

Gender Equality and Social Inclusion Toolkit





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INTRODUCTION:

The Fiji Women's Fund (referred to henceforth as 'the Fund') is an initiative of the Pacific Women Shaping Pacific Development (Pacific Women) Program, funded by the Australian Government.

The Fund's objective is to provide women's groups, organisations and networks with the support that they need to improve women's lives, particularly those in rural and remote areas or who are marginalised or disadvantaged.

In line with this objective, the Fund has identified three end-of-investment outcomes to be achieved by 2022. These are:

- Women's groups, organisations, or networks supported by the Fund are empowered and have improved capacity (knowledge, skills, resources and relationships) to contribute to transformative change that improves women's lives;
- Women's groups, organisations, or networks supported by the Fund are more influential at different levels (individual / systemic and formal / informal) and are contributing to transformative change in women's lives; and
- The Fund has transitioned to an independent local entity and has secured funding from donors, private sector, and local philanthropy.

The Fund works across four thematic areas which are; eliminating violence against women; empowering women through increased economic opportunities; improving women's participation in leadership and decision making; and strengthening women's groups and coalitions for change

The Fund will support grantees in strengthening their capacity to promote and achieve gender transformative change. The Capacity Building Strategy of the Fund is complemented by the Gender Equality and Social Inclusion (GESI) Strategy that will ensure that the Fund's approach to gender equality and the empowerment of women are integrated into every aspect of its work to support grantees to reduce inequalities and exclusion.

To ensure that grantees can integrate Gender Equality and Social Inclusion in all aspects of their programming the Fund will deliver trainings on GESI to all its grantees. This GESI Toolkit will aid this approach. This toolkit can also help grantees to disseminate knowledge of GESI within their organization.

Facilitator's Note:

This is a sequential toolkit- all activities unless stated needs to occur in sequence. Activities cannot be skipped or done ad hoc as one activity builds on another.

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INTRODUCTION ACTIVITY

SOURCE: Adapted from the *Gender and Disability Mainstreaming Training Manual, Prepared for Disabled Women in Africa, Activity 1*

ESTIMATED TIME : 20-30 mins

MATERIAL/PREPARATION: post its, pens

INSTRUCTIONS

Step 1

Arrange chairs in a row, pair facing each other.

Each participant should have a pen and post it. Pair the participants, preferably with someone they do not know very well. Without talking to each other, they have three minutes to look at their partner and try to guess (and write) the following about her/him.

- Partner's favourite food
- Partner's favourite colour
- Languages partner speaks

Step 2

Ask participants to reveal their answers to each other. Ask participants to share their answers to the bigger group. Each person reads the answers provided by their partner and indicate how accurate they were by providing the correct answers. Ask for general feedback:

- How difficult/easy was the exercise
- What makes it hard/easy to guess?
- How did people feel when their partner revealed their answers?

Purpose of the above Exercise - This section should lead into a discussion about assumptions based on clues such as physical appearance, gender, age, nationality or ethnic group. Basically this is our way of coping with life in such a complex social environment and can be very useful. This information can help us sort and process situations, and experiences. However, it can also be a huge barrier when the assumptions made prevent others from succeeding by applying our personal bias, stereotyping to a person, based on the assumptions we have.

Facilitator's Note:

This session begins to open up personal experiences of equality and inequality, inclusion and exclusion and, therefore, might become emotional or tense. If so:

- Remind participants of the ground rules
- Expand or pause the session when and how needed
- Remind participants that these sessions are to surface each of our experiences and expertise, noting where there are commonalities and differences
- Remind participants that there is strength in difference

A woman with dark hair pulled back, wearing glasses, a colorful striped short-sleeved shirt, and a patterned skirt, is sitting in a wooden doorway. She is looking slightly to the right with a gentle smile. The background shows green foliage. Overlaid on the image is the text:

**Activity 1:
Exploring Our Own Expertise
About Gender and Diversity**



PURPOSE

To begin the process of community building and to open the conversation on diversity; to set the tone that we are all teachers and learners together and all carry experience.

SOURCE: Adapted from *CARE Gender, Equity and Diversity Training Materials Module 1, Activity 2*

ESTIMATED TIME: 30 mins

MATERIAL/PREPARATION: Sample questions

INSTRUCTIONS

STEP 1 Continuing from Introduction Activity, participants continue sitting.

STEP 2 Make one row move 2 paces to their left or right so they have a new pair.

STEP 3 In each of the rounds, pose a question for the pairs to discuss. Give participants 5-10 minutes to discuss each question.

SAMPLE QUESTIONS:

Round 1 - Discuss with your partner something in your life that you are proud of, professionally or personally. Ask for volunteers to share their story or their partner's story.

SHARE

HIGHLIGHT POINTS WITH THE BIGGER GROUP ABOUT GENDER AND DIVERSITY
– CHALLENGES, OPPORTUNITIES, WHERE CAN IT LEAD TO POSITIVE OUTCOMES
& MOVE 2 STEPS TO THE LEFT

Round 2 - Think back to when you were a child. See yourself in your home, your neighbourhood, or your school. When was the first time you remember feeling different? What happened? How did you feel?

SHARE

HIGHLIGHT POINTS WITH THE BIGGER GROUP ABOUT GENDER AND DIVERSITY
– CHALLENGES, OPPORTUNITIES, WHERE CAN IT LEAD TO POSITIVE OUTCOMES
& MOVE 2 STEPS TO THE LEFT

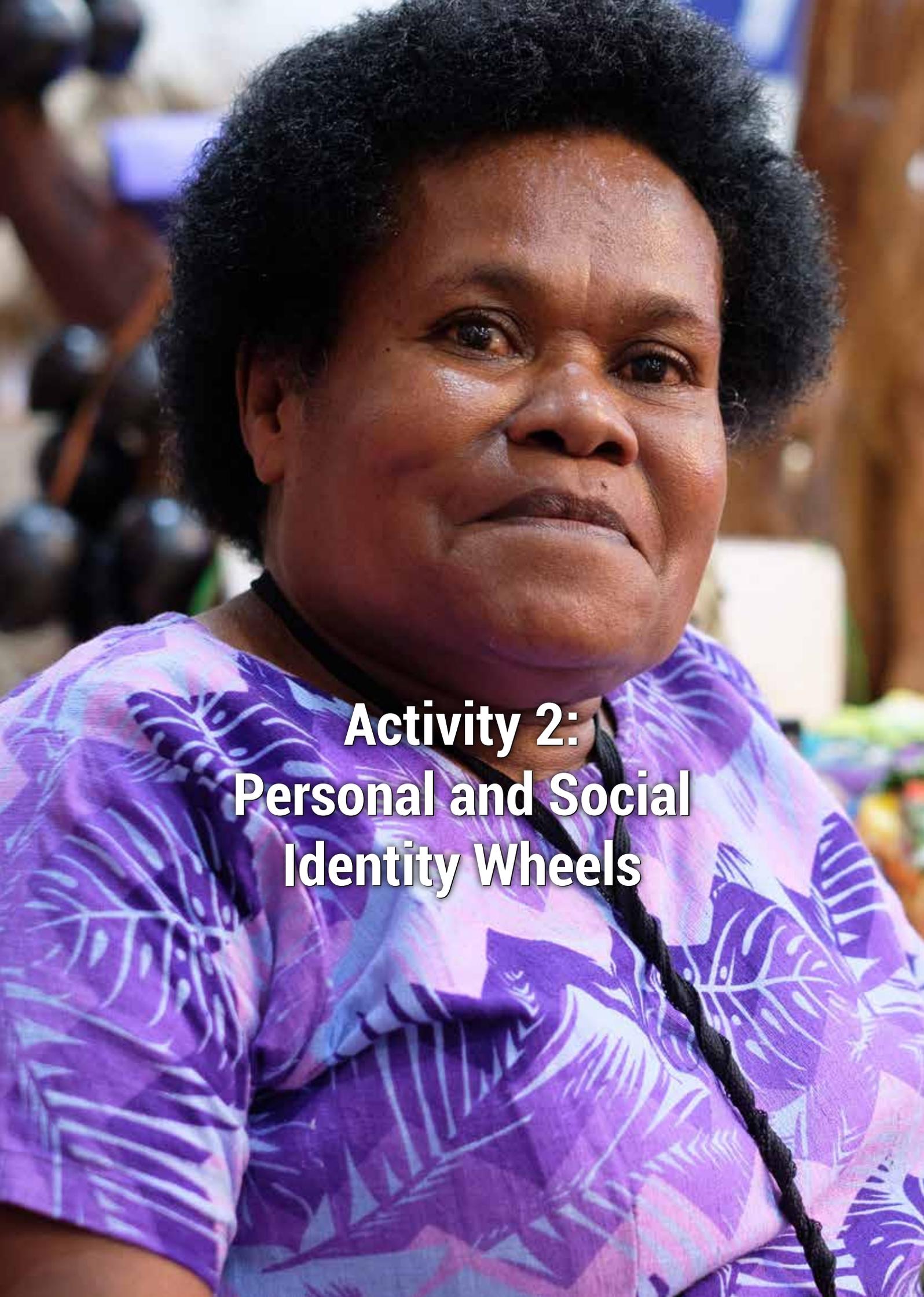
Round 3 – This time as an adult, talk about a time when you were dealing with someone or some group that was different, where difference became a part of the interaction, and it did not go well.

SHARE

HIGHLIGHT POINTS WITH THE BIGGER GROUP ABOUT GENDER AND DIVERSITY
– CHALLENGES, OPPORTUNITIES, WHERE CAN IT LEAD TO POSITIVE OUTCOMES
& MOVE 2 STEPS TO THE LEFT

Round 4 - Now talk about an experience where diversity and difference were a clear part of the interaction, and it turned out well. Why?

Close by reminding participants that there is strength in diversity and link this message to the positive stories of difference shared in the last round of discussion. Link this strength to the goal of the workshop and the goals of the organization or community that participants are involved with.



**Activity 2:
Personal and Social
Identity Wheels**



PURPOSE

SOURCE: Adapted from *Voices of Discovery*, Intergroup Relations Centre, Arizona State University

ESTIMATED TIME: 30 mins

MATERIALS: Individual participants copies of the Social and Personnel Identity Wheel.

INSTRUCTIONS

Give out the Personal Identity Wheel and ask participants to complete this individually. Ask for volunteers to share to the bigger group.

Give out the Social Identity Wheel and ask participants to reflect and then share to the bigger group. Ask participants what they found different in the two wheels; Personal Identity Wheel will be easier to fill out, Social Identity Wheel will make some uncomfortable. Ask why, explain the difference and weave the conversation about different identities.

Personal identities are individual traits that make up who you are, including your hobbies, interests, experiences, and personal choices. Many personal identities are things that you get to choose and that you are able to shape for yourself. Personal identities might determine whether or not you have a natural inclination to go in a certain personal direction.

Social Identity Wheel- our society strongly influences how we categorize other people and ourselves based on these identities insignificant ways. Social identities influence the experiences we have as members of any particular group. They are shaped by common history, shared experiences, legal and historical decisions, and day-to-day interactions. Social identities also affect personal identities. For example, your social class may have a strong impact on the education you receive and the profession that you end up in.

OVERVIEW

The Social Identity Wheel worksheet is an activity that encourages participants to identify and reflect on the various ways they identify socially, how those identities become visible or more keenly felt at different times, and how those identities impact the ways others perceive or treat them. The worksheet prompts participants to fill in various social identities (such as race, gender, sex, ability disability, sexual orientation, etc.) and further categorize those identities based on which matter most in their self-perception and which matter most in others' perception of them. The Social Identity Wheel can be used in conjunction with the Personal Identity Wheel to encourage participants to reflect on the relationships and dissonances between their personal and social identities.

OBJECTIVE

- To encourage participants to deeply reflect and consider their identities, and how we express our identities differently, depending on the different social contexts. One identity maybe expressed more or less.
- Explain how privilege operates to normalize some identities over others.
- To sensitize participants to their shared identities with others as well as the diversity of identities in the home, work, community and encouraging empathy.

CHALLENGES

Participants may not be familiar with particular concepts, or they may have different assumptions about those concepts that the activity assumes. For example, they may not know the difference between the terms "sex" and "gender," or they may be resistant to the distinction between the two.

Another way to think about both our personal and our social identities is to consider the amount of choice we have: Are they identities we chose, or can we change, share, or hide them as we wish? Some aspects of our identities can't be hidden, and some can't be changed. This is especially important when considering which aspects of our identities acquired are socially more powerful and which aspects are socially more marginalised.

Are each of your identities,

- Visible?
- Or Inborn?

- Permanent?
- Or Socially

- Valued?
- Invisible?
- Or Chosen?

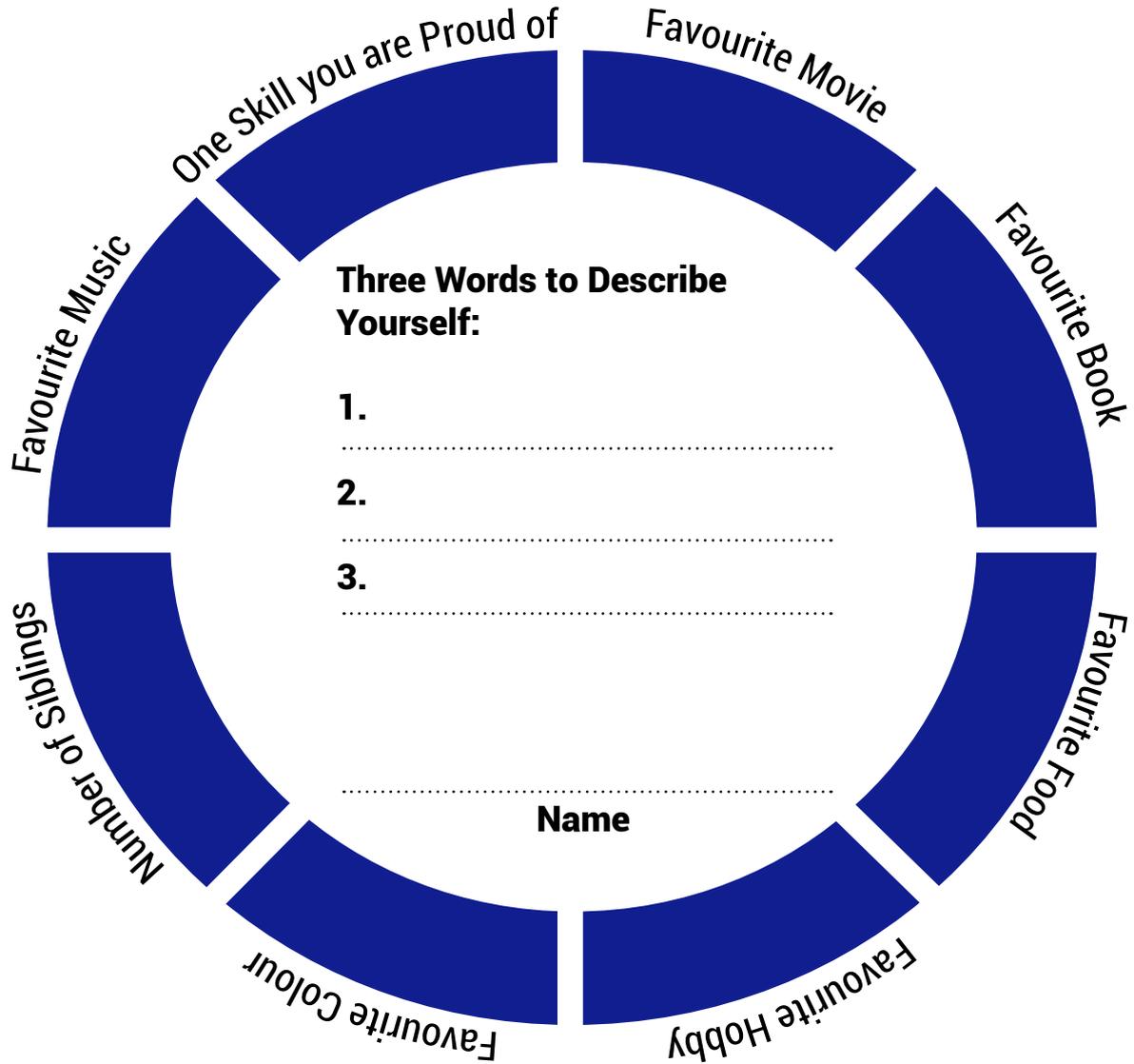
- Changeable?
- Or Socially marginalised?

QUESTIONS TO CONSIDER

1. Which aspects of your social identity feel especially meaningful to you and why?
2. Which aspects of your social identity don't feel as meaningful to you and why?
3. Are there any that you hadn't thought of before today, and if so, why do you think that is?
4. What experiences have you had that make the identities in your inner circle more outstanding to you?
5. Why do you think more about some of your identities than others?
6. How do your identities influence your sense of belonging in Fiji and other groups that you're part of?

Personal Identity Wheel

Adapted from "Voices of Discovery", Intergroup Relations Center, Arizona State University



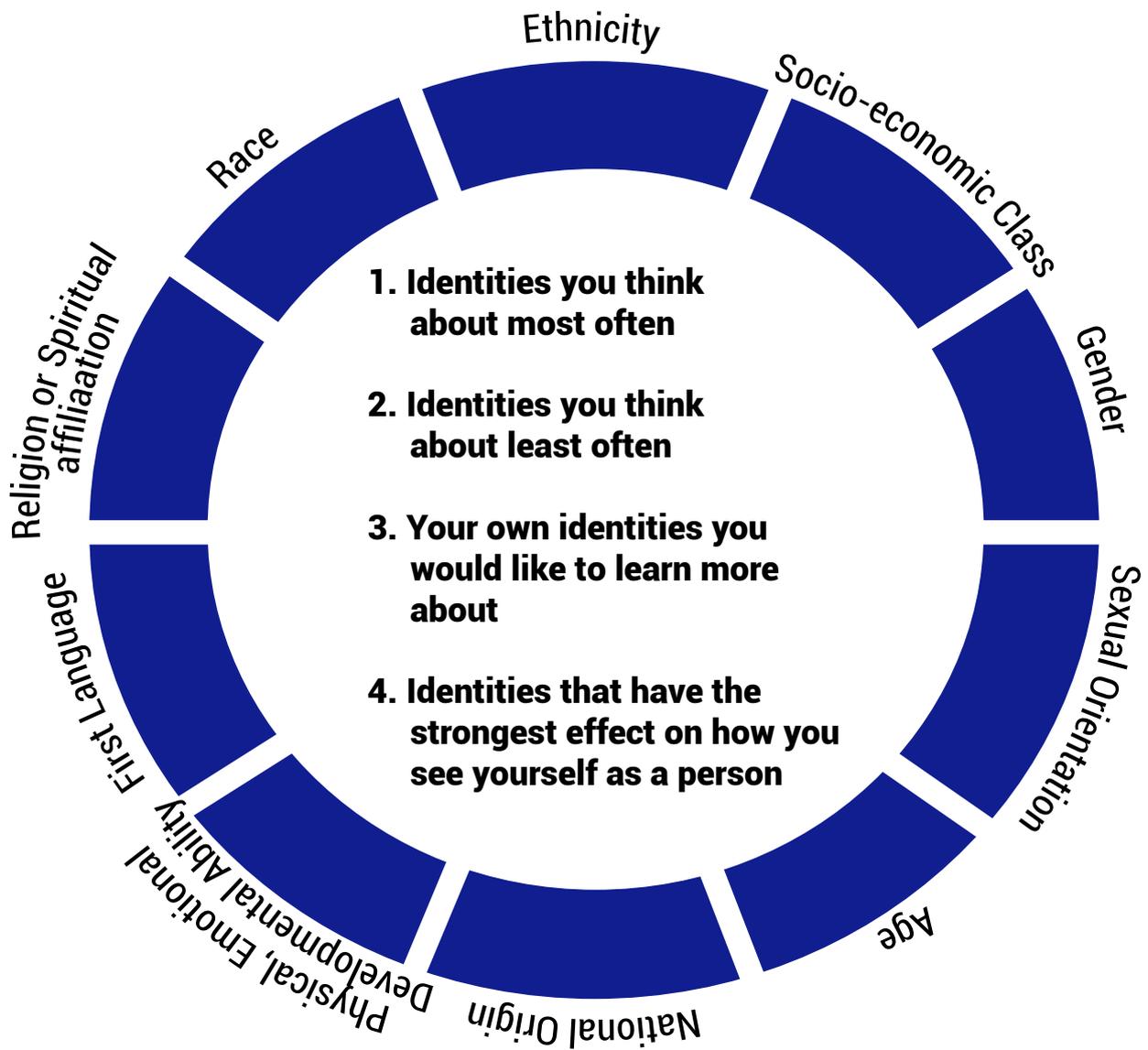
The diagram is a circular 'Personal Identity Wheel' with a white center and a blue outer ring. The ring is divided into eight segments, each with a label written along its curve. Starting from the top and moving clockwise, the segments are: 'One Skill you are Proud of', 'Favourite Movie', 'Favourite Book', 'Favourite Food', 'Favourite Hobby', 'Favourite Colour', 'Number of Siblings', and 'Favourite Music'. In the center of the wheel, the text 'Three Words to Describe Yourself:' is followed by three numbered lines (1., 2., 3.) with dotted lines for writing. Below this, the word 'Name' is written above a dotted line for writing.

Facilitator's Note

Suggest to participants to use adjectives to describe themselves.

Social Identity Wheel

Adapted from "Voices of Discovery", Intergroup Relations Center, Arizona State University



Facilitator's Note

Race is usually a bit harder for participants to differentiate so explain the difference between Race and Ethnicity.

Also explain physical, emotional and developmental ability.

A woman with short, dark, curly hair is standing in a lush green garden. She is wearing a short-sleeved shirt with a vibrant blue and white floral pattern. Her hands are clasped in front of her, and she is looking off to the side with a thoughtful expression. The background is filled with various green plants and foliage, creating a natural and serene setting.

**Activity 3:
Exploring Our Diversity**



PURPOSE

Open the conversation on diversity, acknowledging that everyone carries experiences and expertise on the subject; Acknowledge multiple and intersecting aspects of our identities.

SOURCE: Adapted from *CARE Gender, Equity and Diversity Training Materials, Module 1 Activity 7*

ESTIMATED TIME: 60 mins

MATERIAL/PREPARATION: Flip chart, butcher paper and markers

Prepare a diagram of a tree on butcher paper, this will also be useful in the last activity on community solution tree

INSTRUCTIONS

STEP 1 Tell participants that this activity explores our diversity of identities and meaning. Highlight that we are going to look at the MANY different identities we carry and the meanings we give them.

STEP 2 Ask participants to stand up, push all the chairs back and make a clear space on the floor.

STEP 3 Explain that you will name different identity groups that many of us feel we belong to. Tell participants that, after you name each group, they should move –

WITHOUT SPEAKING – to the place you indicate in the room if they identify themselves with that group.

Explain that people can use whatever criteria THEY CHOOSE to make their decision on where to stand.

Tell participants that there may be some categories where the choice is obvious or easy and other categories where it is not obvious or not easy.

Tell participants that there will be some categories where they might feel that more than 1 option applies to them. In those cases, they can choose a destination on WHATEVER BASIS THEY WISH.

Remind participants that this is a non judgmental space and that EVERY INDIVIDUAL MUST CHOOSE FOR THEMSELVES. No one should say anything, or comment, on someone else's choices.

STEP 4 Ask everyone who has received funding from the Fiji Women's Fund to come to the centre of the room.

Facilitator's Note

In this step, make sure to choose a category that applies to EVERYONE in the room. This is to start on a note of commonality.

- STEP 5** Begin with an easy category that is not challenging, sensitive or taboo, such as, 'If you are left-handed go to this side of the room. If you are right-handed go to the other side'.
- STEP 6** Then call out a category (see table below) and designate where in the room people should stand if they belong to the group.
- STEP 7** Once people have taken their positions ask participants to stand quietly, look around and take note of where they are and where others are.
- Ask people to pay attention to how they feel in this configuration, what they notice and experience.
- STEP 8** Ask people to talk amongst their group about why they chose that particular group.
- STEP 9** Chose 4-5 categories from the table below and repeat instructions 6-8.
- STEP 10** To end the exercise ask everyone who has received funding from the Fiji Women's Fund to come to the centre of the room and to look at each other again (this is a repeat of STEP 4).
- STEP 11** Once everyone is in the centre of the room, ask them what they feel or see. Ask whether this is any different than when they first came together in the beginning of the exercise.
- STEP 12** Next ask people to form small groups of four or five, trying to get as diverse a mix as possible. Ask them to discuss the experience using the following guiding questions:
- Which groups did you feel most comfortable in? Where did you feel least comfortable?
 - Did anyone notice any patterns?
 - What did you notice or learn from this exercise?
- STEP 13** After groups have had the chance to discuss, ask each group to share highlights.
- STEP 14** To close, highlight some of the key reflections about diversity – specifically:
- How the group is more diverse than you think, and how this brings positive and negative experiences
 - How these experiences contribute to our work and our lives
 - That our work and our lives are richer and fuller because of these experiences and the diversity of identities we each have. It is this that allows us to ground and understand both inclusion and exclusion issues

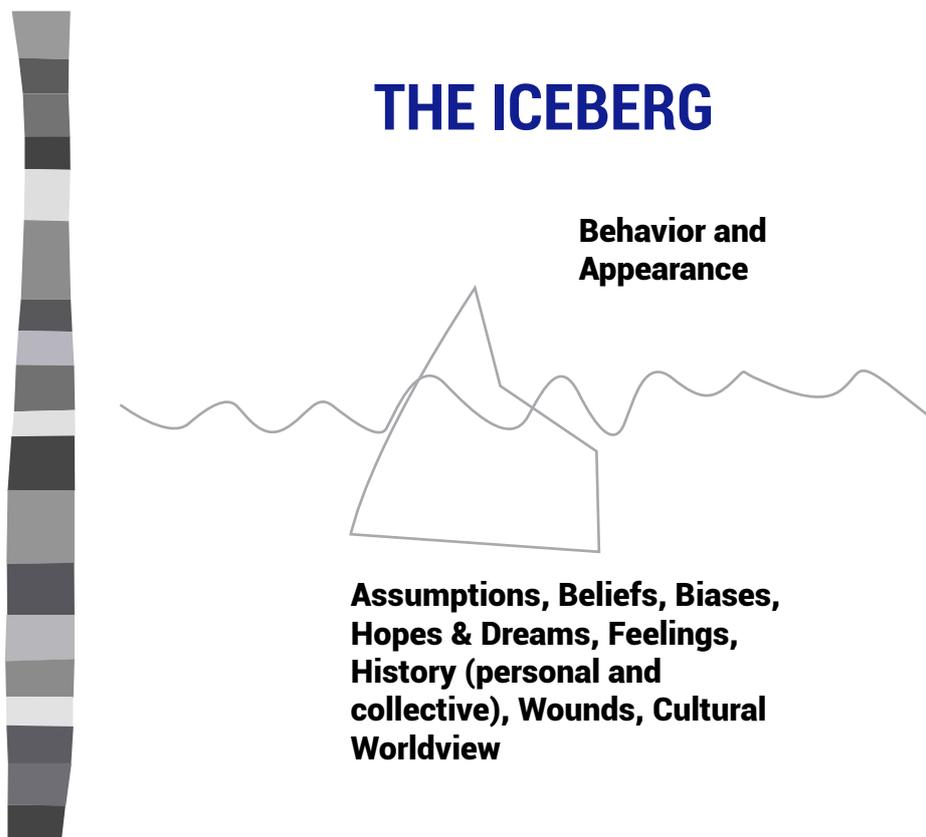
DIVERSITY - SAMPLE CATEGORIES

Below is a list of categories that have been used by CARE in the past. Categories should be selected or adapted to your context and based on the level of 'safety' in the environment for participants to associate with these identity groups.

Religion	Christian (including the various forms Methodist, Catholic, SDA, AOG, etc.)
	Hindu Muslim Atheist – lacks belief or does not believe in the existence of God or gods Agnostic – believes that nothing is known or can be known about the existence or nature of God or gods Add or delete categories based on the context
Urban/rural	Urban background; rural background Dialogue around this group highlights issues of influence and power between those from urban versus rural backgrounds
Ethnicity	Use classifications and terms based on context, for example I-Taukei, Indian, Rotuman, Chinese, Tongan, etc.
Gender	Male Female, other This may demonstrate an imbalance between male and female representation, and can generate dialogue about why there is under-representation of women. Men and women may also raise issues about balancing work and personal life, which can generate dialogue about the differences between why this might be more of a concern for one group but not the other (and the social roles/expectations related to that).
Ability (Note: This one is done a bit differently)	Friend with a disability Family member who is living with a disability Friend with a disability Don't personally know anyone with a disability Have a disability - whether visible to others or not This exercise often builds awareness about why disabilities should be a priority from a diversity perspective.
Education level	Primary, Secondary and University

Facilitator's Note

- Some categories may lead to tension or discomfort. In some cases, the information provided is powerful. If there is a lot of non-verbal activity, allow more time for participants to explore their reactions. Ask why and probe for the reasons people attribute to their reactions.
- In closing, highlight that this exercise teaches us to surface what is hidden and appreciate the multiplicity of our identities. We can choose to ignore these identities yet in reality each one brings with it a very unique experience that influences who we are.
- Draw an iceberg or tree (with roots showing) on a flip chart as a way of discussing how some elements of our identity are visible - such as behaviour and appearance – and some are invisible - such as assumptions. Often, we allow surface traits to give meaning to an entire person. Emphasize that by talking about diversity, you lift up what is not visible to the eye. We learn how to appreciate and to go below the surface to bring up capacities and experiences.

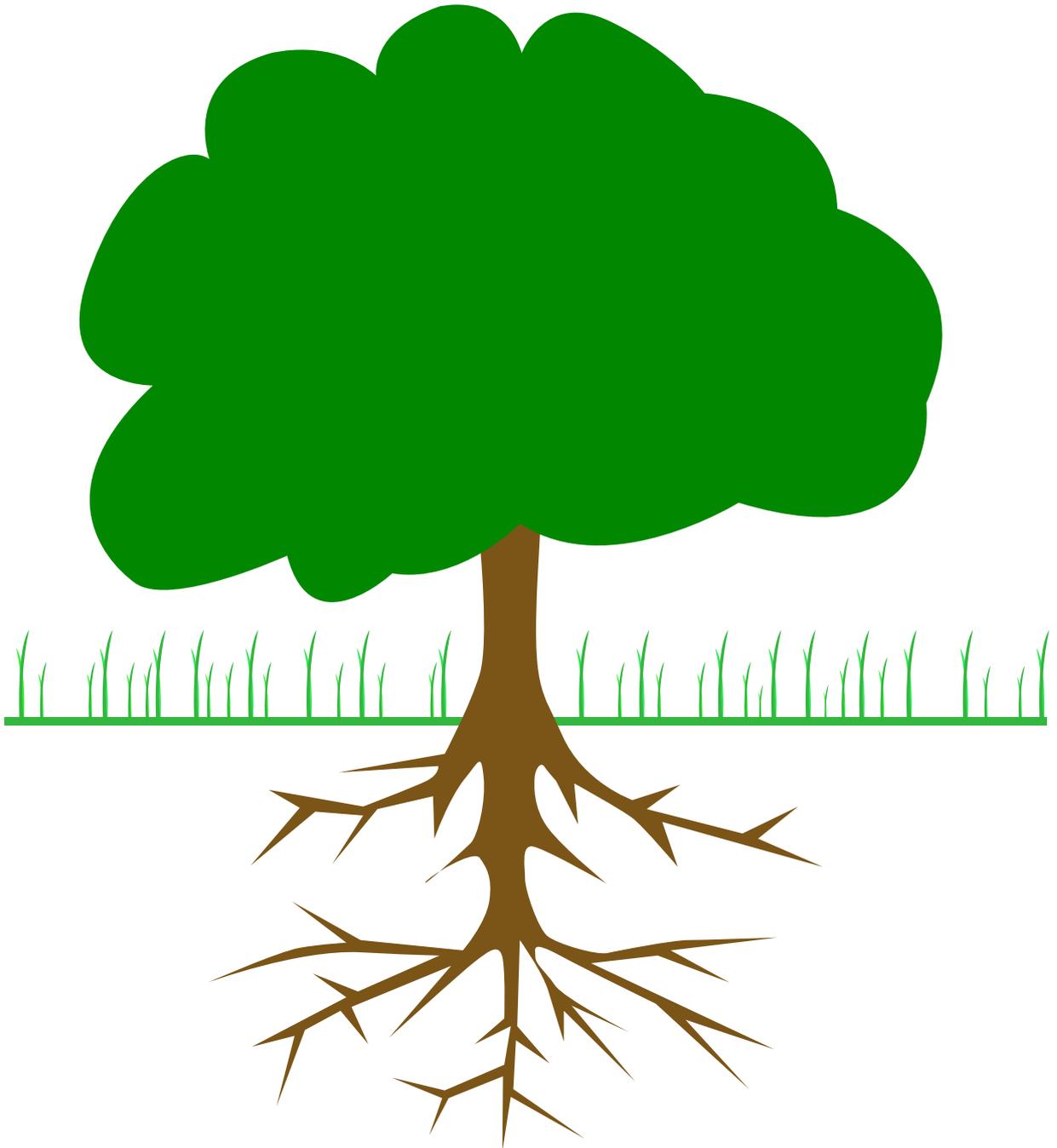


Ask:

- Which groups did you feel most comfortable in?
- Where did you feel the least comfortable?
- Did you notice any patterns?

Summary: Diversity, positive and negative experiences contribute to our lives and allow us to understand inclusion and exclusion

Or use the analogy of a tree (which people in Fiji may be able to relate to)



A woman with dark hair pulled back, wearing a vibrant green and red patterned dress, is seated and looking out a window. She is holding several necklaces made of colorful, textured beads. The background shows a blurred view of a green landscape and a body of water. The text 'Activity 4: The story of Joana and Jona' is overlaid on the image in white, bold font.

Activity 4:
The story of Joana and Jona



To examine the roles of women and men in a comparative way.

KEY LEARNING WORDS:

- Conditions
- Activities
- Dreams
- Achievements
- Challenges

SOURCE: Adapted from *The Oxfam Gender Training Manual, Activity 33*

ESTIMATED TIME: 45mins

Alternatively: you can use the Taki around the Tanoa approach (instead of throwing the ball around)

INSTRUCTIONS

1. Ask the group to form a circle and explain that they are going to construct biographies of two imaginary people, first Joana, then Jona.
2. Give a ball to someone in the group and ask that person to throw it, quickly, to anyone else in the group. As someone catches the ball, they say something about the life of Joana, beginning with her birth, the conditions of her life, her activities and aspirations, her achievements and finally, how she dies. Ask the group to repeat the game, constructing the life of Jona.
3. As this is going on, write the important elements of the stories on flipchart for discussion afterwards.
4. In the whole group, go through the lives of Joana and Jona, and discuss the roles and achievements assigned to them.

MATERIALS

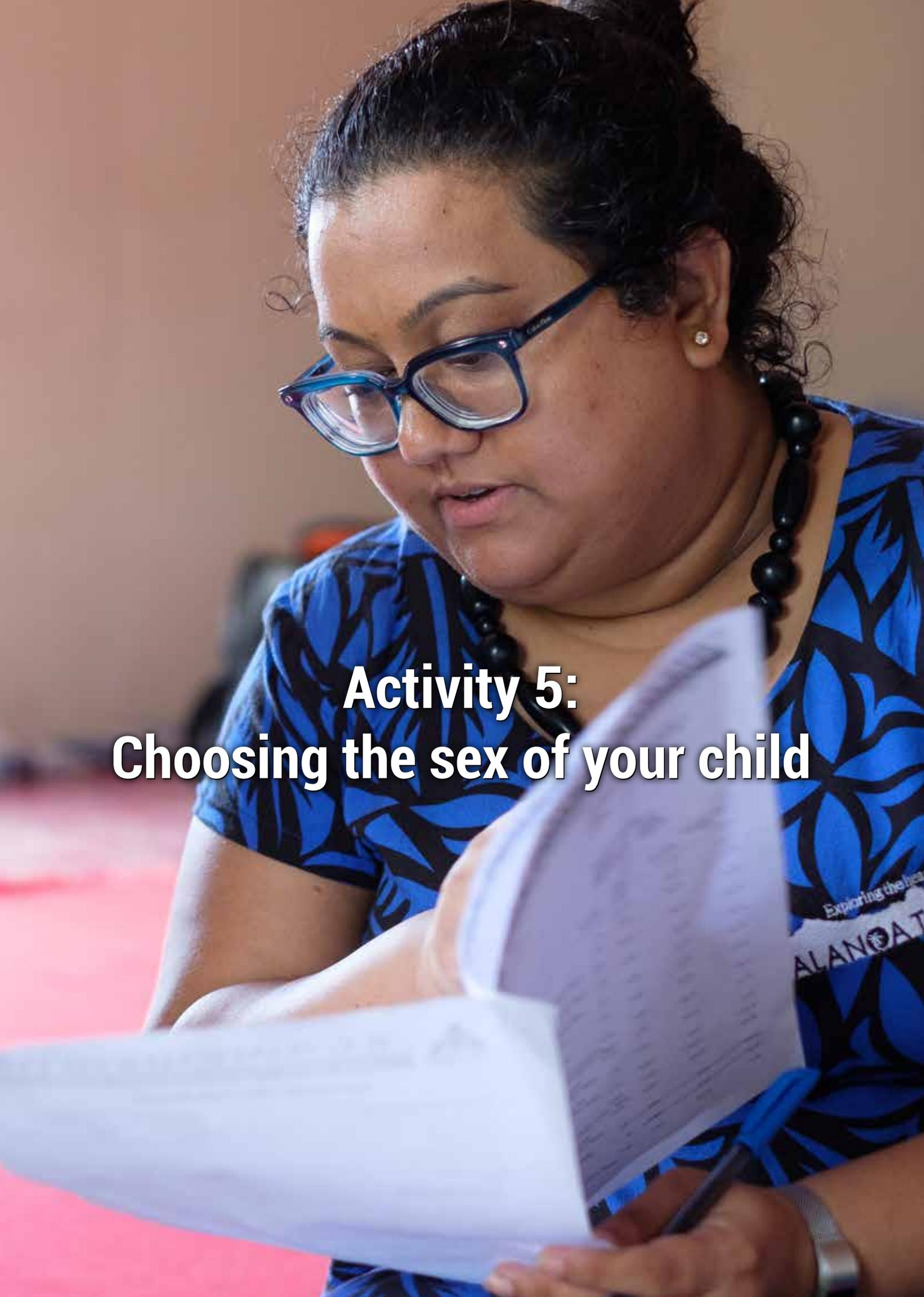
A ball, flipchart, pens

Facilitator's Notes

1. The ball should be kept moving rapidly for this exercise, so that participants respond spontaneously and say whatever comes into their minds at the time.

This is also an energising activity to be used to vary the pace in the workshop and get people moving around.

2. The aim is to bring out, in discussion, the way that female and male roles are constructed from birth onwards. (Source: *C1DHAL, Mexico*)

A woman with dark hair pulled back, wearing blue-rimmed glasses and a blue patterned top, is looking down at a document she is holding. The background is a plain, light-colored wall. The text 'Activity 5: Choosing the sex of your child' is overlaid in white on the image.

**Activity 5:
Choosing the sex of your child**



PURPOSE

1. To bring out participants' assumptions about female and male children.
2. To examine how true and deep-rooted these assumptions are.

KEY LEARNING WORDS:

- Genderisation
- Socialisation
- Internalisation
- Institutionalisation

SOURCE: Adapted from *The Oxfam Gender Training Manual, Activity 14*

MATERIALS: Post its

INSTRUCTIONS

1. Tell the participants this story:

A couple are struggling to conceive a child. They go to a healer who tells them they will have a child, but only after they have decided which sex they want it to be.

2. Give each participant post it notes and ask them to imagine being in this situation. Ask them to write down the sex they would choose for their child.

3. Ask participants also to write down their reasons for choosing the sex. Give them a few minutes, and collect the papers. Put the result on a flipchart: 'Number of those who chose girls' and 'Number of those who chose boys', and list the reasons.

Discuss with participants:

- a. Numbers of boys and girls.
- b. Reasons for choosing the sex they chose.
- c. The effect of assumptions like:
 - Boys will continue the kin.
 - Boys will take care of parents during old age.
 - Boys will remain with parents, girls will get married.
 - Boys will inherit, girls will not.
- d. Discuss implications of how male and female children are socialised and treated, to prepare them for the roles they play in society.

B o r n w i t h , u n l e s s c h a n g e d b y s u r g e r y

Facilitator's Notes

This refers to sex assigned to children at birth. The sex that your child is born with.



**Activity 6:
Ideal Man, Ideal Woman**



PURPOSE

To surface the difference between sex and gender and to explore the ideas of socially defined gender roles and stereotypes.

SOURCE: Adapted from *CARE Gender, Equity and Diversity Training Materials, Module 4, Activity 7*

ESTIMATED TIME: 45 min

MATERIAL/PREPARATION: Flip chart, butcher paper and markers, post its
Facilitator draw out a figure of a man and woman on separate butcher papers

INSTRUCTIONS

STEP 1 Draw the figure of a man on 1 flip chart and the figure of a woman on another flip chart.

STEP 2 Ask participants to write out on post its - what comes to their mind when you say "man" and post this on the figure of a man.

STEP 3 Repeat step 2 with the word "woman" and the flipchart with the figure of a woman.

Make sure there are at least 2-3 words that describe biological traits; i.e. penis, breasts, ovaries...

STEP 4 Going through each of the words under the list "man", ask if they can be used to describe a woman. Repeat for the "woman" figure.

Challenge non-biological descriptions and words. For example, if participants list "cook" for women, ask if men can cook. If participants say strong for men, ask if there are women who can lift heavy things, etc.

STEP 5 Circle the biological traits, and cross out the non-biological traits, as you go through the list.

Facilitator's Notes

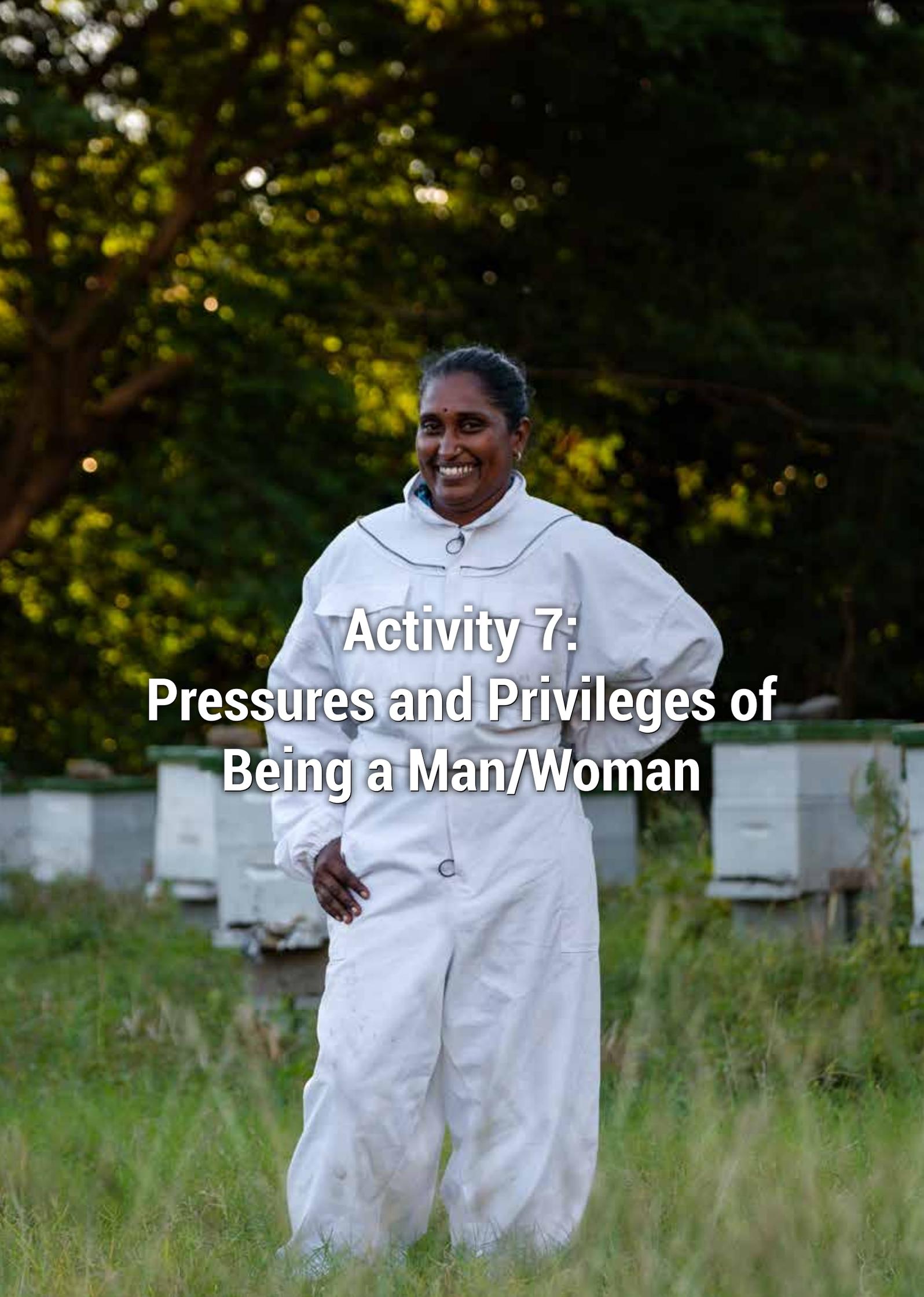
Some words will be controversial, such as "strong", "mother", "father", "nurturing", etc. There will likely be participants who insist that non-biological traits are biological. If people cannot come to consensus within 5 minutes, move on to another word. Circle back to the difficult words at the end. Where necessary, use external resources – i.e. pointing to other cultures or times where women/men display the opposite characteristic and are honoured for that – to show how, if a characteristic changes over time, it is social/ascribed and not biological.

- STEP 6** After going through every word on both lists, explain to participants:
- That these lists show the difference between sex and gender, where sex is biological and gender are the attributes ascribed to people.
 - In other words, sex is what we are born with or assigned; whereas gender is the set of roles, characteristics, attributes, women and men are expected to have because of their sex but that, often, these are stereotypes only.
 - Stereotypes limit our possibilities and the positive experiences or outcomes we can achieve



Notes and tips for facilitators(s) – Other things you can say in Step 6

- Link the realizations and discussions to people's own personal experiences from previous activities; ie if someone said they felt excluded from a sport because they were a girl or a boy, etc.
- If the group is advanced, link this discussion to other factors of identity/ diversity as well – such as stereotypes of women/men from a specific age group, location, ethnicity, religion, etc.

A woman with dark hair pulled back, wearing a white protective suit with a hood and a small circular fastener at the neck, stands in a grassy field. She is smiling and looking towards the camera. The background consists of lush green trees and foliage, with some white structures visible in the distance. The lighting suggests it might be late afternoon or early morning.

**Activity 7:
Pressures and Privileges of
Being a Man/Woman**

- Expectations
 - Consequences, if not met
 - Privileges
- Eg: land, inheritance, name, chief

Where do these expectations come from?

Who sets these expectations?



PURPOSE

To understand the consequences and harms of gender stereotypes; to understand the pressures and privileges of ideals of masculinity and femininity.

SOURCE: Adapted from *CARE Gender, Equity and Diversity Training Materials, Module 4, Activities 7, 8 and 9* and *CARE Vanuatu Training Package for the Pacific Red Cross National Societies, Activity 7*

ESTIMATED TIME: 45 mins

MATERIAL/PREPARATION: Flip chart, butcher paper and markers

INSTRUCTIONS

STEP 1 Divide participants into 4 groups and give each group 1 flipchart paper and coloured markers.

STEP 2 Ask 2 groups to draw a woman and the other 2 groups to draw a man (or vice versa) and list the qualities, roles and behaviours that society expects of that woman, or that man, ideally. Remind them to think about the previous discussion and to draw on them.

Ask them to also list the consequences if these expectations are not followed.

Also ask them to list the privileges men and women enjoy.
Give the groups 10 minutes to complete their drawings and descriptions.

STEP 3 At the end of 10 minutes, bring the groups together to share their pictures and descriptions.

STEP 4 Ask the group the following questions, in order:

- What differences and similarities do you see?
- Do you think these differences are fair?
- What happens when a woman does not follow these expectations? What happens when a man does not follow them? Is it fair?
- What 'names' or 'comments' are made when people step out of these prescribed roles/images?

- What do people need to do in order to meet these expectations?
- What are some of the repercussions – social, physical, etc. – against people who step out of their socially desirable roles?
- Do you feel there are certain 'privileges' that men enjoy due to their masculinity? Or that women enjoy due to their femininity?
- Do you feel your behaviour is limited by society at all – because you are a man or a woman? How and when do you feel limited?
- Do any of the privileges that you have has an adverse impact on the other groups?

Facilitator's Tip

During the discussion, link participants' comments to the previous session AND to these points:

- These expectations relate to gender roles and social expectations of how men and women are supposed to behave
- These expectations come from family, friends, peers, the media, the church and/or religious institutions, schools, etc.
- There are consequences when people do not conform to these expectations
- Sometimes, these expectations – and the consequences for not following them – can compel people to engage in harmful behaviour (for example, men who do not seek medical treatment because they are supposed to "tough out the pain")

STEP 5 Explain to participants that within any situation in life, there are advantages and disadvantages; now is the opportunity to express some of the feelings about being men and women and challenge these assumptions.

STEP 6 In plenary, ask each group to report back key highlights. Facilitate a discussion asking participants to reflect on what they have learned about themselves and others using the following guiding questions:

- What does it feel like to hear statements from the opposite sex?
- Did you want to challenge any of the statements?
- How did you feel or react when the other group was speaking about their 'privileges'?
- Are any of the statements completely free of stereotypes?

Facilitator's Tip

- This activity aims to make men and women aware of how society defines and limits their roles. It is not exclusively for men or women and everyone can benefit from participation. Remember, gender isn't merely looking at women's roles and subordination in society. Men too feel constricted by what society demands of them.
- This exercise is NOT meant to show men in a negative light but rather to understand how ideals of femininity and masculinity place pressures and privileges on both men and women. These ideals get ingrained into their psyche and personality and influence relationships. It is important for men to see that a patriarchal system may provide them with status in some ways. But it takes away their freedom to define themselves and how they want to behave in society.

END OF DAY 1



**Activity 8:
Definitions**

(ADJUST TIME TO SUIT TO FINISH OFF MORNING TEA)



MATERIALS

Prepare definitions and terms on separate pieces of paper, mix them up and give them to a pair to match the term with correct definition, get the pair to discuss with each other and then one pair presents a term to the bigger group

INSTRUCTIONS

Ask participants to pair off and in pairs they need to match which terms belong to which definitions.

Gender: is learned behaviour– It carries specific roles, status and expectations within households, communities and culture. The set of roles, behaviours and attitudes society defines as appropriate for men and women as a result of their biological sex. It is learned, deeply rooted in culture, and changeable over time and space. It determines roles, power and resources that people have access to.

Sex: describes the biological differences between men and women. Females and males are born with different reproductive organs.

Gender Equality: or equality between women and men - refers to the equal enjoyment by women, girls, boys and men of rights, opportunities, resources and rewards. A critical aspect of promoting gender equality is the empowerment of women, with a focus on identifying and redressing power imbalances.

Equality: does not mean that women and men are the same but that their enjoyment of rights, opportunities and life chances are not governed or limited by whether they were born female or male.

Gender Equity: The process of being fair to women and men. To ensure fairness, strategies and measures must often be available to compensate for women's historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality.

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

Transformative approach: Program approaches or activities that seek to build equitable social norms and structures in addition to individual gender-equitable behaviour.

Social Inclusion: means ensuring that socially excluded people have equal condition for realising their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results.

A woman with her hair tied back, wearing a purple athletic shirt with yellow accents and white shorts, is sitting on a concrete ledge. She is smiling and petting the head of a black and white cow. The cow is standing on the ground. The background shows a cloudy sky and a concrete wall. The text 'Activity 9: The New Planet' is overlaid in white on the image.

**Activity 9:
The New Planet**



PURPOSE

To create an immediate experience of power up.

SOURCE: Adapted from the *SASA! Awareness training Module*

ESTIMATED TIME: 60mins

MATERIALS/PREPARATION: Cards, 30 of Life cards, 30 Rights cards
30 pieces of tape, flipchart.

INSTRUCTIONS

1. In this exercise, we will all become citizens of a new planet. On this planet, we do one thing all the time-greet each other! We also listen to and seriously follow the laws of the land.
2. Ask participants to walk around the room and introduce themselves by name to everyone, one by one. Every time you meet someone for a second or third time, you should provide new information about yourself (e.g where you live, if you have children).
3. While participants are moving around the room, put three piles of RIGHTS cards. After 2 mins, get everyone to stop
4. Explain, on this new planet, there are special laws, and the people on this planet do
5. whatever the laws say. I will now read the first law.

First Law

"Welcome to all noble citizens of our New Planet! You are a planet of happy, friendly people, always eager to meet someone new, always ready to tell them something about yourself. As citizens of this planet, you each have a right to three things:

* First, you have a right to physical safety, which protects you from being physically hurt. You will each get this card that represents your right to physical safety. (Show the card for "physical safety" to the group.)

* Second, you have a right to respect from others, which protects you from people treating you unkindly or discriminating against you. You will each get this card that represents your right to respect from others. (Show the card for "respect from others" to the group.)

* Third, you have a right to the opportunity to make your own decisions, which protects you from people who prevent you from having money or property or access to information. You will each get this card that represents your right to the opportunity to make your own decisions. (Show the card for "opportunity to make your own decisions" to the group.)

6. Ask participants to explain to whoever they meet what the three rights mean to them. While participants continue greeting each other, lay out the two piles of Life Cards next to the pieces of tape prepared.
7. After **3 minutes**, call "stop" and gather participant's undivided attention.
8. Explain that it is time to read the second law.

Law Number Two

"To all noble citizens of our New Planet, the whole population of our planet will now be divided into two parts. Half of you will now become "squares," and the other half will become "circles." You will each pick a card representing one of these groups; it is called your Life Card. You must have a Life Card to survive on this New Planet. Please collect a card and tape it on your chest. Then, walk around and when you meet a new person explain what the word power means to you."

After 3 minutes, stop the participants and read the final law.

Law Number Three

"To all noble citizens of our New Planet, times have changed. We now officially declare that circles have more power than squares. If I clap my hands (ring bell/blow whistle) while a circle and a square are greeting each other, the circle can take one of the square's three rights. If the square has no more rights, the circle can take the square's Life Card. If a square loses his or her Life Card he or she must stand frozen in place for the rest of the game. Even though squares know of this risk, they must continue greeting circles. Please continue greeting each other and talking about what power means to you."

11. Periodically clap your hands (ring bell/blow whistle). Once a third of the participants are standing frozen, end the game by yelling "stop!" and explaining that the new civilization will now be put on hold in order for discussion.
12. Have the group sit in the large circle.
13. Discuss the experience of living on the New Planet using the following questions:
 - a. "How did you feel when you received your rights?"
 - b. "How did you feel when you were divided into circles and squares?"
 - c. "Squares, how did you feel when the circles were given more power? How did you feel being at risk of having your rights taken away at any time? How did it affect your behaviour?"
 - d. "Circles, what was it like to have the most power?"
14. Understanding power imbalance between men and women is at the core of inequality, however, as this is a GESI approach to understanding inequality, the facilitator should also draw out power imbalance across other groups including people with disabilities, LGBTQI, girls, etc. important that these groups are discussed as we want people to appreciate that people can experience discrimination because of various identities/factors, for e.g. unemployed, woman with a disability- her discrimination is three fold- she may face discrimination based on: unemployment status, disability and that she is a woman. This will also link well to the subsequent activity – Power Walk
 - a. Ask participants:
 - i. "Does every human have a right to these same things?"
 - ii. "How is our community divided into different 'categories' of people?" (Make sure "female and male" are among the responses.)
 - iii. "What happens when society gives one group more power than another?"
 - iv. "When society gives some people more power, is this fair or just?"
 - v. "Who is usually given more power in our community?"
 - vi. "Do some people use this power to disregard the rights of others?"
 - vii. How do imbalances of power between women and men limit women's lives in the world (i.e., their choices and movement in society)?

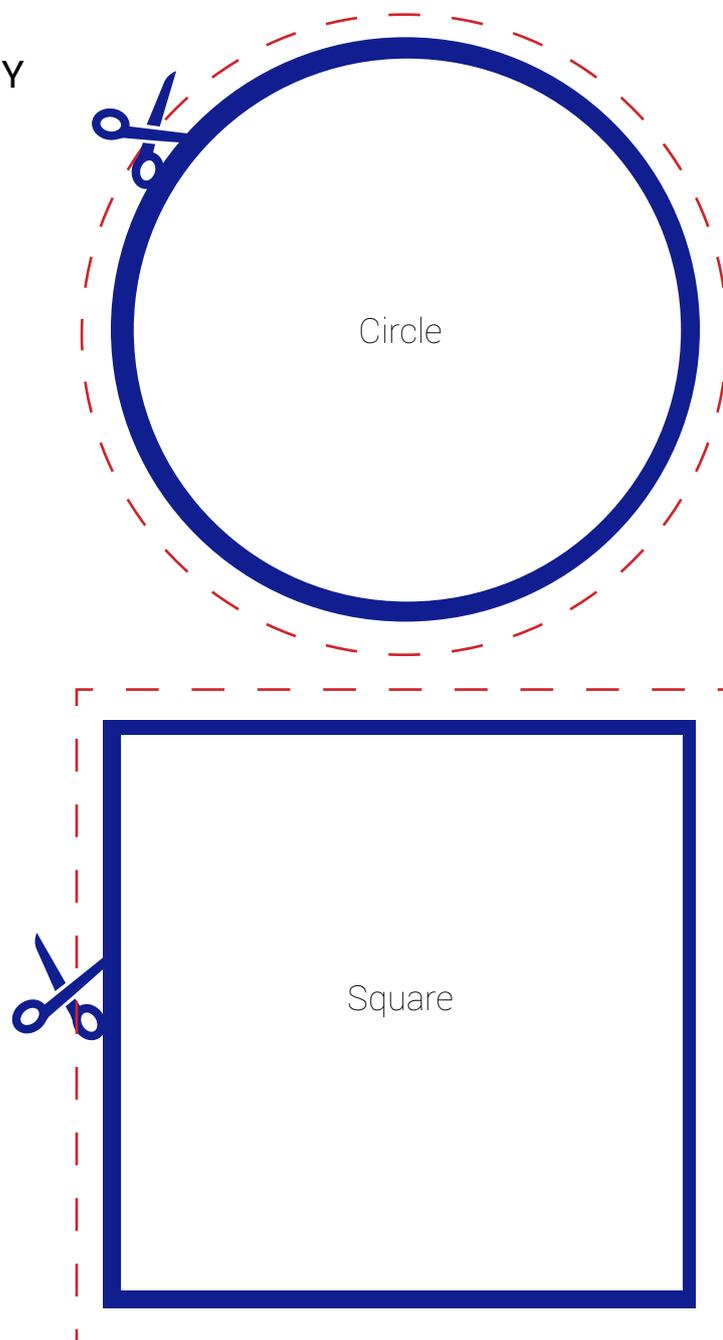
b. Explain: "When there is an imbalance of power between two different groups, we say that the powerful group is the dominant group and have power up. The group with less power, are the subordinate group and have power down. This power imbalance exists because community members are unaware, accept it or are just silent about it. For this situation to change, we will need to begin that change ourselves."

c. Explain that in this room we all respect each other's rights. Ask participants to return to the New Planet once more, greeting each other and redistributing the rights cards until everyone has one of each.

Explain the concept of power up and power down using a diagram on the whiteboard/ butcher's paper.

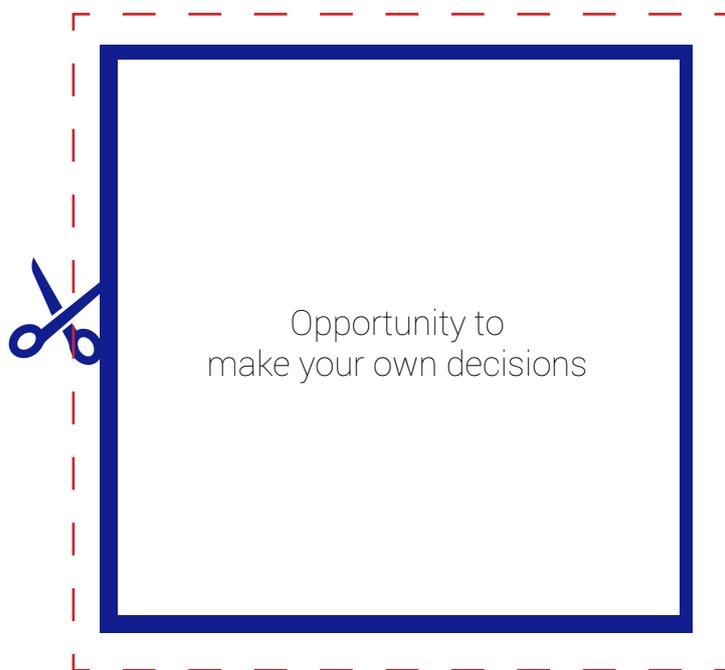
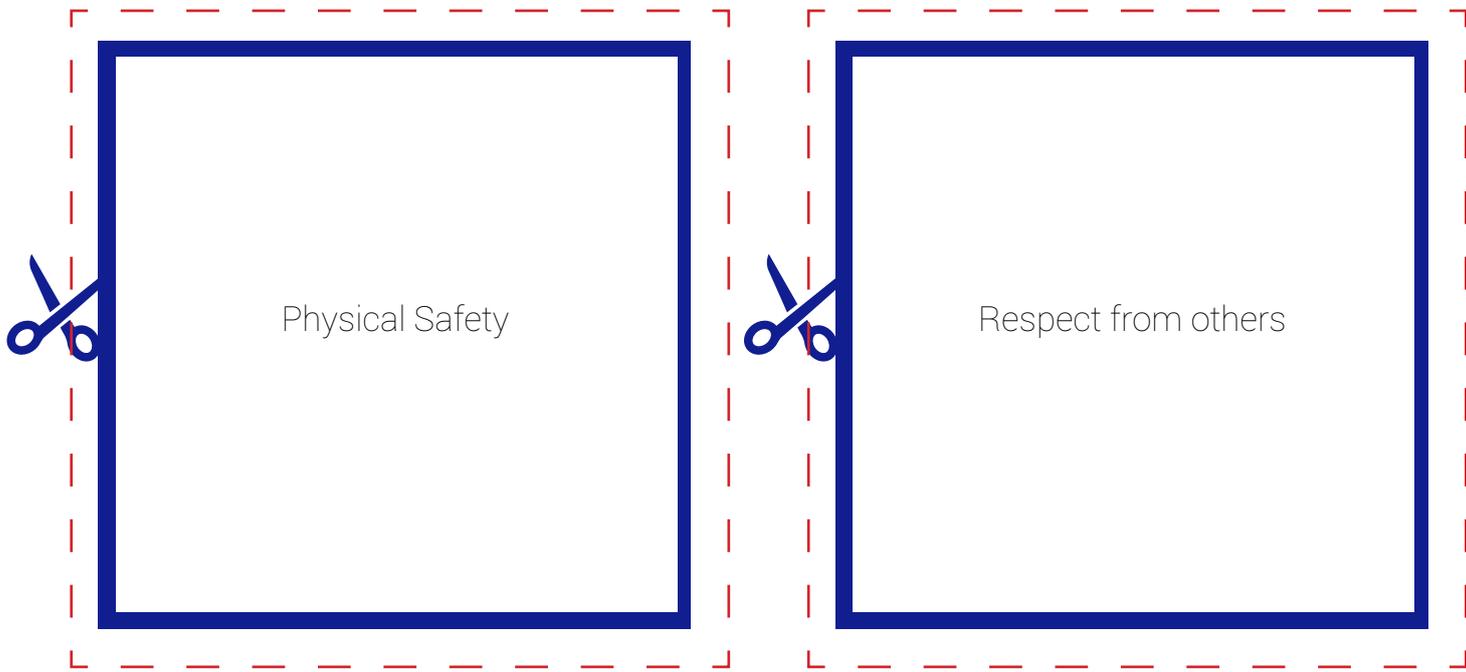
NEW PLANET: LIFE CARDS

PHOTOCOPY



NEW PLANET: RIGHTS CARDS

PHOTOCOPY





**Activity 10:
Group Activity**

If you end up with time to spare before lunch, pair people off and ask them to share an event/time in their life when they were in a power up position and when they were in a power down situation. After sharing, then ask people to volunteer to tell their story to the bigger group.





**Activity 11:
Power Walk**



PURPOSE

To have participants share their learnings up to this point about GESI and/or their own lives

SOURCE: Adapted from *ACT Alliance, Activity – Power Walk* and *R. Baron, Facilitation Workshop Materials*

ESTIMATED TIME: 30 min

MATERIAL/PREPARATION: Flip chart, butcher paper and markers
Character Cards
Statements

STEP 1 Have participants push all the chairs out of the way and stand in a single horizontal straight line across the room.

STEP 2 Give a character card to a few participants and ask them to read it to themselves. The characters should be chosen in advance to make them meaningful to and familiar in the particular context.

The participants are to mentally visualise themselves in the roles they have been given on the character slip.

Explain to participants that their characters must be kept secret until asked to reveal it.

Facilitator's Tip

A sample list of character cards is available on Page 43

STEP 3 Ask participants to listen to the statements that will be read out and for every statement to which their character can answer yes, they should take one step forward.

If the answer is no, they should not move.

STEP 4 Read out the statements one by one. Check if the participants understand fully and move accordingly. Continue until all the statements have been read.

STEP 5 When all the statements are completed, ask for volunteers to reveal their character/identity and discuss:

- Why are they at the front/back or middle?
- What particular identities seem more powerful in this context?
- Are they mostly men or women? Why are they more powerful?
- To what extent do they exert power over the others? How?

Facilitator's Tip

- Discuss the concept of POWER and its link to diversity and difference; specifically, that society assigns certain groups more power and privileges than others and that leads to more ability to control or manage their lives.
- Discuss who can participate and influence decisions, what prevents/holds back these groups
- Make sure to link it to previous discussions about stereotypes, limits and privileges
- Link people's individual reflections to their own stories of difference and diversity

INSTRUCTIONS

Close by highlighting the key messages:

- Relations have a huge impact on us in terms of what we can become, what we can access, and what we feel we can do and what we feel is possible
- Lack of power can often lead to discrimination against and exclusion of those who do not have the power within to influence, access and control.
- Again, link this back to people's personal reflections on their own experiences of diversity and difference from the beginning of the day. Highlight that this gives them an ability to help change these power dynamics to be more inclusive since they can a) alter their own activities for inclusion and b) advocate for those changes with others

Facilitator's Note: Character cards and statements need to be adapted to each context

Statements

- I can influence decisions made by the District Officer
- I have access to a bank loan
- I have access to health services when I need it
- I eat two full meals a day
- I am not in major danger of being sexually abused
- I am a member of a number of groups and associations
- I can decide how my household income is spent
- I can go to school
- The traditional leader in my village listens to what I have to say
- I am treated well if I need to go to the police station or a government office

A woman with dark curly hair, wearing a blue and white floral patterned shirt, is shown in profile, looking down at a black plastic seedling tray. The tray is filled with numerous small green seedlings. She is outdoors, with a wooden post and a black netting structure visible in the background. The text "Activity 12: Power Role Play (optional)" is overlaid on the image in white, bold font.

**Activity 12:
Power Role Play
(optional)**

Source: Adapted from *an idea provided by Devina Devi, Fiji Women's Fund.*

This activity is optional, dependent on if you have sufficient time left after the two power activities and if lunch isn't ready yet.

Ask participants to work in 4 groups. Each group will represent either a village, a workplace, family or church.

Ask the groups to role play a scenario where the setting displays a power up and power down situation and then discuss the following:

- How would we normally react to these situations
- How would we normally deal with these situations
- Would you change anything about your reaction or response now?

Power walk identities

VILLAGE CHIEF, MALE, AGE 62	COMMUNITY NURSE, FEMALE, AGE 28	VISUALLY IMPAIRED MALE, AGE 26, LIVING WITH PARENTS	PRIMARY SCHOOL TEACHER, FEMALE, AGE 32	SHOP OWNER, FEMALE, AGE 31, UNMARRIED, 1 CHILD
YOUTH GROUP LEADER, MALE, AGE 29	FISHER - CRAB COLLECTOR, FEMALE AGE 38, MARRIED, 2 CHILDREN	HEADMASTER OF SECONDARY SCHOOL, MALE, AGE 46	FEMALE AGE 59, CARING FOR 3 GRANDCHILDREN	NGO COMMUNITY DEVELOPMENT OFFICER, FEMALE, AGE 26
GIRL WITH INTELLECTUAL / LEARNING DISABILITY, AGE 17	SECONDARY STUDENT LIVING IN THE CITY, TRANSGENDER, AGE 16	PRIMARY SCHOOL STUDENT LIVING IN THE VILLAGE, FEMALE, AGE 12	GARMENT WORKER, FEMALE, AGE 31	SINGLE MOTHER, AGE 20, LIVING WITH WIDOWED MOTHER
WIDOW, AGE 56, VISUAL IMPAIRED, NO CHILDREN	HEAD OF WOMEN'S VILLAGE SAVINGS AND LOAN PROGRAMME, AGE 48	TURAGA NI KORO, AGE 55	GIRL, 16 YEARS CARING FOR SICK MOTHER AND YOUNGER SIBLINGS	CHURCH/RELIGIOUS LEADER, MALE, AGE 69
MALE AMPUTEE WITH DIABETES, SINGLE, AGE 31	PREGNANT WOMAN WITH 5 CHILDREN, AGE 35	POLICE OFFICER, MALE, AGE 34	POLICE OFFICER, MALE, AGE 34	WOMEN'S COMMUNITY REPRESENTATIVE, AGE 51, WIFE OF CHIEF
FEMALE MARKET VENDOR, AGE 42 WITH 2 CHILDREN, CARING FOR ELDERLY IN-LAWS	UNEMPLOYED WOMAN, AGE 31, 3 CHILDREN, HUSBAND IS SEASONAL WORKER	FARMER, MALE, AGE 28, UNMARRIED	UNIVERSITY STUDENT, FEMALE, SINGLE, AGE 22	TURAGA NI KORO, MALE AGE 42



**Activity 13:
The Gender Equality
Framework**



Source: Adapted from CARE

Estimated Time: 60mins

Step 1 Use the tool (GEF) to explain what each of the points mean

Step 2 Use an example of domestic violence to explain the triangle

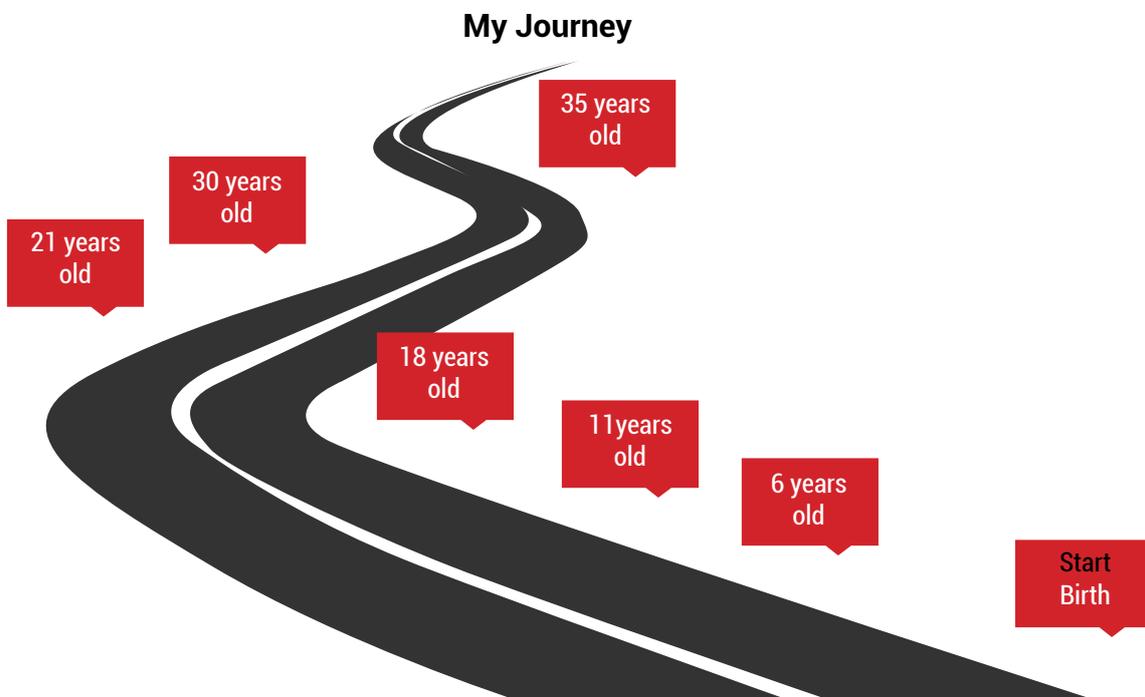
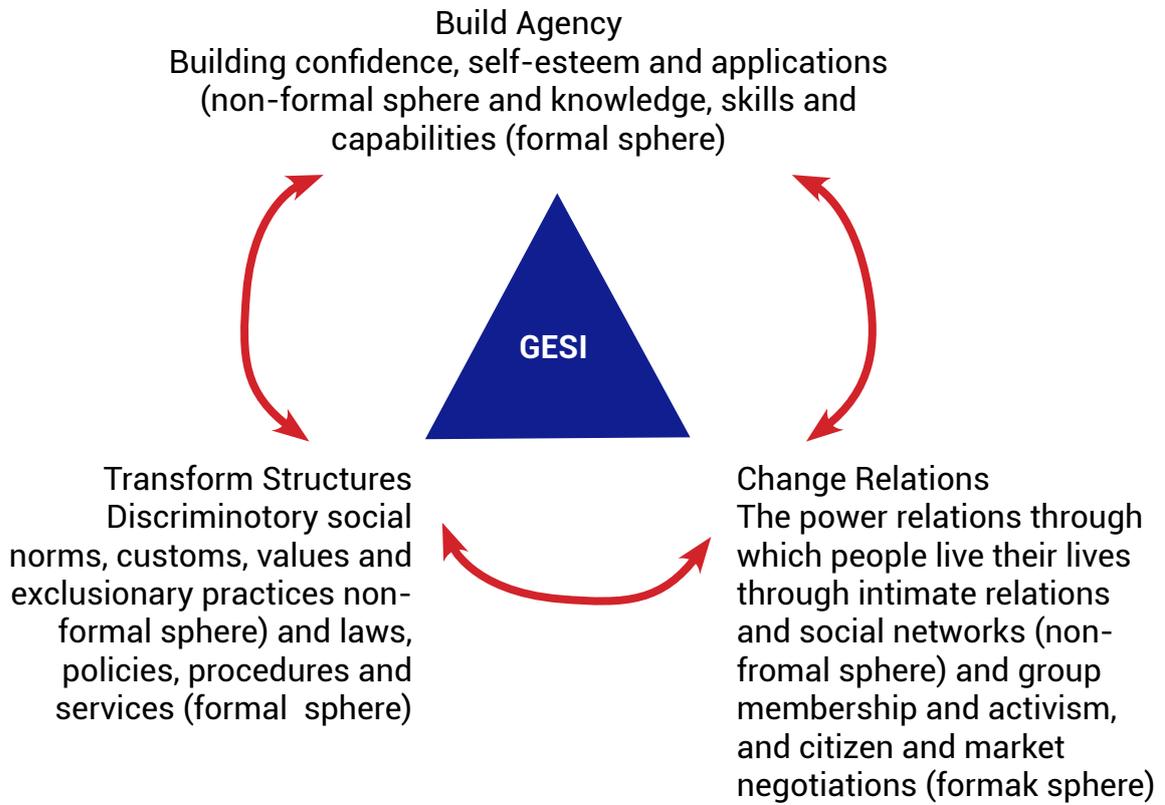
Step 3 Use the my journey image to ask participants to note on post it notes, the different groups of people in their lives.

Facilitator's Note: Share the assumptions underlying the Gender Equality Framework

1. Individual agency is a key part of empowerment where women and men take steps to achieve their rights
 2. Gender equality must include men and boys as well as women and people of all/diverse genders
 3. Government actors are primary players
 4. CSOs play a critical role
 5. Combining gender specific programming and advocacy on women's rights complemented by gender-integrated programming is necessary
 6. Shocks and backlash against women rights are expected
- Allow questions and answer/clarify



Gender Equality and Social Inclusion Framework¹



¹Adapted from CARE International



**Activity 14:
Community – Solution Tree**



PURPOSE

- To identify the gender equality and inclusion changes participants want to see;
- To explore the impacts of each of these changes.

SOURCE: Adapted from *CARE Vanuatu Finding Your Voice, Activity 5.3*

ESTIMATED TIME: 90 min

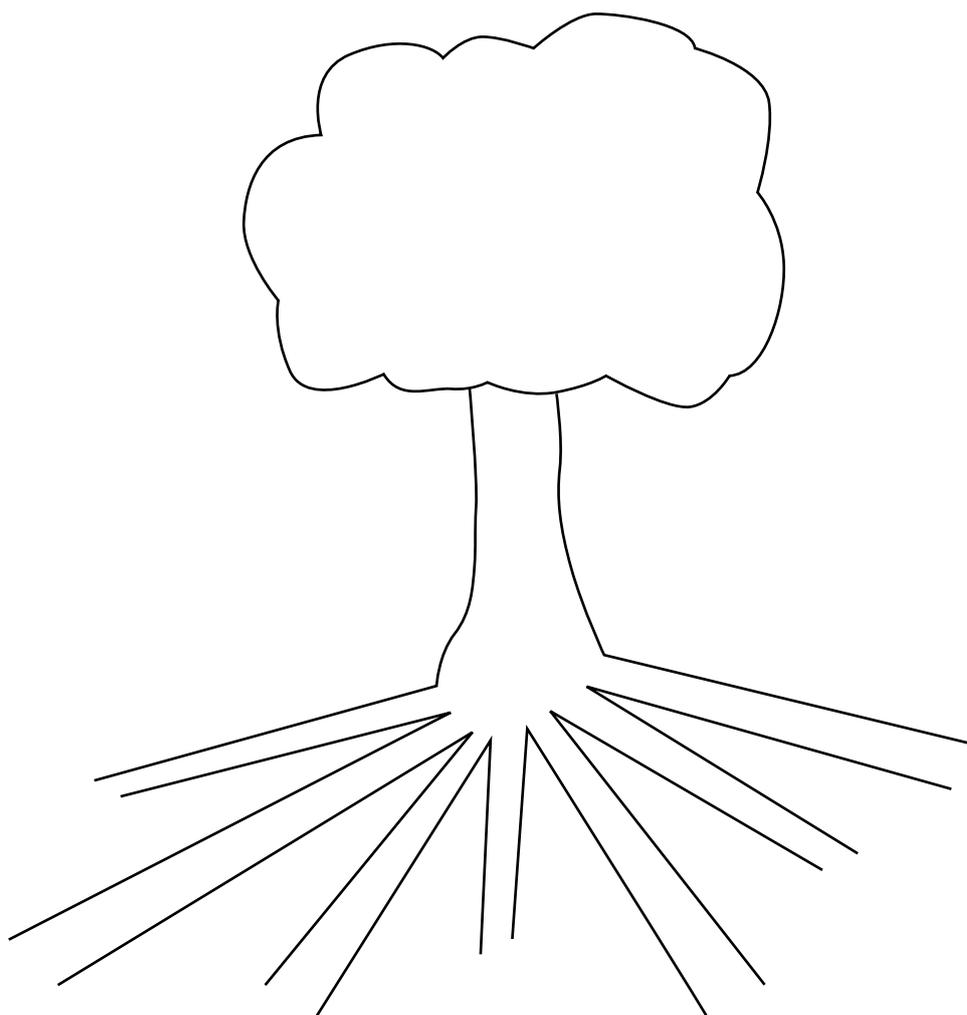
MATERIAL/PREPARATION: Markers, Flip charts with tree outline drawn before the session

Facilitator's Note – This exercise can be replaced with a community mapping exercise where men and women make and compare separate maps OR if there is time, a community mapping exercise can precede this one.

Use diagram of tree used from Day 1 to explain this activity.

INSTRUCTIONS

- STEP 1** Explain to the group that:
- We have discussed a lot of issues that leave men and women feeling differently – including feelings of less equality and safety.
 - To have inclusive communities, we need to try to address those inequalities
 - But, before taking action, we need to take the time to understand what is really causing these issues so we can really solve them.
- STEP 2** Divide the group into small groups.
- STEP 3** In each group, have them choose 1 issue they want to work on (based on the conversations until now). Provide them examples from the discussions previously.
- STEP 4** Once everyone is sitting in their group, give them a flipchart with the tree outline drawn on it. It should look something like this:



STEP 4 Have a flipchart with a tree drawn on it at the front of the room and tell the group to imagine that their chosen issue is a tree.

Explain that the roots of the tree represent the causes of their chosen issue and write CAUSES next to the roots on your flipchart. Tell them like the roots of a tree, the root causes of their issue can run very deep.

Now explain to the group that the branches of the tree represent the consequences (impacts) of their chosen issue. Write IMPACTS next to the branches on your flipchart. Tell them that their issue is likely to have widespread impacts at an individual, family, community and even a country level.

STEP 5 Ask the groups to write their priority issue and draw the symbol for the issue on in the trunk of the tree.

STEP 6 Give the groups 10 minutes to think about and list the consequences (impacts) of their chosen issue. Encourage participants to think of consequences for individuals, families, communities and the whole country. Ask them to write or draw their answers on the branches of the tree.

STEP 7 Give the groups 20 minutes to think about and list the causes of their chosen issue. Ask them to write or draw their answers on the roots of the tree. After 15 minutes is up, give the group 5 minutes to decide on the top three causes of their issue. Ask them to mark these clearly by circling them.

STEP 8 Ask them to look at the causes they have identified and discuss which ones they think are the 'top three'.

Once they have identified their top three causes, ask them to brainstorm what possible actions they could take to address each cause. Explain to the group that now they have thought about the causes and impacts of their problem, they are going to use this problem tree to help them see solutions.

STEP 9 Give each group an opportunity to present their problem tree back to the larger group for a maximum of 5 minutes. Thank and congratulate them for their work.

Ask them:

- What would happen if they chopped off the branches of the tree?
They should let you know that it would grow back!

Let them know that the only way to truly destroy the problem tree is to kill the roots. The same can be said for community problems like the ones they have identified- we have to address the causes that are at the root of the problem.





AGENDA

2-Day Workshop on Gender Equality and Social Inclusion (GESI)¹

Overall Workshop Objective

To help participants *recognise and understand the barriers and opportunities* for gender equality and inclusion in their organisational and personal lives.

Specific Objectives

1. To identify, and explore, participants' experiences of gender equality/inequality and inclusion/exclusion in their own lives
2. To understand the root causes, and consequences, of gender in/equality and inclusion/exclusion

Workshop Approach

The GESI workshop is a participatory event where the skills, knowledge and practices shared come from a collaborative effort between facilitators and participants.

We ask participants to acknowledge and understand that every person has their own experiences of in/equality and in/exclusion and that, as a result, we all bring a certain amount of knowledge and expertise to the table. Sometimes, these experiences will be similar, and sometimes they will be completely different. A guiding principle in this workshop is, therefore, to understand that there is strength in diversity. It is by surfacing, acknowledging, and discussing these similarities and differences that we will be stronger as a community.

The workshop design therefore intentionally draws on this diversity of knowledge and experience to, collaboratively, identify concrete actions participants can take to increase gender equality and inclusion in their lives.

¹ Adapted from the CARE Gender Equality and Social Inclusion Training materials conducted for the Fiji Women's Fund

Facilitator's Tip

The following documents are samples that will help you design session plans and forms for the training.



AGENDA: Day 1 – Exploring Gender Equality and Social Inclusion²

Time	Session Title	Objective
9.00-9.30 (30 mins)	Welcome & Introductions House Keeping	To create space for facilitators and participants to get to know each other.
9.30-10.00 (30 mins)	Workshop Objectives and Learning Pledge Voting with your hands, heart and feet Introduction Activity	To outline the objectives for the two days. To determine how we will be together during the workshop and what the expectations are about how we behave to create our own safe space. Pre- training Evaluation To get to know each other and set the scene for the discussions
10.00-10.30 (30 mins)	Exploring Our Own Expertise	To set the tone that we are all teachers and learners; that we are all experts in our own lives. To show that GESI is much more than what people might typically think.
10:30-11.00 (30 mins)	BREAK	
11.00-12.00 (60 mins)	Personal identity wheel Social identity wheel Exploring Our Diversity	To increase awareness of who we are and how we identify ourselves and others, and the meaning we give to those identities.
12.00-12.45 (45 mins)	Choosing the sex of your child Joana/Jona	To bring out participants' assumptions about gender and sex and to examine how true and deep-rooted these assumptions are.
13.00-14.00	LUNCH	
14.00-14.45 (45 mins)	Ideal Man/Ideal Woman	To identify that society assigns certain genders certain roles; To clarify gender vs sex
14.45-15.30 (45mins)	Pressures and Privileges of Being a Man/Woman	To understand gender stereotypes and/or stereotypes about other excluded groups; To understand gendered behaviours and the consequences/risks for those who step out of those prescribed behaviours.
15:30-15:45 (15 mins)	BREAK	
15:45-16.00 (15 mins)	Evaluation	To have participants share their learnings up to this point about GESI and/or their own lives
16:00-16:30 (30 mins)	Reflection & Closing circle	To bring closure to day one and share the links between participants' Day 1 reflections and the work/content that will be covered in Day 2

² Adapted from the CARE Gender Equality and Social Inclusion Training materials conducted for the Fiji Women's Fund



AGENDA: Day 2 -Exploring Gender Equality and Social Inclusion

Time	Session Title	Objective
9.00-9.30 (30 mins)	Welcome & Opening Circle	To reflect on Day 1 and delve deeper into participants' experiences and reflections on their learnings; To connect those reflections to the agenda and content of Day 2.
9:30-10:30 (60 mins)	Understanding power Imbalances	Introduce the concept of power (up and down)
10:30-11.00 (30 mins)	BREAK	
11.00-12.00 (60 mins)	Power Walk	To continue the conversation on power dynamics between dominant (power up) and subordinate (power down) groups and the effects these have on relationships.
12.00-13.00 (60 mins)	Gender Equality Framework (GEF) Definitions	To provide a simple tool for exploring how change can take place To explore participants' understanding of terms regularly used in the work on gender equality
13.00-14.00	LUNCH	
14.00-14.45 (45 mins)	Community Solution Tree (Link to GEF)	To identify the gender equality and social inclusion changes participants want to see; to understand the impacts each of these changes can have
14:45-15:30 (45 mins)	Group work presentation on Solution Tree	Participants to present their ideas to the bigger group
15:30-15:45 (15mins)	BREAK	
15:45-16:00 (15mins)	Post -training Evaluation	To have participants share their learnings up to this point about GESI and/or how they will take it forward Voting with your hands, heart and feet
16:00-16:30 (30mins)	Reflection & Closing circle	To bring closure to the workshop and remind people of the links between their reflections/lived experiences and what we want to change



Voting with your heart and hands

<p><i>Please tick what is most relevant to you</i></p>	<p>Yes </p>	<p>Not Sure </p>	<p>No </p>
<p>Have you participated in any gender training before?</p>			
<p>Do you understand what gender equality and social inclusion means?</p>			
<p>Do you know the difference between gender and sex?</p>			
<p>Do you feel comfortable and confident to promote gender equality and social inclusion in your family and in your community?</p>			
<p>Do you feel comfortable and confident to promote gender equality and social inclusion in your family and in your work?</p>			
<p>Is it a good idea for everyone to have equal rights?</p>			



Voting with your heart and hands

<p><i>Please tick what is most relevant to you</i></p>	<p>Yes </p>	<p>Not Sure </p>	<p>No </p>
<p>Do you understand what gender equality and social inclusion means?</p>			
<p>Do you know the difference between gender and sex?</p>			
<p>Do you feel comfortable and confident to promote gender equality and social inclusion in your family and in your community?</p>			
<p>Do you feel comfortable and confident to promote gender equality and social inclusion in your family and in your work?</p>			
<p>Is it a good idea for everyone to have equal rights?</p>			



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