's Gender equality policy (see the Annex in the Learning pack) within three months of starting.
- Set senior managers a performance objective on gender mainstreaming.
- Include progress on gender mainstreaming in annual reports and present a summary each year to the trustees.
- Collect, analyse and report on sex-, age- and disability-disaggregated data on recruitment, promotion and retention of staff (see the Annex in the Learning pack for HelpAge's Sex, age and disability disaggregated data (SADDD): minimum standards and guidance).
- Ensure a gender balance of selection panels and equality training for selection panel members in recruitment policies and procedures.
- Provide equal pay for all staff performing the same roles.
- Set gender equality targets for senior management positions.
- Provide leadership training opportunities for staff regardless of their gender.
- Have policies on sick leave, childcare and maternity/paternity leave.
- Have policies on protection from sexual harassment, bullying and discrimination.

For more information, please see HelpAge's Minimum standards for gender mainstreaming. This includes a gender marker for assessing how gender-sensitive a project is. It also includes a recommended set of organisational structures to support gender mainstreaming.

For advocacy interventions, please see HelpAge's Gender analysis: a checklist for producing advocacy outputs. This includes a set of gender mainstreaming recommendations for all stages of the production process.

These resources are listed in the Annex in the Learning pack.

Session 2

Gender analysis (programmatic)



Time 60 minutes



Objectives Strengthen participants' understanding of gender analysis.
Allow participants to practise applying gender analysis in different contexts.



Materials

- Flipchart paper
- Marker pens
- Handout 6a: Gender analysis (exercise)
- Handout 6b: Gender analysis (completed exercise)
- Handout 7: 4-power framework
- Handout 8: Ladder of participation



Preparation Copy the table from Handout 6a: Gender analysis (exercise) onto a sheet of flipchart paper for presentation.



Procedure

1. Go through the six elements of gender analysis, 4-power framework and ladder of participation (as described in Handouts 6a, 7 and 8).
2. Ask participants to form groups of 3–5 (either single sex or mixed sex). Assign each group a thematic area, such as humanitarian action, social protection, health, violence, abuse and neglect, or another area in which they intend to develop an intervention.
3. Ask groups to think of any additional questions relating to each element of gender analysis that they would need to ask about to make sure that their proposed intervention promotes gender equality. What else would they need to know? Where could they find this information? Who could they ask?
Tell them they have 20 minutes to complete the task.
4. When they have done this, ask participants to show where the four powers would go in the gender analysis table (as described in Handout 7: 4-power framework).
Allow them 5–10 minutes to do this.
5. Bring the groups together and ask them to present their gender analysis table.
6. Discuss similarities, differences and gaps. Clarify any points that participants are unclear about.
7. In plenary, ask participants to determine in the table where and how the four powers apply.

Session 3

Gender analysis (practical exercise 1)



Time 45 minutes



Objective Give participants skills and confidence to interview people for a gender analysis.



Materials

- Handout 9a: Interviewing (livelihood)
- Handout 9b: Interviewing (refugee camp)
- Handout 9c: Active listening guidelines



Preparation None



Procedure

1. Divide participants into two groups. Explain that they will role-play two interviews, one about a livelihood project and one in a refugee camp.
2. Ask each group to identify three volunteers to play the roles of interviewer, interviewee and observer.
3. Give each volunteer a copy of Handout 9a: Interviewing (livelihood) or Handout 9b: Interviewing (refugee camp). Give the two observers each a copy of Handout 9c: Active listening guidelines.
Tell them they have five minutes to prepare.
4. Ask the volunteers to role-play their interview, following the instructions on the Handout. Ask the others in the group to watch carefully and the observers to take notes according to the instructions on the Handout. If you have plenty of time, you can ask the groups to role-play the interviews one after the other, so that everyone can watch. Otherwise, let the two groups role-play their interviews at the same time and ask the groups to feed back to each other afterwards.
5. Bring the groups together. Ask for feedback from the:
 - interviewer
 - interviewee
 - observer
 - audience
6. Discuss with the whole group the key points for sensitive, appropriate interviewing. Write down the Do's and Don'ts on a flipchart.
7. Give participants Handout 9c: Active listening guidelines.

As an interviewer, remember that every person has a unique life experience, built up from both positive and negative experiences. Your role is to ensure that everyone can safely voice their concerns. Be sensitive. Allow enough time for your interviewee not to feel rushed, especially if the subject is sensitive one.

Listen carefully and patiently. Allow the interviewee to speak in their own words and at their own pace. Do not dismiss what they say. If you need to clarify something they have said, use open questions.



Learning points

learning points for this session continued over



**Learning
points
*continued***

Use language that participants can understand, given their knowledge of the subject, language skills, cultural background, age, gender and so on.

Avoid leading questions. Use open-ended questions to obtain full answers. Avoid close-ended questions that can be answered “yes” or “no”. Keep your questions short and as specific as possible.

Follow safeguarding procedures. Make sure you obtain the interviewee’s informed consent. The interviewee should only provide this after receiving a clear explanation on how the information they provide will be used. None of the activities being carried out should harm any of those involved. Bear in mind that participants have a right to share their story, but that this right must be balanced with your responsibility for ensuring that no harm comes to them as a result of doing so.

Consider the power dynamics that might be at play between you, as the interviewer, and the person you are interviewing. For example, they may feel they have to agree to be interviewed and disclose very personal information because they are involved in a project that your organisation is funding.

Session 4

Gender mainstreaming (part 2)



Time 90 minutes



Objective Enable participants to mainstream gender at all stages of the proposal development process and project and advocacy cycle.



Materials

- Flipchart paper
- Marker pens
- Handout 10a: Advocacy cycle
- Handout 10b: Project cycle
- Handout 10c: Proposal development process



Preparation None



Procedure 1. Tell participants they will need to choose a context – advocacy cycle, project cycle or proposal development process. Ask participants to get into groups of 3–5, choosing a context based on their areas of interest or expertise.

2. Give each group a copy of the Handout illustrating the context they have chosen (Handout 10a: Advocacy cycle, Handout 10b: Project cycle or Handout 10c: Proposal development process). Ask them to copy the diagram onto a sheet of flipchart paper. Ask participants to identify elements of gender mainstreaming at each stage of the cycle/process. Remind them to identify how gender inequalities affect people of different ages and how the accumulation of inequalities at different ages can lead to widening inequality in older age.

Tell them they have 20 minutes.

3. Bring the groups together. Ask each group to present their suggestions (allowing 30 minutes).

Discuss their suggestions, fill in any gaps and respond to any queries.

- Refer back to the findings from Session 1: Gender mainstreaming (Part 1).
- Note links between different contexts, for example:
 - the funding proposal prepares for the project cycle
 - the project cycle generates evidence for advocacy.
- Highlight non-negotiable elements in each context, such as staff training on gender and sufficient gender-responsive resources.
- Use the learning modules as additional resources. Learning pack module 3 includes examples of expected results for each context.



Facilitator's note

Session 5

Gender mainstreaming action planning (part 3)



Time 120 minutes



Objective Support participants to promote gender mainstreaming within organisations, projects (or programmes) and advocacy interventions.



Materials

- Flipchart paper
- Marker pens
- Post-its
- Handout 11: Gender action plan



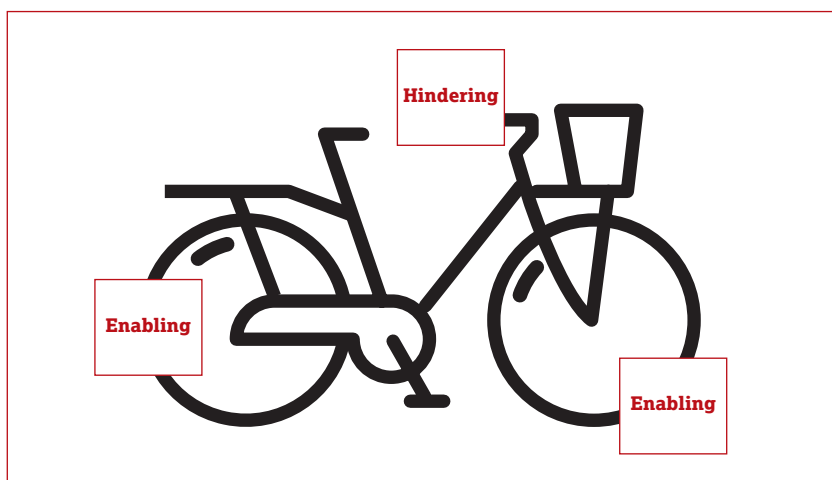
Preparation Draw three different pictures on three sheets of flipchart paper (or more, depending on the size of the group) illustrating factors that enable or hinder gender mainstreaming. For example, draw a hot air balloon (enabling), loaded with sand bags (hindering), a bicycle with wheels (enabling) and brakes (hindering), and a raft resting on barrels (enabling), loaded with wooden planks (hindering).



Procedure

1. Tell participants they will need to choose a level or area of work – organisational, project or advocacy. Ask participants to get into groups of 3–5, choosing a level or area of work based on their areas of interest or expertise. Try not to have more than two groups working in the same area. If necessary, you can divide them into specific teams, such as communications or campaigns.
2. Give each group an illustrated sheet of flipchart paper. Ask them to identify any factors that could enable gender mainstreaming, write these on post-its and place the post-its on the picture.
3. Ask the groups to identify any factors that might hinder gender mainstreaming, write these on post-its and place the post-its on the picture.

Tell the groups they have 20 minutes to do this.



procedure for this session continued over

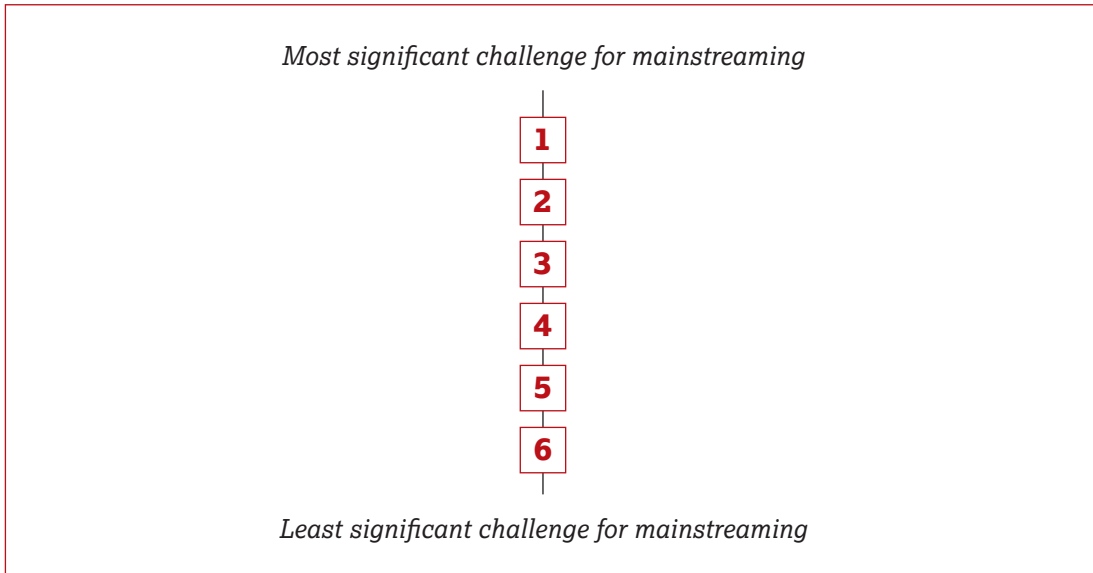


Procedure continued

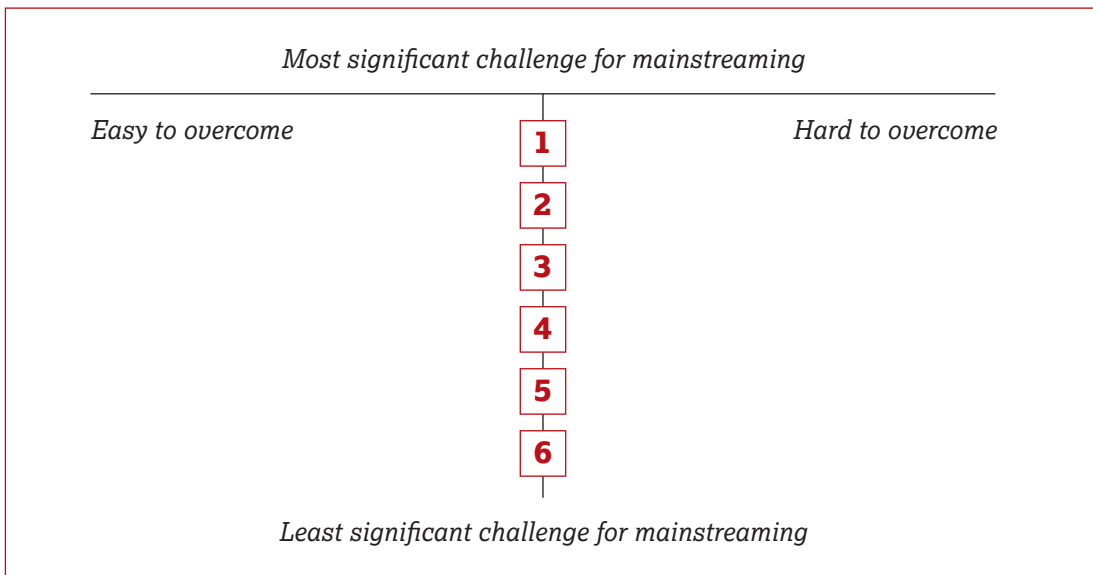
4. Give each group a new sheet of flipchart paper. Ask them to draw a vertical line up the middle. Ask them to label the top “Most significant challenge for mainstreaming” and the bottom “Least significant challenge for mainstreaming”.

5. Ask participants to place the post-its describing hindering factors in order from “Most significant” to “Least significant” along the line. No two challenges may have the same ranking.

Give the groups 15 minutes to complete this task.



6. Now ask each group to draw a horizontal line across the top of the vertical line. Beneath this, on the left, ask them to write “Easy to overcome” and on the right “Hard to overcome”.



procedure for this session continued over

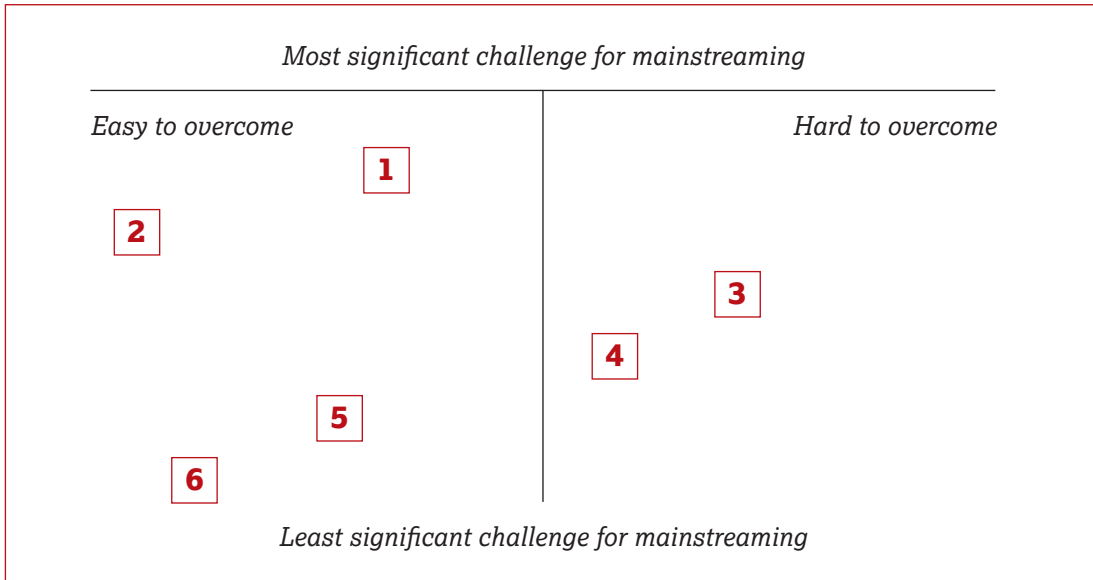


Procedure continued

7. Ask participants to move the post-its to either the left or right according to how easy or difficult it would be to overcome the hindrances they have ranked. The easier or more difficult it is, the further it moves to the left or right. The middle line represents challenges that are neither easy nor difficult.

Give the groups 15 minutes to complete this task.

8. The flipcharts sheets may end up looking something like this:



9. Bring the groups back together to present the results and highlight any differences or similarities between the results of groups working on the same areas. Ask if any of the groups had any difficulty reaching a consensus.

10. Give each group a copy of Handout 11: Gender action plan. Ask groups working in the same areas to merge with each other. Ask them to fill in the table with actions to counter each challenge they have identified. There might be several actions needed to address each challenge. Ideally, it would be good for groups to identify quick wins (those ranked easy to overcome) and prioritise action by significance (most significant challenge for mainstreaming first).

Give the groups 30 minutes to complete this task.

11. Bring the groups back together. Ask them to present their action plans. Support a discussion about who they might need to engage with as a next step.

Session 6

Gender analysis (practical exercise 2)



Time 120 minutes



Objective Enable participants to carry out a gender analysis in different contexts.



Materials

- Flipchart paper
- Marker pens
- Handout 12a: Case study – Post-disaster
- Handout 12b: Case study – Water, sanitation and hygiene
- Handout 12c: Case study – Funding proposal
- You can also use case studies from Learning pack module 4, or any other case studies of projects or funding proposals covering the main elements of gender analysis. See Handout 6b: Gender analysis (completed exercise) for what to include.



Preparation None



Procedure

1. Tell participants they will need to choose a case study – post-disaster, water sanitation and hygiene, or funding proposal. Ask participants to get into groups of 3–5, choosing a case study based on their areas of interest or expertise. Give each group several copies of the relevant case study Handout.
2. Ask groups to analyse the case study as instructed on the Handout. Give the groups 45 minutes to complete this task.
3. Bring the groups back for presentations and discussions.

Keep the timing of this session flexible. You may have a break between presenting and completing the task. Go round the groups to check their progress and ask if they need any clarification.



Facilitator's note

Handout 12a: Case study – Post-disaster

The gender analysis shows:

- Women had reproductive and community roles. Men had community roles.
- Women had the chance to meet their practical needs but kept to their main reproductive roles. Their strategic needs were not addressed.
- Women's participation in decision-making was at level 4. Men's was at level 5.
- The project was gender-sensitive but not gender-transformative as it did not challenge accepted roles and values.

Within their area of responsibility, women were in control and had very important tasks. However, a main focus of the project was on their reproductive activities, whereas men were given the opportunity to plan for the future without involving women. The project did recognise women's many capabilities, though their roles within the project would still be valued less than men's.



Learning points

learning points for this session continued over

Additional questions could include:

- Who decided to assign the committees their responsibilities?
- Within each committee, were tasks distributed equitably among people of different genders and ages? Were people with disabilities included?
- Did women have any say in the size and allocation of the budget for their tasks?
- Were the women paid for their work?
- Were the men paid for their work?
- Who did women and men report to?
- Were women, including younger and older women and women with disabilities, consulted about plans for the project or any specific needs or priorities they had?

Handout 12b: Case study – Water, sanitation and hygiene

The gender analysis shows:

- Women are earmarked for reproductive roles, not manual labour.
- Both women and men have community management roles.
- Men contribute as labourers. They may be chosen for productive work (maintenance of wells).
- Participation of women and men may look equal in terms of numbers, but the decision-making processes of the committee are not clear.

Additional questions could include:

- How does the committee reach decisions about:
 - women’s and men’s tasks
 - selecting young men to maintain the wells?
- What is the quality of committee members’ participation? How much time do they spend?
- Which households have been allocated piped water? What criteria are used to identify them?
- What responsibility does the committee have for making the wells accessible, monitoring their use, budgeting for their maintenance, etc? How does the committee consider the logistics of arranging activities in the future (such as timing meetings and choosing venues)?

Handout 12c: Case study – Funding proposal

The gender analysis shows:

- Needs assessment data was mostly not broken down by sex. In the needs assessment, 60 per cent of those surveyed were women and 40 per cent were men. This is not gender-equitable. What was the reason for this (for example, more women were available because men were working outside, or there were fewer male refugees)?
- Data on the symptoms of trauma and stress was not disaggregated by sex. Therefore it might not reveal needs that are specific to either women or men. For example, behavioural and relationship problems may appear very different in women and men and require different approaches.
- Data on the need for an income was not disaggregated by sex.
- Older women’s reproductive role was emphasised.

*learning points for
this session continued
over*

Additional questions could include:

- Has it been established who are heads of households (whether male or female)?
- Are peer counsellors paid or unpaid? Does being a peer counsellor increase women's workload?
- Are mobility issues and safety/protection concerns being assessed?
- Are cultural and sports activities accessible to women who may have mobility issues or care responsibilities?
- How will older people be selected to join the clubs?
- What types of businesses are acceptable for women to start up? How is women's safety protected?
- Is the gender representation of staff considered in relation to providing mentoring support?

Module 3

Facilitation skills

This module aims to strengthen participants' skills and confidence in facilitation. It is for training participants who will conduct gender training themselves in the future. It covers facilitation techniques, the role of the facilitator and how to deal with difficult situations.

Session 1 Facilitation techniques



Time 45 minutes



Objective Reflect on facilitation techniques used during the training, focusing particularly on participation and accessibility.



Materials

- Flipchart paper
- Marker pens



Preparation None



Procedure

1. Divide participants into three groups of 3–5.
2. Ask the groups to quickly reflect on one issue of their choice. Write their responses as bullet points on a flipchart sheet.
Ask them about:
 - Tools used during the training – what other tools could have been used?
 - Techniques and tools used to encourage participation – were there any gaps and if so, what other techniques or tools could have been used?
 - Techniques or tools used to make the training accessible – were there any gaps and if so, what other measures could have been taken?
3. Bring groups back together and ask them to present their findings.

Tools used may include:

- small group work and plenary discussions, with small groups often being single sex to allow women and men to voice their opinions safely, and subsequent plenary discussions helping to highlight differences and similarities
- role play
- making drawings
- using illustrations and diagrams
- reflection
- “lectures”
- case studies.

Participatory exercises, often in small groups, are more energetic and involve individual participants more than lectures or Powerpoint presentations. Monitor participants' attention levels and use energisers as you see fit. Encourage participants to let you know if they need a break or an energiser.



Learning points

Session 2

Role of facilitator



Time 30 minutes



Objective Enable participants to understand the role of the facilitator.



Materials

- Incomplete version of Handout 13a: Role of facilitator
- Post-its



Preparation Prepare a large sheet of flipchart paper (two or more sheets taped together) with an incomplete version of the Role of facilitator diagram from Handout 13a: Role of facilitator.



Procedure

1. Divide participants into four groups.
2. Assign each group a heading for the role of facilitator:
 - Presenting yourself
 - Your style
 - Training methods
 - Being ready and prepared.
3. Ask the groups to identify elements of each role and write these on post-its (one element per post-it).
Tell them they have 10 minutes.
4. Bring the groups together and share the results. Ask the groups to pin their post-its under the relevant branches of the Role of facilitator diagram on the flipchart.
5. Give each participant a copy of Handout 13a: Role of facilitator. Ask them to add to the branches as discussed.

As a facilitator, you have several roles that help make the training a positive experience which emphasises sharing, learning and coming to decisions together. You must therefore take a neutral position and not offer your personal opinion unless explicitly asked for it. You must not get drawn into discussions unless to resolve conflict.

Good facilitation enables participants to feel comfortable about speaking out or discussing subjects they might otherwise find difficult, such as attitudes, power-sharing, equality, etc.

As a facilitator, you must be aware of your own personal beliefs, values and prejudices. For example, your views on women's and men's roles, rural and urban people, poor and rich people, people's sexual orientation, disability, religion, ethnicity or culture can all influence how you facilitate the group, what kind of language you use, what jokes you may make and what examples you may choose. Therefore, you will need to recognise your own biases and constantly examine how they affect your role as a facilitator.



Facilitator's note

Session 3

Challenges of facilitation



Time 45 minutes



Objective Enable participants to practise facilitating and increase confidence in relation to managing groups and dealing with challenging situations.



Materials

- Handout 13b: Challenging situations for facilitation (scenario 1)
- Handout 13c: Challenging situations for facilitation (scenario 2)
- Handout 13d: Dealing with challenging participants



Preparation None



Procedure

1. Divide participants into two groups. Give each group a different scenario (give one group Handout 13b and the other Handout 13c). Ask each group to prepare a five-minute role play providing a solution to the challenges described in the Handout. Ask them to address at least two of the three challenges.

Tell them they have 15 minutes to prepare.

2. Bring the groups together. Ask each group to present their role play.

Allow 5–8 minutes for each one.

3. Alternatively, if participants are still up for a challenge, you could ask two volunteers to play the facilitators. Let the groups choose the challenges that they want to role-play. Then ask the unsuspecting facilitators to deal with the groups' behaviours.

4. Discuss the solutions. Allow time for questions and comments after each presentation.

5. Reflect together on similar experiences and challenges in finding solutions.

6. Give each participant a copy of Handout 13d: Dealing with challenging participants.

HelpAge International is a global network of organisations promoting the right of all older people to lead dignified, healthy and secure lives.

HelpAge International
PO Box 70156, London WC1A 9GB, UK
Tel +44 (0)20 7278 7778
Fax +44 (0)20 7387 6992
info@helpage.org
www.helpage.org

Registered charity no. 288180

Contributions from HelpAge International
Global Gender Learning Group

Written by Karen Andrae, Sylvie Cordier
and Georgina Veitch/HelpAge International

Edited by Celia Till and Georgina Veitch

Designed by TRUE www.truedesign.co.uk

 @HelpAge  HelpAge International

Copyright © HelpAge International March 2020
This work is licensed under a Creative Commons Attribution-NonCommercial
4.0 International License, <https://creativecommons.org/licenses/by-nc/4.0>

Any parts of this publication may be reproduced without permission for non-profit
and educational purposes. Please clearly credit HelpAge International and send us
a copy or link.

ISBN 978-1-910743-70-6