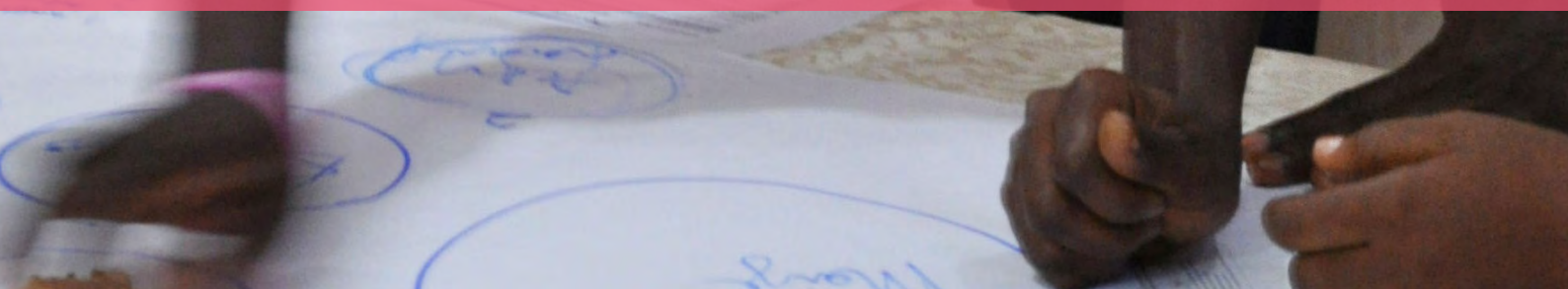




PART 2 - LEARNING ACTIVITIES





Materials • Flipchart paper • colored pens or markers • writing paper

Learning Exercises: Gender

Activity: Exploring gender and culture

Objective: A learning exercise for researchers to a) examine the difference between sex and gender; b) explore and challenge socially constructed gender roles.

Participants: 10-25; preferably similar numbers of men and women



Time: 2 - 2 ½ hours

Part A – Gender and Sex

Step 1 - Ask participants to think about the first words that come to mind when they hear the words 'man' and 'woman.' Write down responses from the group in two columns on flipchart paper: 'MAN' and 'WOMAN.'

Make sure that, at a minimum, some words describing biological traits (such as 'penis' for man and 'breast' or 'menstruation' for woman) come up on the list. Biological components are bolded in the list above.

This is an example of the kind of list that participants might come up with:

Man		Woman	
Police	Beer, wine	Cooking	Gentle
Father	Bread-winner	Talkative	Passive
Power	Decision-maker	Shopping	Kind-hearted
Strength	Violence	Mother	Menstruation
Freedom	Unfaithful	Wife	Pregnancy
Businessman	Husband	Breasts	Childbirth
Penis	Moustache	Gossip	Housekeeper
Testicles	Beard	Sexy	Passive
Generous	Lazy	Beautiful	Obedient
Selfish	Brave	Tidy	Vagina
Dominant	Adam's apple	Jealous	Tolerant
Loud	Humorous	Uterus	Doesn't drink heavily or smoke

Step 2 - When the lists are complete, pose questions from Checklist 1 to participants to discuss if any roles can be reversed.

Checklist 1

- Can any of the 'man' words also describe women?
- Can any of the 'woman' words also describe men?
- What are the things that women or men can do exclusively?
- Can a woman be a police officer? A husband? A parent? Powerful? Free? Strong? Humorous? Generous? Bread-winner? Noble? Unfaithful?
- Can women drink?
- Can a woman have a penis?
- If women are capable of being a police officer (for example), why aren't there more women who are police officers?
- Can a man cook? Do shopping? Be gentle? Submissive? Beautiful? Have breasts? Gossip? Be warm, kind-hearted? Menstruate? Be sexy? Be a wife? Can a man be fair? Be passive? Tolerant? Obedient?
- If men are capable of cooking and shopping, why don't more men do the cooking and shopping for their households?
- Why do some men who have jobs as cooks not do the cooking for their families?

Explain that these lists illustrate the difference between sex and gender. Refer to the World Health Organization's (WHO) working definitions for sex and gender: Sex refers to the biological characteristics that define humans as female or male. Gender refers to the economic, social and cultural attributes and opportunities associated with being male or female at a particular point in time.

Step 3 - Divide participants into single-sex groups of 4-5 people. Ask the groups to work together to illustrate what they understand to be an ideal man and an ideal woman, using large sheets of paper and markers. When they have finished, ask each group to present and explain their drawing(s) to the group.

Helpful hints:

- » If supplies are available, participants can use modeling clay, cloth, balloons, wires, pencils, and other materials to build a sculpture.
- » Depending on time available and the number of participants, you can ask each group to draw two pictures (one man and one woman), or only one picture.

These are some reactions of participants after completing this activity.

“By drawing an image of the ideal man, we realized that men also endure pressure and bear a different kind of discrimination by reinforcing gender inequalities.” (women)

“We men feel a burden to impress girls, earn an adequate salary and develop a muscular body.” (men)

“I can’t grow a mustache, and my father and uncle always pester me about it. I’m not considered [much of a man] without one.” (man, India)

“It is so difficult to live up to the expectations of the ideal woman.” (woman, Balkans)

“I feel enormous pressure to support my family financially. My dream was to return to school to get an advanced degree, but I had to give it up in order to fulfill my obligations.” (man, Balkan)



Part B - Discussion

Initiate a discussion with the group using some or all of the questions from Checklist 2 as a starting point; ask additional probing questions as appropriate. Encourage debate within the group, and be ready to spend some time discussing the issues that arise.

Some sample answers are included beneath some of the questions, to give you an idea of where the questions are headed. These are participant responses from a similar exercise that was done in the Republic of Georgia in 2006.

Checklist 2

- What did you learn about being a boy or girl when you were growing up? How did you learn? From whom?

A newborn baby's sex is acknowledged when it is born when its genitals are recognized. Penis and testicles means it is a boy; vagina means it is a girl. On identifying the biological sex of the child, the family knows how to bring her/him up. There are differences in the colors used for boys and girls (blue/pink), types of clothes (trousers/dresses), types of toys etc. Social norms are set by each culture.

A person's biological sex dictates the way they will be brought up.

Boys are brought up to be independent, aggressive, tough, courageous, physically strong; girls are brought up to be dependent, emotional, sensitive, delicate.

- » How are images of the ideal man and woman created?
- » Where do they come from?
- » Who affirms them?
- » Would you like to change the images you describe?

The attitudes, values and behavior that as men we consider appropriate for us (our gender identity or masculinity) are learned in society.

Men can also be dependent and sensitive; women can be strong and independent. Society puts different values on these attributes for men and women.

More social value is placed on a newly born boy child than a girl child.

In the Republic of Georgia, the facilitator asked why none of the groups had included a penis and testicles in their models of an ideal man (see models shown on next page). Participants replied that it wasn't necessary since they were underneath the clothing. This pointed to some nervousness and timidity with regards to exposing genital organs. The facilitator explained that in other countries when this exercise was carried out it was quite common for the groups to include penises and testicles and there would be discussion around the size of them; some arguing that the bigger they are the more of a man you are. This was acknowledged by some of the participants as being an issue for Georgian men too.

- » What are the things that women or men can do exclusively? (NOTE: This question is deliberately open ended. Participants may come up with answers that reflect biological or cultural differences.)
- » What is a gender stereotype?
- » Are gender stereotypes positive, negative, or neutral?
- » Why do gender stereotypes persist?
- » What is the purpose of challenging gender stereotypes?
- » Why do some people resist challenging the status quo?
- » How easy or difficult is it to consider gender roles that are different from the ones to which we are accustomed?
- » What does this mean in the context of our development work?
- » What happens if we challenge these roles? What happens if we do not challenge these roles?

Part C - Closing

Step 1 - Congratulate participants on their contributions, and encourage them to become more aware of gender roles and expectations in their daily lives. Ask participants:

How do the concepts in this exercise relate to your work?

How will your work change as a result of your new knowledge?

Step 2 - Provide pieces of paper to each participant and invite them to write how their understanding of gender has changed after this exercise.

Also ask them to write one action or change in their life they will take this week as a result of participating in this exercise.

No one is asked to write their name on the paper, so it is anonymous. Anyone can volunteer their thoughts on what they wrote out loud with the group, after everyone is finished.

(Kambou et al. 2006)

Source: Kambou, Sarah Degnan, Veronica Magar, and Heidi Lary. *Walking the Talk: Inner Spaces, Outer Faces: a Gender and Sexuality Initiative*. Cooperative for Assistance and Relief Everywhere, Incorporated (CARE), 2006.



Materials • Flipchart paper • colored markers • List of CC definitions • vulnerability charts

Learning Exercises: Climate Change & Gender

Activity: Linking Climate Change with Gender

Objectives: A learning exercise for researchers to build consensus on climate change concepts, linking them to field experience.

Participants: 10-25 participants



Time: 1 hour

Prep: Print out the definitions in this activity and cut each definition into a strip. Fold it and put it in a bowl.

Part A – Gender Dimensions of Climate Change

Step 1 - Divide the group into pairs or small groups. Have each group choose two definitions from the bowl and brainstorm real-life examples of each term based on their own experiences, development work, or the news. Ask each team to look further into their examples, and define how their scenario effects gender relations, or men and women differently. Alternately, you may ask the groups to creatively demonstrate their terms by drawing, acting or presenting in any form they choose.

Definition 1:

Adaptation: Adaptation is adopting measures to protect against the actual and expected harmful effects of climate change, to exploit any opportunities it may generate, and to ensure the sustainability of investment and development interventions in spite of more difficult conditions. Adaptation aims to reduce sensitivity of men, women, girls and boys to the effects of climate change

Real life example:

Gender dimension:

Definition 2:

Adaptive capacity: The ability of a system to adjust, modify or change its characteristics and actions to moderate potential, future damage; take advantage of opportunities; and to cope with the consequences of shock or stress.

Real life example:

Gender dimension:

Definition 3:

Climate change: A shift in average climate and/or magnitude of climate variability observed over long periods (typically decades or longer).

Real life example:

Gender dimension:

Definition 4:

Climate change mitigation: Mitigation involves reducing Green House Gas (GHG) emissions and/or enhancing the capacity of 'sinks' for GHGs, for the ultimate purpose of stabilising their concentration in the atmosphere; aims to reduce global exposure to the effects of climate change

Real life example:

Gender dimension:

Definition 5:

Exposure: The extent to which one is exposed to the effects of climate change, considering that these effects will vary in nature and intensity across regions of the world.

Real life example:

Gender dimension:

Definition 6:

Hazard: A potentially damaging physical event, action, situation or phenomenon. A climate hazard is a specific type of climate event with the potential to cause harm.

Real life example:

Gender dimension:

Definition 7:

Maladaptation: An inadequate response to the challenge posed by climate change, by which ‘business-as-usual’ development interventions that overlook the implications of climate change inadvertently result in increased vulnerability to climate change; the term is also used to designate an inadequate adaptation response, which fails to reduce vulnerability to climate change and instead ends up increasing it.

Real life example:

Gender dimension:

Definition 8:

Resilience: The ability to prevent disasters and crises as well as to anticipate, absorb, accommodate or recover from them in a timely, efficient and sustainable manner. This includes protecting, restoring and improving livelihoods systems in the face of threats that impact agriculture, nutrition, food security and food safety.

Real life example:

Gender dimension:

Definition 9:

Risk: The combination of the probability (or frequency) of occurrence of a defined hazard resulting in adverse consequences; and the magnitude of these consequences, given the interaction of the hazard with the properties of the exposed system.

Real life example:

Gender dimension:

Step 2 - Have each group present back. Discuss the scenarios and ask all the participants if the definitions match examples and if the gender dimensions of each scenario make sense. As a facilitator, be ready to assess the level of clarity that your participants have on climate change and gender. Be prepared to clarify the different concepts and draw out examples from the groups as they discuss.

Part B – Vulnerability to Climate Change

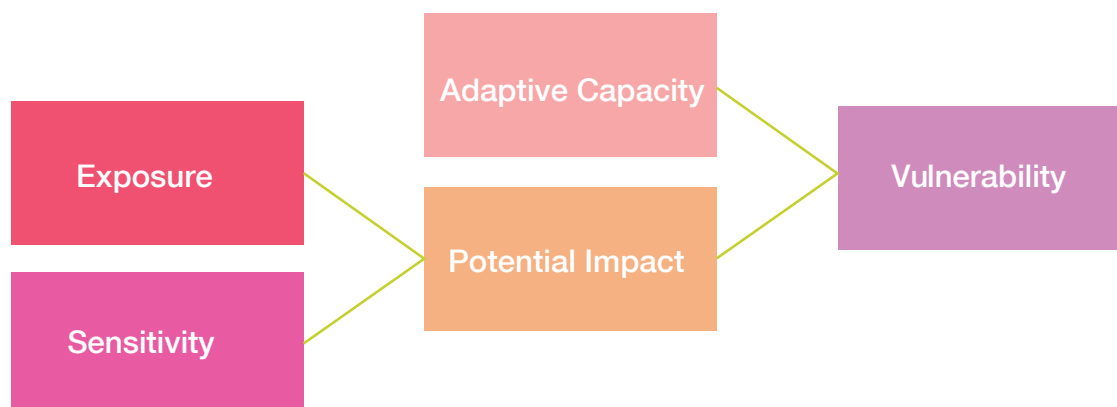
Step 1 - Regroup everyone and explain that you want to pull the various definitions you have reviewed to discuss the concept of vulnerability and how it affects men, women, children and different social groups differently.

It is important to note that vulnerability and capacity of a social group to adapt or change depends greatly on their assets. Consequently women's assets largely determine how they will be affected by and respond to the impacts of climate change. Through both direct and indirect risks, it can affect their livelihood opportunities, the time they have available to them on a daily basis, and overall life expectancy. In addition to exacerbating existing risks, climate change can reveal new risks that have been hidden.

Step 2 - Present the following diagram to the group and take your time going over the concept of vulnerability.

Vulnerability to climate change of different social groups or livelihood systems to a climate change hazard depends on how it is *exposed* to the *hazard* and how *sensitive* it is to that hazard. This will influence the impact that that hazard can have on the livelihood system. That potential impact, combined with the capacity of the system to *adapt* to the hazard, determines the *vulnerability* of the group or system.

Figure 1. A framework demonstrating the components of climate change vulnerability.



Step 1 - To explore how exposure, sensitivity, adaptive capacity and potential impact interact to define vulnerability, use the framework above as a reference to work through each scenario. If the scenario is unfamiliar, create a scenario to present to the group based on your own community contexts or ones you are more familiar with.

	Scenario 1	Scenario 2
Exposure:	Flood	Drought
Target Group:	Children	Mothers
Scenario:	A devastating flood hits a rural, disconnected village in Indonesia where most of the livelihood is based on rice and fisheries. Nearly 75% of the houses in the village are near to water while only a few are on higher grounds.	A village in Tanzania has been experiencing a long drought, devastating this season's maize harvest. There are rural extension agents in nearby villages but not many other services or facilities.
What is the sensitivity of most households? Of the target group?		
What are some potential impacts on the target group? <i>(on a household level, in terms of food security, income, health, cultural or other socio-economic dimensions you can think of)</i>		
Describe this group's potential adaptive capacity? <i>(What access to assets, resources, information, support, strengths, knowledge do they have and how could they use it?)</i>		

Ask the group to first define an exposure (flood, drought, disease), its potential impacts (on the household level, in terms of food security, income, health, women's empowerment, cultural, or other socio-economic dimensions), relevant adaptive capacities (the rural women's existing capacities), and how these aspects affect the vulnerability for women in the community.

Step 2 – As a way of deepening the discussion, you may want to run through each scenario by switching the target group. If you have worked through a scenario focusing on children, now repeat the scenario using elderly residents. If you have completed a scenario focused on women, now look at the situation differs for men. Discuss these differences once you have completed each scenario.



Learning Exercises: Participation

Activity: Reflection Exercise

1. Participation

We have all taken part in a participatory activity in our lives, usually lots of them. For example, voting is a form of participation in the democratic process! Many of us have likely used participatory approaches in our professional lives, either in the office, while training others, or when working in communities. Break your team into groups of 3 to answer the following questions:

Q: What types of participatory projects have you been involved in? List them all for the group, then go back and ask each member to describe the project(s) he or she mentioned.

Q: Do you have other examples of participatory projects and activities that you have heard about? List them for the group again before going back and gathering descriptions about them.

Q: For each project, what level of participation does the group think was achieved, and why? Use the Pretty et al. (1995) typology. For the purpose of the project, was that level optimal? What could have done to improve the level of participation?

Allow the groups to work through all the examples they have listed. Then bring the groups back together in plenary. Each group member should choose one of the examples they worked with, describing the project in plenary, the level of participation achieved and how participation could have been improved.

2. Bias

Step 1 - Break your team into the same groups of 3, and give each group a copy of the exercise below to complete. These examples have been adapted from a manual for One Health Practitioners (Hannah & Jost 2011 p. 27).

Step 2 - After completing the exercise, ask each group to return to the list of participatory projects they had generated in exercise 1 and discuss the following questions about each project.

Q: Upon reflection by the person who mentioned the project, what kind(s) of bias were involved in the project? Use the Chambers (1983) typology.

Q: Often these types of bias are introduced because we involve a variety of actors, each one of whom has his or her own priorities. What could you have done to 'control' for the bias you identified?

Q: During the project did you gather information from informants? Think about one of the informants you spoke with and ask yourself if that informant may have given you biased information. What makes you suspect the information was biased? What could you have done to probe and triangulate that information to understand the bias and balance it with other information?

Exercise

In the blank spaces provided below, please identify the type of bias associated with each situation.

1. A mother says that there is a new disease affecting her children. She describes clinical signs similar to those seen in kwashiorkor, which has been in the area for quite some time. The investigator assumes that the mother is incorrect about this being a new disease.

Type of bias: _____.

2. A facilitator asks a Ministry of Agriculture and Livestock official for locations of communities experiencing elevated incidences of cattle disease. The official points the investigator in the direction of villages on a main road between two major towns.

Type of bias: _____.

3. Fieldwork is conducted between the months of June and August. The facilitator asks community members about the agricultural issues that occur in their village.

Type of bias: _____.

4. A village leader is asked about a prenatal disease that is associated with poverty and food insecurity. He denies that it exists in his village, but says that it has occurred in a nearby village.

Type of bias: _____.

5. A facilitator conducts a focus group on whether the climate information received recently is helpful for farming in a village. The men answer the majority of the questions with confidence, while the women sit on the periphery and do not offer their opinions.

Type of bias: _____.

6. Several villages in a region have community monitors who have been trained by an NGO on reading rain gauges and distributing weather and climate information. A NGO official recommends that these would be the best villages to include in a study, because the community monitors are very knowledgeable about the farming practices related to climate change impact in their village.

Type of bias: _____.

3. Barriers

Ask your team to identify a new place in the country that it would like to work, helping a farming community adapt to climate change. The first step for the team will be to work with the community to identify what the problems are related to climate change, and what potential solutions already exist in the community if they could be scaled up.

The team plans to do this using PAR. List the types of community members the team would like to include in the PAR activity and why. For each type of community member, answer the following questions:

Q: What obstacles to participation does this type of community member face?

Q: If this type of community member does not participate, how might the study be biased?

Q: How can you overcome the barriers to participation and include this type of community member in your study?



Materials • Flipchart paper • Colored markers • 1 ID Wheel per participant

Learning Activities: Role of the Researcher

Activity: Identity Wheel

Objective: A learning exercise for researchers reflecting on positionality, power and identity in the research setting.

Participants: 10-25 participants



Time: 1-2 hours

A researcher's identity can play a part in shaping the research process. Reflecting on a researcher's own power, privilege, attitudes and behaviors within a research setting can help unpack some of the factors shaping interview or focus group dynamics. This exercise is to help researchers identify different parts of their identity, how they are perceived, and how to negotiate their own power within research settings.

Below is an “identity wheel” depicting 10 different aspects of a person's identity. These aspects can be adjusted as needed and are meant as a self-reflection tool for understanding someone's position within different communities.

Step 1 - Think about a particular research experience you have been in before. It may be a past experience facilitating or simply a time where you were perceived as an ‘outsider’ in a community you worked in.

Each participant should take 10 minutes to mark a point on each identity scale, indicating how each aspect can either enable or disable you in an interview or focus group setting. The closer the mark is to the center, the more ‘disabling’ you perceive the aspect to be while the farther away it is from the center, the more enabling the aspect is for you as a researcher. Prompt participants with questions from Checklist 1 to assist them with choosing a point. Fill out each of these measurements and connect the dots so you have a personal identity wheel based on your reflection of a specific research situation.

Checklist 2

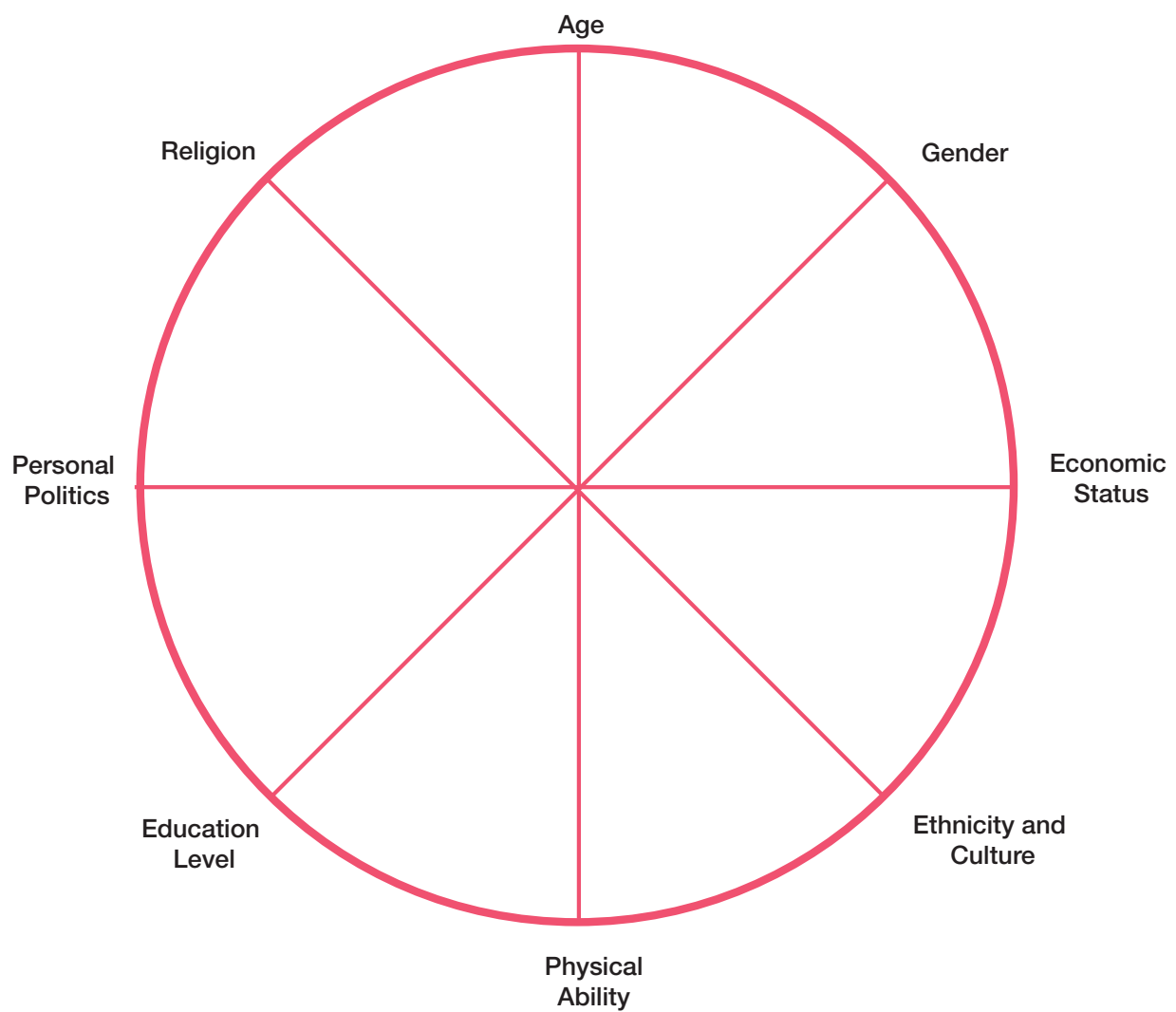
- How do other people's perceptions of this characteristic help overcome certain barriers with community groups?
- Is the aspect perceived similarly between groups in the community for example older and younger women, older and younger men, those of lower or higher socio-economic status?
- Does the aspect gain you respect?
- Does the aspect put people at ease?
- Does the aspect allow you access to certain information?
- How are you adjusting your behavior to accommodate these perceptions of this aspect?
- How are you adjusting your facilitation to accommodate these perceptions of this aspect?

Step 2 - Share your identity wheel with others in the group, explaining how different aspects affect your research approach. Consider these questions together:

Can these aspects be changed or controlled?

Are different aspects connected? How?

Are some less important than others? Why?





Materials • Colored markers • Copies of the empathy map for groups

Learning Activities: Role of the Researcher

Activity: Empathy Mapping

Objective: A learning exercise for researchers building empathy with community members.

Participants: 10-25 participants



Time: 30 minutes – 1 hour

Self-reflection can be a critical skill for researchers and practitioners. What many practitioners also need is the capacity to have empathy for the people and communities they work with. Empathy is the ability to recognize and understand the thoughts and feelings of another person. By considering the human aspects of programme participants, researchers are able to develop better relationships, to ask more relevant questions, and to better understand the complex perspectives and motivations behind decision-making.

Note: *This exercise is not intended to characterize, stereotype or define your focus group participants. Focus group participants have a real voice and you should ask them to share it! This is an exercise intended to challenge you as a practitioner to identify who an ideal research participant is, and consider his or her thoughts, feelings, fears, joys, actions and influences.*

Step 1 - Form small groups of 2-3 people.

Step 2 - Discuss as a group your 'ideal research participant' or who your program is intended to reach. Is this a young man in a rural community? A mother who provides for her large family? Who are some of the most critical voices you and your team need to hear from?

Step 3 – Once you have decided upon a specific person (or persons), complete a point-of-view statement that relates to agriculture, climate change and/or gender. Use the following format to structure this statement.

IDEAL PARTICIPANT

...is affected by

...must do

...is faced with

...overcomes

...changes.

...tasks.

...perceptions.

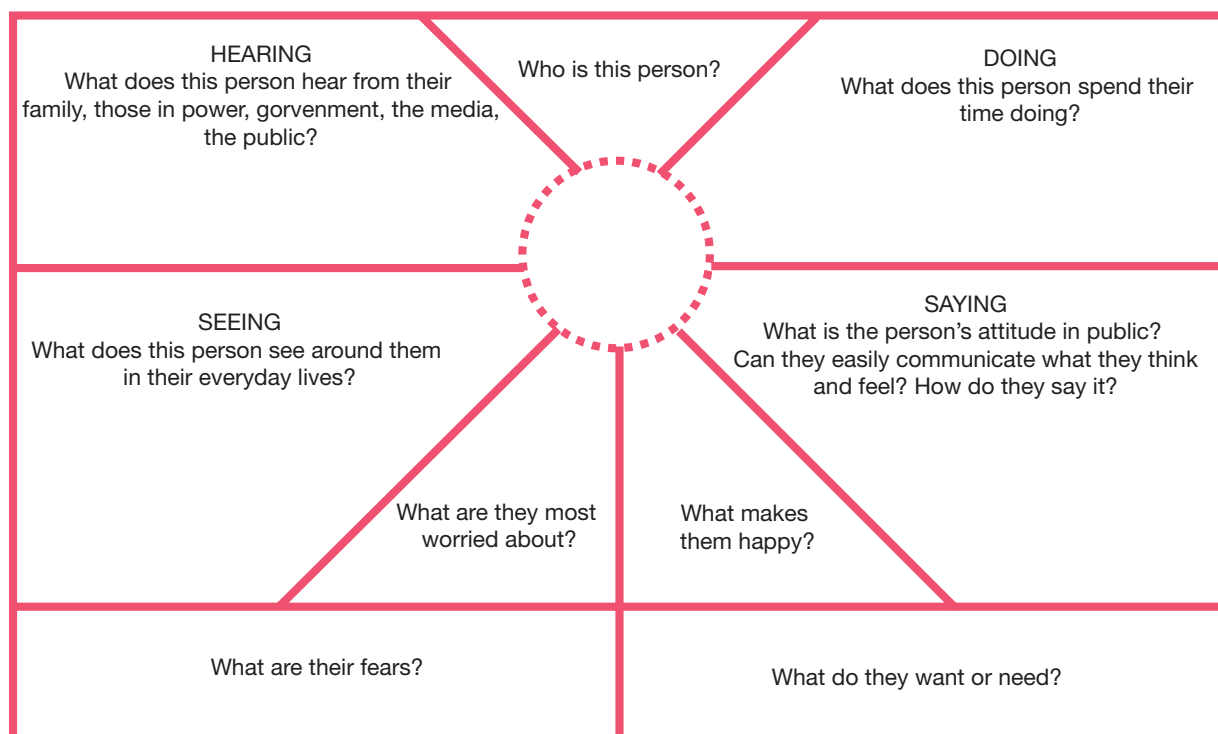
...challenges.

Examples:

A young woman in this village must travel farther to get water during drought.

A married mother in this village is affected by domestic violence.

Step 4 – With your ideal person in mind, take time to fill in each of the sections on the empathy map.





Materials • Colored markers • Copies of the empathy map for groups

Learning Activities: Helpful Framework

Activity: Assessment and Reflection on Gender and Inclusion

The following reflection activity can help you understand the need for gender analysis and frameworks for integrated development.

Objectives:

1. Identifying strengths and weaknesses in your organization or project in regards to gender and inclusion.
2. Identifying which frameworks fit into your current work best.



Time: 1-2 hours

Participants: 10-25 participants

Step 1- Take your time to reflect on how the different frameworks relate to your own work or your organization's work overall. What are gaps that need to be filled, which frameworks can help fill these gaps and why?

1. Gender and socially inclusive programs and services

Explain how gender is currently addressed in development or research programs in your organization currently.

2. List examples of the politics, projects or services addressing gender and social differentiation successfully in your organization or work:
3. Which frameworks would best suit your current or planned projects in your organization? How or which components of this framework would add value to your organization?

[illegible]