



SECURING WOMEN'S
RESOURCE RIGHTS
THROUGH GENDER
TRANSFORMATIVE
APPROACHES



IFAD

Investing in rural people

GENDER TRANSFORMATIVE APPROACHES CO-CREATION WORKSHOP



INTERNATIONAL
FOOD POLICY
RESEARCH
INSTITUTE

ABOUT THE INITIATIVE

SECURING WOMEN'S RESOURCE RIGHTS THROUGH GENDER TRANSFORMATIVE APPROACHES

In 2020, the International Fund for Agricultural Development (IFAD) invited a consortium of the Center for International Forestry Research and World Agroforestry (CIFOR-ICRAF), the International Food Policy Research Institute (IFPRI) and the Alliance of Bioversity International and the International Center for Tropical Agriculture (CIAT) to work with selected IFAD projects to promote and strengthen women's land rights through the integration of gender transformative approaches (GTAs) in rural development interventions by improving policies, tools and practices.

Following the detailed gender analysis to identify contextual factors across projects and geographies, as well as bottlenecks and opportunities for promoting women's land rights, the initiative used collaborative learning and design approaches to develop and test innovative gender transformative approaches (GTAs) and complementary methods that can support the achievement of WLR through rural development interventions. This co-creation process ensures that each tool is fit-for-project purpose and endorsed locally, while at the same time contributing to a GTA toolbox that can be adapted for land-based rural transformation projects across the IFAD portfolio.

This collection of tools include GTAs already developed and applied by IFAD projects and partners across targeted countries, as well as a suite of new tools to integrate land rights more explicitly and further the gender transformation agenda. These tools entail different strategies to address inequalities at the individual, household, community, policy and institutional domains, as well as to catalyse and transform harmful and discriminatory norms, perceptions and attitudes, and behaviours and practices at the identified levels across targeted countries. We share this toolbox with the IFAD community to continue testing, contextualization and sharing learnings across countries.

<https://www.cifor.org/wlr>

https://www.ifad.org/en/gender_transformative_approaches

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GTA Workshop designed for IFAD and the NATIONAL OIL PALM PROJECT (NOPP), UGANDA with Kalangala and Buvuma Districts

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ABOUT THIS GUIDE

Co-creation is a concept gaining cachet at the moment across diverse communities of practice from research and development to business and planning sectors. It is a term that has come to mean many things at different stages of project conception, implementation, and scaling. This is a positive step in the right direction, giving voice, legitimacy and validation to the people who will adopt and apply the products of a co-creative process. In this guide for applying co-creation to the conceptualization and design of gender transformative approaches (GTAs) in development projects and rural transformation interventions, we understand co-creation as a collaborative practice for generating shared visions and knowledge that leads to action. Co-creation is iterative and can be inserted into any stage of design and development to ensure that the end users are mutually engaged in the creative process with the implementing actors.

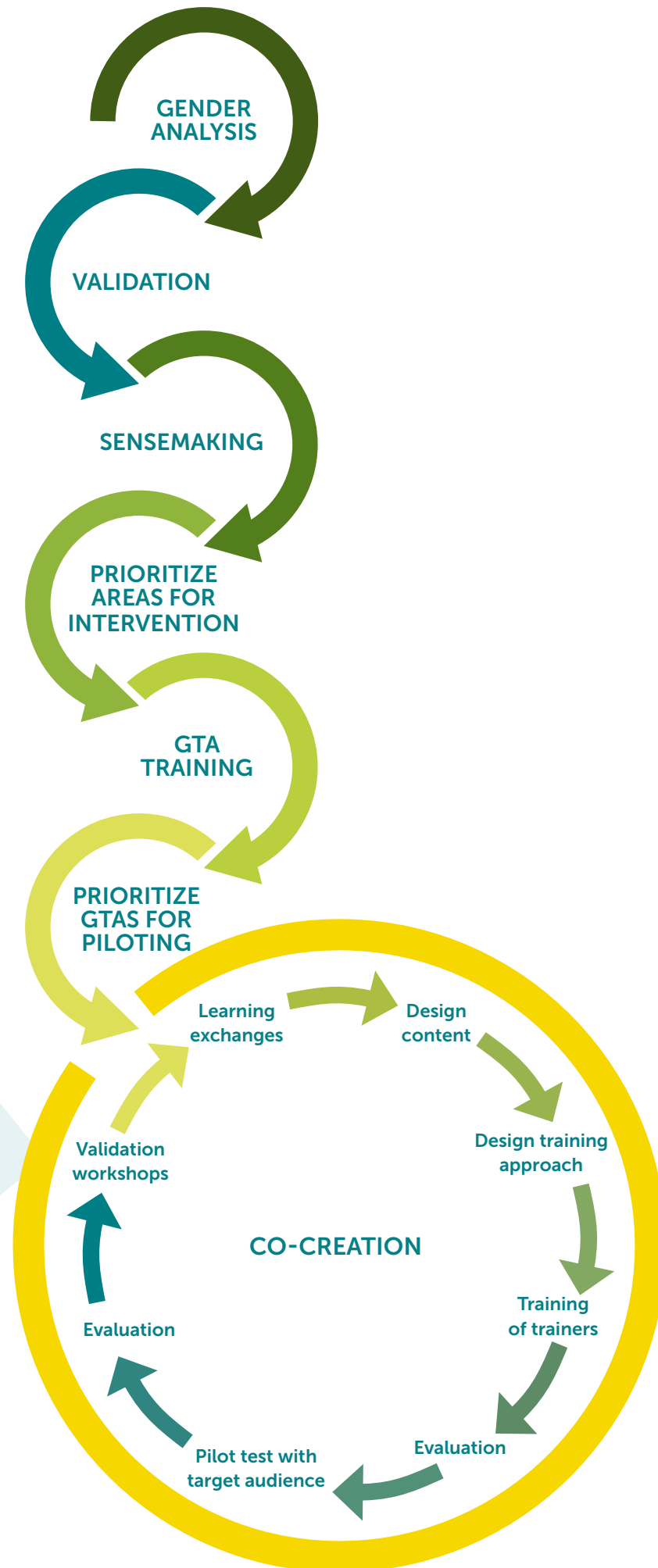
This guide was designed to meet an immediate need to facilitate a set of co-creation workshops within the context of the National Oil Palm Project (NOPP) in Uganda. The modules in this guide capture intermediate steps in the co-creation process to define and prioritize areas for intervention and build consensus around preferred change pathways.



The tools in this guide form two-day workshop to share the results of a gender analysis, validate the results at the local and project levels, introduce gender mainstreaming in the NOPP project design and then select and agree upon GTA approaches for pilot testing in selected communities. The outcomes of this process led to the development of two GTA pilots which were then advanced by topical experts who joined the next step in the co-creation process.

The GTA Co-Creation Workshop includes a validation and sensemaking methodology that was adapted from the Regional Knowledge Resource Kit (RKRK) wiki produced by the [Australian River Restoration Centre \(ARRC\)](#) under the leadership of Bruce Boyes as part of a [knowledge strategy for natural resource management organizations](#). Sensemaking is a term made popular by organizational theorist Karl Weick, designed as a collaborative learning process to help groups to see patterns, cluster themes, and mediate common understanding and consensus about their next steps.

The GTA capacity development comes from a series of training and workshops developed by CIFOR-ICRAF staff for internal and external gender awareness trainings. The activities include Man Box | Woman Box from the Equimundo [Journeys of Transformation](#) series of manuals, a Privilege Walk that has been modified and popularized by a variety of practitioners, and the Gender-at-Work framework adapted by [The Alliance of Bioversity and CIAT for the Women's Resource Rights Initiative](#). Some of the materials and methods are my own and some build upon the work of many colleagues and mentors who continue to grow the gender toolkits for development practitioners. We hope that you find these tools useful and put them to work in your own projects.



HOW TO USE THIS GUIDE

Workshop Sessions.

The GTA Co-Creation Workshop guide is divided into session plans. To be most effective, the workshop should be delivered as an immersive process with back-to-back sessions over a period of two or more days. Allow time for discussion and take breaks between sessions as recommended to allow the participants time to rest and discuss; and allow the facilitators time to synthesize the participant contributions and prepare the room between sessions. This can be done as a series of co-creation workshops (like focus groups) or as a larger workshop with break-out groups. Note that 2-3 groups is ideal, as each group must present their groupwork in plenary sessions.

Participant selection.

Participants to the workshop should have experience with the project or program as part of management, staff or participants, including at least a few participants with decision-making capacity about programming. The participants should be knowledgeable of the topics covered in the gender analysis and the communities in which the analysis was conducted. Ensure that the participant list is balanced in terms of gender, age distribution, position in the project and community, etc. If it is necessary to divide these groups due to context, then the co-creation workshops can be conducted as a series of separate stakeholder focus groups.

Outputs.

The outputs from this workshop should be prepared for sharing with the project managers, and if needed, with those who will develop the GTAs. Co-creation is a process that can be revisited over time with the same or difference participants, iteratively reporting back through the innovation and design phases.

Evaluation.

This guide includes an evaluation instrument for the workshop itself, and can be tailored to meet the needs of the project or program in which the co-creation events

SESSION 1

VALIDATION



OBJECTIVES

- **To present the results** of a GENDER ANALYSIS to key stakeholders who are knowledgeable about the project area, community histories, and current demographics.
- **To facilitate consultations** with key stakeholders to validate the results of the GENDER ANALYSIS to identify any (1) erroneous information needing correction, (2) critical information to add to the analysis, and (3) superfluous information that could be removed.



TIME

~ 3 hours (depending on the GENDER ANALYSIS)



AGENDA

20mins: Welcoming remarks, Introductions

10mins: Presentation of GENDER ANALYSIS (methodology)

30mins per community/site (x 4sites = 120min)

- Presentation of GENDER ANALYSIS (results)
- Validation: Information mapping; Story mapping
(Repeat until all sites mapped)

20mins: Prioritize most salient topics relevant to project

10mins: Closing comments and prep for next session

-- Break/Lunch --



MATERIALS

- ✓ Presentation (PowerPoint or other format)
- ✓ Notebooks, pens for participants
- ✓ Flip chart paper
- ✓ Sticky notes
- ✓ Markers
- ✓ Tape



PREPARATION IN ADVANCE

- ✓ Participant selection and invitations – max 12-16 persons
- ✓ Presentation (PowerPoint or other format)
- ✓ Set up the room for group work for 2-3 groups/tables (5-6 per table)
- ✓ Stock each table with notebooks, pens, markers, and sticky notes
- ✓ Try to designate space on three different walls for “mapping”:

INFORMATION MAP

STORY MAP

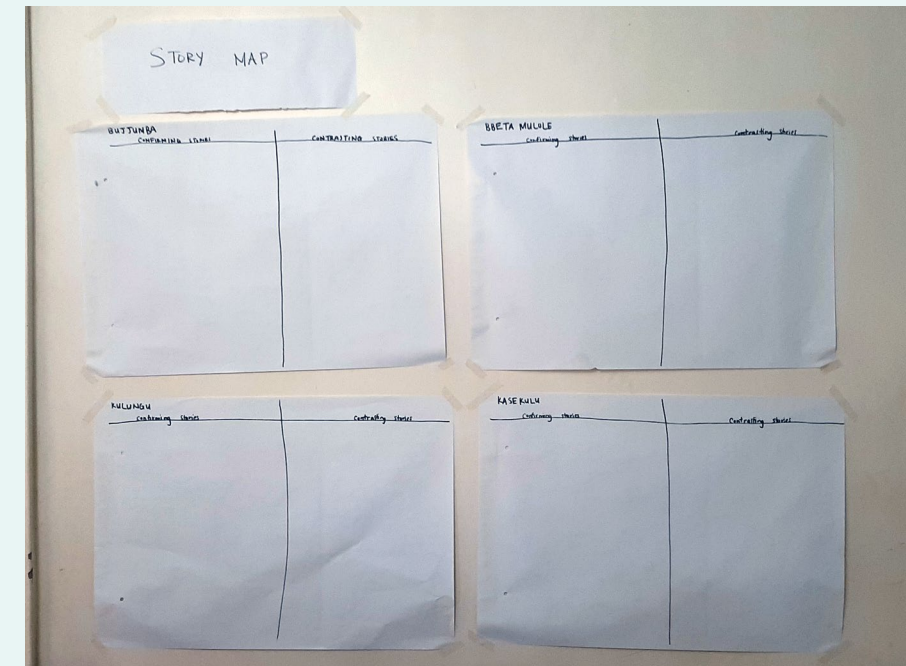
PRIORITY MAP

- ✓ Prepare the flip chart papers in advance:

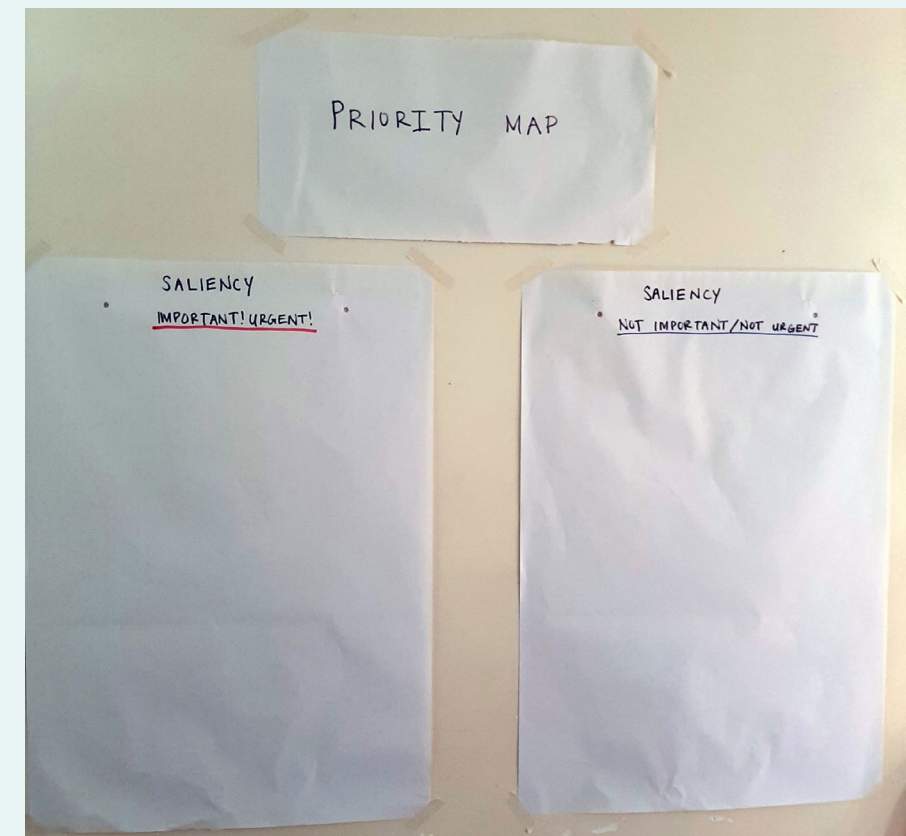
(1) **INFORMATION MAP** – Title page, 1 blank paper for each community:



2) **STORY MAP** – Title page, 1 blank paper for each community:



(3) **PRIORITY MAP** – Title page, IMPORTANT/URGENT page; LESS IMPORTANT/LESS URGENT page:



FACILITATION STEPS

STEP 1 Welcoming remarks, Introductions and/or icebreaker

STEP 2 Ground rules

Invite the participants to establish some basic ground rules for respectful and participatory meetings. You can start with some basic rules, then welcome their additions.

Some examples:

 Be on time	 Follow the agenda	 Be present	 Silence cell phones
 Listen actively	 Have one conversation (save side conversations for break time)	 Share the air	 Assume positive intent
 Allow everyone to speak and be heard	 Agree to disagree	 Use a parking lot for off-topic discussions	 End on time

FACILITATION TIP: Plan in advance for group dynamics

This validation exercise will request deep engagement with the INFORMATION and NARRATIVES emerging from the GENDER ANALYSIS in each community or study site. Participants should be able to speak to both. It is extremely important to balance the depth of community and project knowledge with the power dynamics in the room by having a diversity of viewpoints represented and distributing individuals strategically across groups. Be aware of the power dynamics and either float as a facilitator between the groups or assign a table facilitator for each group to ensure that participants are able to speak and be heard. Keep the tone conversational and inviting to encourage participation.

STEP 3 Present the Gender Analysis design

Present the Gender Analysis design as a PowerPoint presentation or suitable format.

The presentation should provide an overview of the study design: Background and objectives, sampling frame and methodology, and any critical information for interpreting the results.

If this overview has been shared with the participants previously, it is important to summarize again to set the context for the validation exercise.



STEP 4 Present the Gender Analysis Results

Present the Gender Analysis Results for each study area/unit separately. The GENDER ANALYSIS should be presented in steps to allow for validation after each area is presented.

Display the key information on a slide or charts so that the participants can engage with the results during the validation exercise.



**NOPP Note**

The gender analysis for NOPP adapted two tools from the GENNOVATE methodology: Community Profiles and Focus Group Discussions (FGDs). Seven communities were selected based on their participation in one or more NOPP gender mainstreaming interventions, including one community selected as a control with no interventions. Four FGDs were conducted in each community, divided by gender and participant/non-participant to NOPP interventions.

This exercise validated the results for each community separately. You may wish to adjust the presentation and break-out groups according to the units in your GENDER ANALYSIS.

The validation workshop design should follow your GENDER ANALYSIS design.

STEP 5 Validating Information

This exercise is concerned with validating the results of the GENDER ANALYSIS; verifying that the information is accurate and complete. After presenting the results of the analysis, ask participants to provide feedback in two categories, identifying (1) any factual errors or inaccuracies that require correction; and (2) critical information to the analysis which has been partially or fully omitted.

Give each group a flip chart template, a set of sticky notes and pens. Ask them to evaluate the facts as they were presented.

Information – Is this information accurate and up-to-date?

- Wrong information → Identify error and write correction on the sticky note
- Missing information → Write the additions on the sticky note

INFORMATION
Community Name
CORRECTIONS

(Correcting erroneous information)

ADDITIONS

(Adding missing information)

**FACILITATION TIP: Workshop participants disagreeing over the results**

Some participants in the Validation Workshop may be more informed than the community members themselves about the project details, or carry biases from their positions of authority, and may dispute the responses reported during the GENDER ANALYSIS.

Remind the participants that these are the results of real interviews with real people and represent their perceptions of the facts on the ground. If there is indeed misinformation circulating amongst communities and project beneficiaries, this is an important finding for project managers and staff to learn from the GENDER ANALYSIS. It reinforces the need for validation and triangulation across different stakeholders.

Advise the participants that public perceptions or misinformation should be given attention in the design of any future project interventions during the co-creation workshops.

If there are disputed facts that sidetrack the validation exercise, try to mediate discussion and consensus. If consensus cannot be reached over certain facts, ask where you can find more information to further triangulate the GENDER ANALYSIS after the workshop. The facts are important, but stay on task and remind the participants that the goal of this workshop is to identify key areas for intervention to improve project design and delivery for the beneficiaries and affected communities.



STEP 6 Validating Narratives

Now ask the participants to evaluate the community narratives and provide their own anecdotes about the communities, land and resource issues, gender issues, etc as they know the communities.

Give each group a template for recording stories about each community.

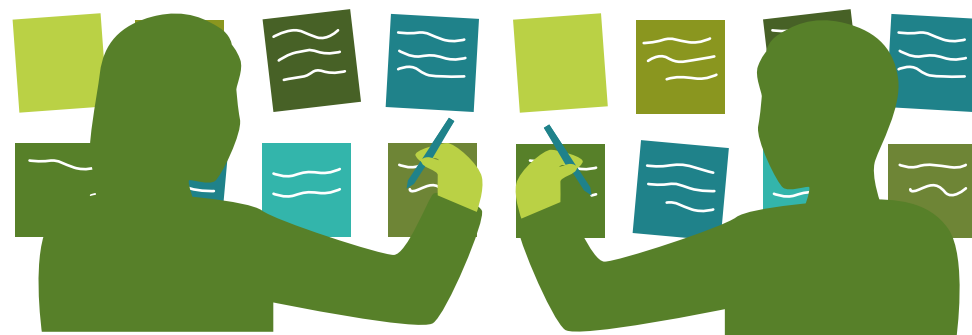
Stories (Anecdotes) – Is this profile consistent with what you know of this place?

Each person in the group should provide at least one anecdotal story about each community/site.

This story can either confirm the narrative represented by the GENDER ANALYSIS or provide an alternative or counter-narrative that provides another side of the story.

The stories can be mapped together in a single block:

STORIES



For more complex discussions, the stories can be contrasted by whether they agree or contradict the general narrative emerging from the GENDER ANALYSIS. Depending upon the group, this may need to be facilitated in two steps (or just mix the stories into a single block as above).

STORIES Community Name

COMMON NARRATIVES

(confirm GENDER ANALYSIS)

COUNTER-NARRATIVES

(exceptions to the GENDER ANALYSIS)



STEP 7 INFORMATION Mapping

After completing the validation exercises for the first community/site, instruct the participants to transfer their sticky notes from their template paper to the INFORMATION MAP on the wall.

There should be a separate paper for each community/site on the wall.

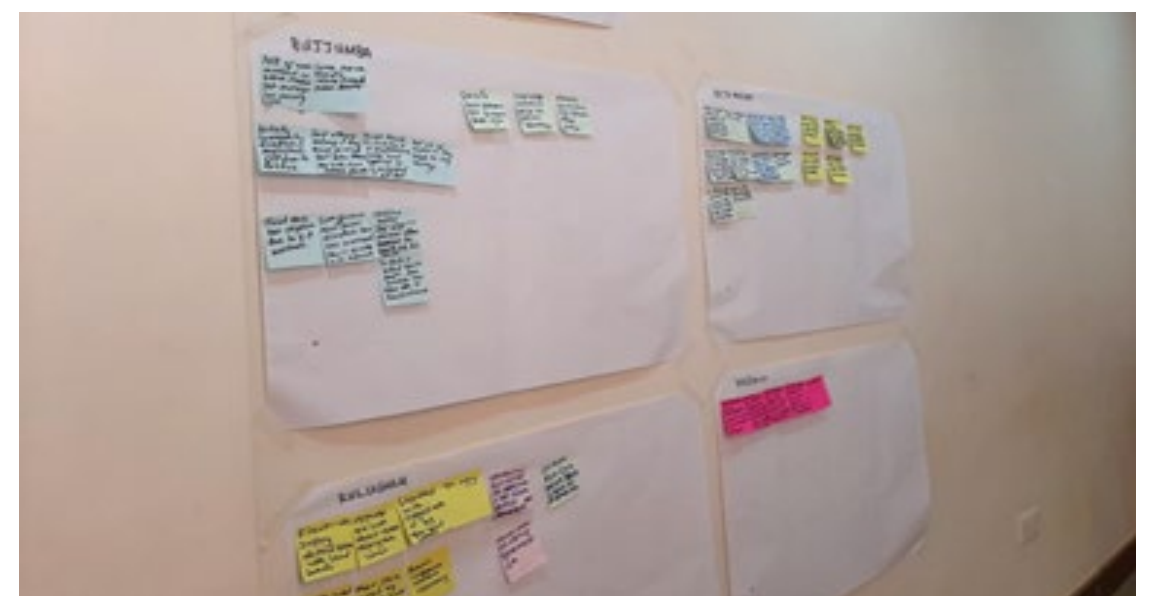
All groups will place their sticky notes on the same INFORMATION MAP for each community.

The final INFORMATION MAP compiles all of the information from all of the groups.



STEP 8 STORY Mapping

Next, ask each group to transfer their Stories to the STORY MAP wall. There should be one blank page for each community (do not mix the stories!). All groups will map to the same community pages.

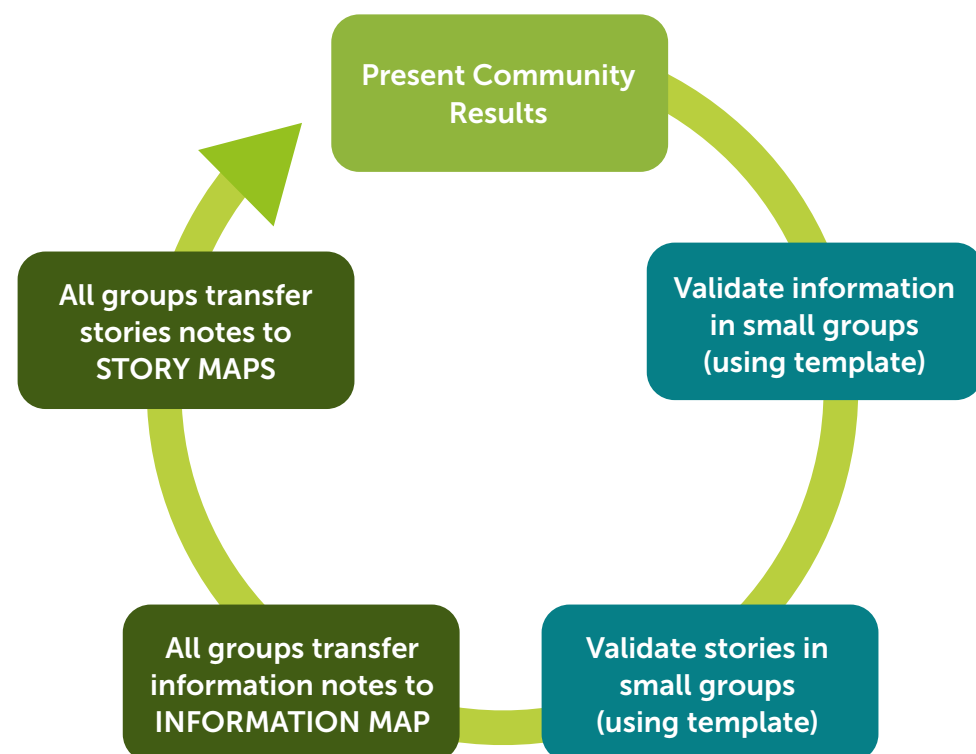


STEP 9 Repeat the validation for each community/site

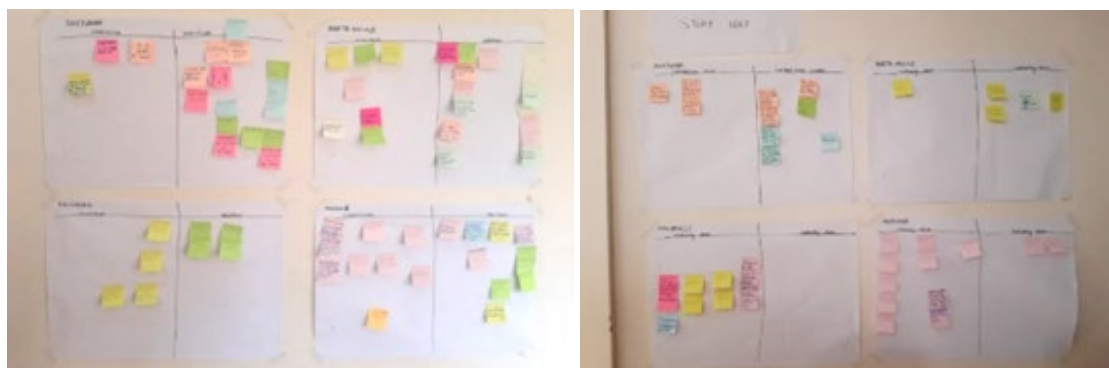
Repeat the validation for each community/site until the INFORMATION MAP and the STORY MAP are complete for all communities/sites.

After transferring all of the sticky notes for the first community/site to the INFORMATION WALL and the STORY WALL, the participants will return to their seats and complete the templates for the next community/site.

Repeat the steps above until you have completed the validation for all of the communities/sites:



The final result will be a complete INFORMATION MAP and STORY MAP which compiles inputs from each of the groups into a single layout.

**STEP 10 Prioritize the issues most salient for addressing gendered land and resource rights.**

The final step of the validation is to assess the saliency of the (1) **issues presented in the GENDER ANALYSIS**, together with the (2) **information** and (3) **stories** emerging from the validation process, to the focus of the planning and design phases (land and resource rights).

Information and community narratives that fall outside the scope of gendered land and resource rights should be deprioritized. Issues specific to land and resource rights should be sorted based on their level of importance or urgency to address in the design of the gender transformative approach.

Give each group a third template for prioritization. Show the slide with the recommended actions summarized from the GENDER ANALYSIS.

Salient – Which results, information and stories are salient for discussing land and resource rights?

What are the most important topics discussed with respect to land and resource rights?

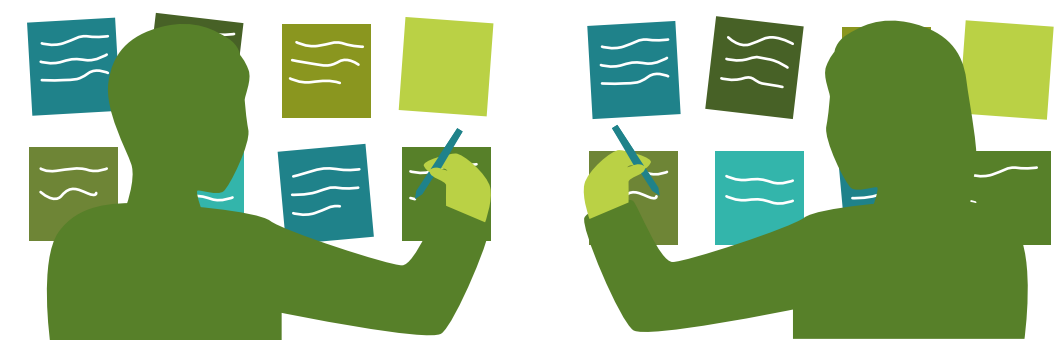
- Most urgent? What do we need to address immediately? (choose up to 5)
- Least important/least urgent, cut out?

PRIORITIES FOR ADDRESSING LAND AND RESOURCE RIGHTS**SALIENT**

URGENT/IMPORTANT

NOT SALIENT

LESS URGENT/LESS IMPORTANT



After completing the template, each group should transfer their sticky notes to the PRIORITY MAP on the wall. They will not yet be reading the responses of the other groups. Ask the groups to post their sticky notes, then take a break from the room until the next session.

-- Break/Lunch --

SESSION 2

SENSE-MAKING WORKSHOP



OBJECTIVES

- **To make sense of the GENDER ANALYSIS results**, the corrections and additions, and community narratives contributed by each group by identifying themes and providing deeper explanations.
- **To prioritize the most urgent areas** for intervention related to land and resource rights and make sense of the current need.
- **To deprioritize areas that are less urgent** or less salient for resolving land and resource rights related issues. These issues may not be any less important, but can be actioned at a later date through a different project or program.



TIME

~ 2 hours (more time needed if more than 2 groups)



AGENDA

20mins: Gallery walk (after break)

5mins: Welcoming remarks, Instructions

30mins INFORMATION MAPS

10mins per group: Presentations Information Map (x 2groups = 20min)

10mins: Clustering Information Map

30MINS STORY MAPS

10mins per group: Presentations Story Map (x 2groups = 20min)

10mins: Clustering Story Map

30MINS PRIORITY MAPS

5mins per group: Explain priority issues (x 2groups = 10min)

10mins: Clustering Priority Map

10mins: Reassessing priorities

10mins: Closing

-- Break for the day --



MATERIALS

- ✓ Completed INFORMATION MAPS, STORY MAPS AND PRIORITY MAPS
- ✓ Notebooks, pens for participants
- ✓ Flip chart paper
- ✓ Sticky notes
- ✓ Markers
- ✓ Tape



PREPARATION IN ADVANCE

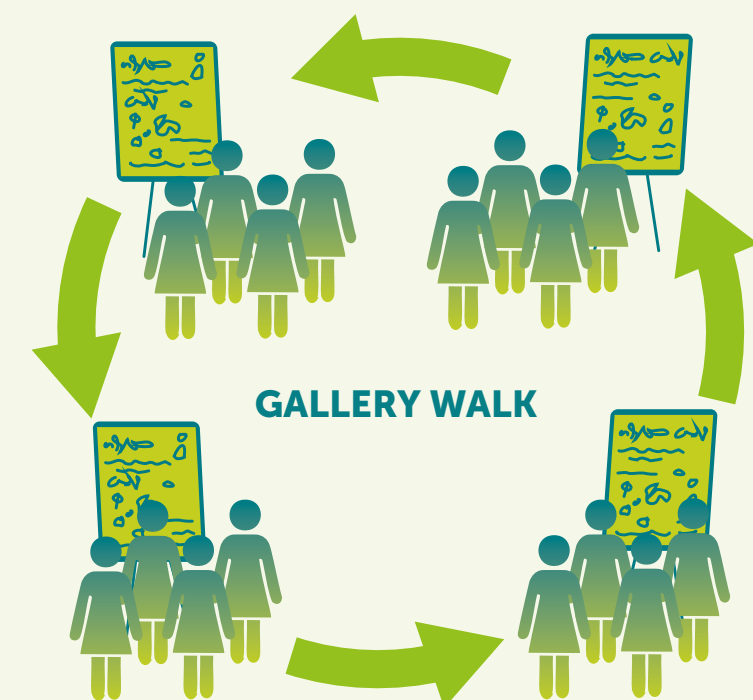
- ✓ Prepare the snack or lunch break outside the room
- ✓ Refresh the room for the gallery walk and next activity
- ✓ (clean up materials, stray papers, etc)

FACILITATION STEPS

STEP 1 Gallery walk

Invite participants to return to the room and walk around to view the gallery:

- Information Map (x 4 communities/interventions)
- Story Maps (x 4 communities/interventions)
- Priority Map (x 1)



STEP 2 Present INFORMATION MAPS

Convene all of the participants in front of the INFORMATION MAP wall.

Ask each group to present their results for each site.

Invite the other groups to ask questions for clarification.

STEP 3 Clustering INFORMATION MAPS

Explain that we will next cluster the results by similar topics or themes

Take 3 sticky notes and write one word on each sticky note:

- CHICKEN
- COW
- PIG

Ask the participants how they would create two groups from these three words.

Which two words go together?

What relationship does each have with the other words?

Invite discussion and debate.

After a few minutes, inform the participants that there is no correct response. The point of the activity is to discuss themes and identify higher order categories or relationships to organize the information in a way that is meaningful for the group.

Now nominate one person to cluster the INFORMATION MAPS into a single information map for each site. The person will identify themes and topic with the instructions of the other colleagues, sticking them together into clusters.

FACILITATION TIP: Clustering emergent themes into meaningful categories

- This clustering activity encourages both categorical and relationship clustering.
- Ask participants to group sticky notes which have strongly associated meanings.
- Facilitate discussion as the clusters are being created.
 - ~ Do you agree with the clustering?
 - ~ Do you agree with the thematic name?
 - ~ Is there anything missing?
- Advise participants to avoid super-clusters which are not actionable, (i.e, don't have clusters such as 'culture' or 'communication').
- Ask the participants to provide short expression that links together the ideas in each cluster.

Label each clusters with a description that captures the main cluster theme.

**STEP 4 Repeat for the Story Map**

Invite each group to present their Stories for each site

Nominate someone to lead the clustering on a single STORY MAP for each site (with the instructions of colleagues)

Label each story cluster



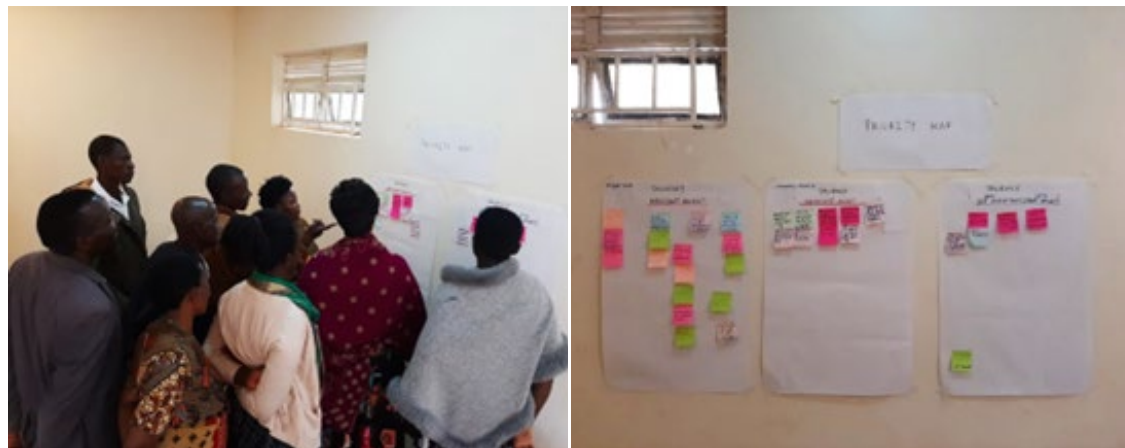
STEP 5 Repeat for PRIORITY MAP

Invite each group to present their contributions to the PRIORITY MAP

Invite the two previous clustering facilitators to take the lead in clustering the PRIORITY MAP

- Group facilitator 1 – Important/Urgent
- Group facilitator 2 – Less important/less urgent
- Lead discussion together to cluster, mediate disagreement and negotiate consensus

Name each cluster and together analyze the **Saliency of each cluster to land and resource issues.**



For each cluster, ask the group to express what needs to be done using active statements:

- "We want to improve ..."
- "We want to change..."
- "We want to foster/nurture ..."

Move clusters around as necessary to prioritize or deprioritize their saliency, importance and urgency for taking action on land and resource issues

STEP 6 Reassess the PRIORITY MAP with respect to Saliency of each cluster to land and resource issues

Is there any theme from the GENDER ANALYSIS which needs to be prioritized?

Is there theme/cluster from the INFORMATION MAP to bring over?

Any theme/cluster from the STORY MAP to bring over?

Move any salient clusters over to the PRIORITY MAP and repeat group discussion above.

STEP 7 CLOSING COMMENTS

By the end of the workshop, you will have received oral and written feedback on the GENDER ANALYSIS, created 3 sense-making maps on the wall and facilitated discussion about each of the communities and priorities topics for attention.

-- Break for the day --

SESSION 3

GENDER MAINSTREAMING TO GTAS

OBJECTIVES

- To explain the difference between gender transformative approaches (GTAs) and other gender mainstreaming approaches.
- To demonstrate the use of GTA games within a workshop and collaborative learning setting.
- To explain the application of GTAs within the context of land and resource related issues.

TIME

1.5 hours

AGENDA

20mins: Welcoming remarks, Introductions
60mins: Presentation of Gender Transformative Approaches (GTAs) mixed with GTA games for comprehension
30mins: Application of GTAs to land and resource related issues
10mins: Questions and Answers

-- Break --

MATERIALS

- ✓ PowerPoint Presentation

PREPARATION IN ADVANCE

- ✓ Preparation of GTA games

FACILITATION STEPS

STEP 1 Present the concept of Gender Transformative Approaches (GTAs)

EXAMPLE TOPICS for GTAs in project design

- What are GTAs and why are they so popular with donors???
- Gender mainstreaming in project design
- Gender Equality
- Access, Inclusion, Equity
- Women's Empowerment
- Gender x Inclusion: Intersectionality
- What is the difference between GTAs and other gender mainstreaming approaches?

STEP 2 Demonstrate the use of GTA games within a workshop and collaborative learning setting.

EXAMPLE GAMES

- Gender Norms
- Gender Norms: Man Box | Woman Box Activity
- Gender Roles: Pressure and Privilege
- Privilege Walk Activity

STEP 3 Present application of GTAs within the context of land and resource related issues.

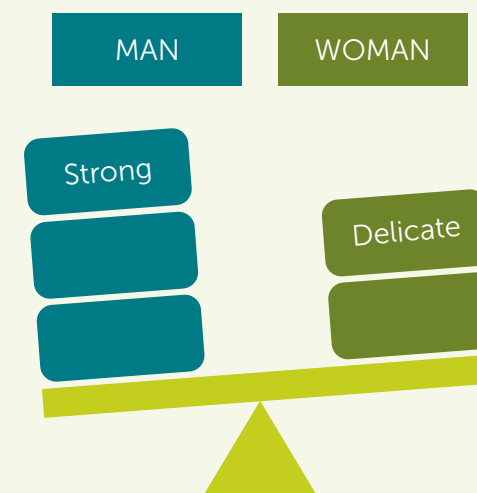
- Transformative change in women's land and resource rights

ACTIVITY ONE

BREAK OUT GROUPS

Gender Norms

- Which **words** do we use to describe an ideal man/woman?
- What do we **teach our children** about being/becoming men/women?
- What are the different **responsibilities and expectations** placed on boys/men? Girls/women?
- Where do these **ideas** come from?



ONE Introduce the Man Box | Woman Box Concept

Explain that from childhood, society tries to fit boys into what we call the “Man Box” and girls into a “Woman Box”.

Parents, family members, teachers and peers tell boys what it means to be a good man/ husband and girls how to be good woman/wife.

There are boundaries to fit inside the box.
Society defines specific types of behavior, responsibilities, and expectations to perform our genders in acceptable ways and tells us when we are deviating from the norm.

In this way, gender is socially constructed by the people around us (by society).

TWO Introduce discussion questions

We want you to think about which words people use in your culture/your area to describe the ideal man or ideal woman.

Probe their thinking by encouraging them to think about the words that we use to teach our children when we say “be a man” or “be a good girl”.

- **Which words do we use** to describe an ideal man/woman?
- **What do we teach our children about being/becoming men/women?**
- **What are the different responsibilities and expectations** placed on boys/men? Girls/women?

THREE

Give participants 4-5 minutes to think about their responses – in groups or individually. You can ask people to discuss their responses or write on a card.

FOUR Word Cloud

If you want to use a Word Cloud: Ask participants to call out their responses OR create an online poll for participants to type directly into the poll instrument.

You can either type words into the poll or have the participants do it directly. You will need one facilitator to be reading the words as they are typed in and encourage people to keep going, while the other person manages the poll/word cloud. Display the Word Cloud and read out some of the responses.

FIVE

Call on groups or invite individuals to call out their responses.

SIX

Ask some participants to raise their hands to answer the last question:

- Where do these ideas come from?

SEVEN Closing

In closing this activity, debrief and explain that these ideas come from both genders about both genders.

Gender norms are complex, sometimes fixed, sometimes flexible
Sometimes one rule for ourselves and another rule for those around us

Importantly, gender norms are socially constructed by all of us.
They differ between cultures, and even between places.

ACTIVITY TWO

Gender Roles: Pressure and Privilege



ONE Return to diagram:

1 MAN box and 1 WOMAN box

TWO Transition from gender norms to gender roles

We want you to think about gender roles in your project/program/organization.
Take 1 minute to write down on a piece of paper:
Men’s roles on the right side
Women’s roles on the left side

THREE

Ask 1 man to read what is on his paper (both male/female roles)
Ask 1 women to read what is on her paper (both male/female roles)

FOUR

Now ask yourself whether these roles can be reversed?
Why or why not?
What would happen if you tried to introduce change/reverse?

FIVE

Ask the following questions. It is not necessary to probe for live responses, but just provoke the audience to think about the issues in relation to their project/program/organization.

- What if a man wants to help his wife with the childcare and housework so that his wife can come to a meeting? Would this be acceptable? What would people say about this man?
What are the barriers to men who may want to support their wives in this way?
- What if a woman wanted to help her husband with marketing [product], or participate in group decision-making about how to reinvest income from [product]? Would this be acceptable?
What would people say about this woman trying to participate in the project/program/organization? What would people say about her husband for allowing her to participate?

Allow the participants to exchange ideas, reactions, anecdotes and explain how societal reactions affect gender norms.

SIX

When we introduce gender transformative approaches into projects, we are disrupting gender norms. It is very important to know the culture and context in which we are working and what the reactions may be to disrupting these socially constructed gender roles. Move cautiously and deliberately. Ask questions, conduct exercises, play gender games, and conduct gender analyses to understand what the intended and unintended consequences might be before taking action.

Co-creation ensures that GTAs are well informed and responsible in their design.

ACTIVITY THREE

The Privilege Walk is a fun and participatory activity often used to demonstrate social inclusion and exclusion. It can be used in formal meetings and trainings like in the workplace or at a conference, or can be used outdoors during community meetings or agricultural extension activities, for example.*

**Privilege Walk statements** (examples)

- Take two steps forward if you own land
- Take one step back if you lack land title
- Take one step forward if you have a university degree
- Take one step forward if you have regular wage employment
- Take one step forward if anyone in your family has a political appointment
- Take one step forward if...
- Take one step back if...

Leading a Privilege Walk:

ONE

Prepare a set of Privilege Walk statements

You will need to prepare at least 5 to 10 statements; some Privilege Walks go up to 20 statements. These statements should include topics which address access, control and decision-making over:

- Social and political capital like access to political leadership or being in positions of power
- Physical assets as well as natural assets like land and natural resources.
- Human capital addressing education and training and human resources.
- Financial capital and access to financial services.
- Topics relevant to the project or program.

NOTE cultural sensitivities around Privilege Walk Statements:

Do not create statements which would cause embarrassment to any of the participants or only single out those who are vulnerable and disadvantaged.

Modification to the traditional Privilege Walk:

Another option is to conduct the Privilege Walk as a role play game so that people are not actually playing themselves but are rather playing a role in the community, project or organization. Examples: Farmer, Landless farmer, Landholder, Chief, Religious leader, Single mom, Headmaster or Chief Executive. Role playing can allow community perceptions to emerge, while still making everyone feel comfortable in a fun, friendly space.

*Images adapted from Getty Images in Seattle Times and Tompkins County Structural Racism, Illustration by Emanu

TWO Assign number of steps for each statement

You will need to decide for each Privilege Walk statement whether this is something that would put someone forward in life or set them back in life? Whether this would put them one or two steps forward or some steps back. Assign the number of steps for each statement.

THREE Line up

Ask all the participants to line up in a horizontal line standing nearly shoulder to shoulder. Make sure that there is plenty of room for everyone to stand across the line horizontally and plenty of room to move forward.

Be aware of cultural context if there are social norms or taboos about standing side-by-side in mixed gender groups, for example, or other social mixing. The Privilege Walk may not be an appropriate tool in mixed groups where social exclusion is normalized and could cause embarrassment.

FOUR Explain Privilege Walk concept

Explain that when we are born, we are all at the same starting place in life. From the moment we take our first breath, some people experience a more privileged life and begin progressing along the life journey with very few obstacles in their way. Other people will have many obstacles and challenges as they move along their life journey.

FIVE Facilitate activity

Read each Privilege Walk statement one-by one. Instruct participants to step forward or backwards for each statement.

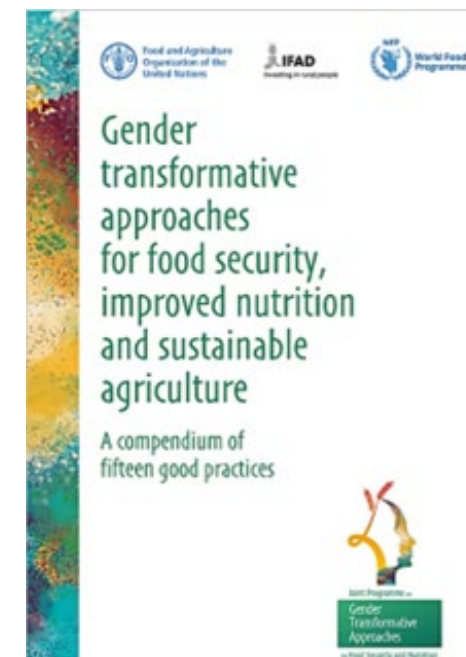
Ask everyone to look around and have good time with this. Continue calling out the statements until you see a good amount of separation between participants across the line. You can continue reading statements until you reach the bottom of your list or until you see enough separation to demonstrate the point that people experience different privileges and different challenges along life's journey and are no longer walking side-by-side.

SIX Debrief

Debriefing should take the context of your project/program to meet the needs of your intervention. Notice how the participants are now scattered across the line. Reflect that when we design any type of intervention for gender and social inclusion, we need to know that we are meeting people at different places. Each person may experience privileges or setbacks in participation, experiencing the intervention as an opportunity or challenge. One-size-fits-all interventions rarely work. We need to meet people where they are and may need to adapt our approaches to reach different participants along the way.

STEP 4 Present several examples of GTAs from IFAD, FAO and civil society organizations

Present several examples of GTAs from IFAD, FAO and civil society organizations. Put examples in slides relevant to the project with hyperlinks and contact information. See References for more suggestions.

**Gender transformative approaches for food security, improved nutrition and sustainable agriculture – A compendium of fifteen good practices**

December 2020

The Compendium is a product of the Joint Programme on Gender Transformative Approaches for Food Security and Nutrition implemented by FAO, IFAD and WFP and funded by the European Union. The compendium of 15 good practices of gender transformative approaches (GTAs) includes the individual templates of the 15 good practices, provides a synthesis of the main features of the 15 GTAs presenting the core characteristics of 15 GTAs and describing the implementation arrangements, implementation cycle, the

potential results of GTAs and their key success factors and challenges. It also includes ideas as to how GTAs could be taken to scale.

Link to source: <https://www.ifad.org/en/web/knowledge/-/gender-transformative-approaches-for-food-security-improved-nutrition-and-sustainable-agriculture-a-compendium-of-fifteen-good-practices>

NOPP Note: Individual household mentoring incorporating GALS tools

Individual HH Mentoring (GALS)

Name of the methodology

Individual household mentoring incorporating Gender Action Learning System (GALS) tools

Countries with implementation experience

East Africa: Uganda (13 districts in the Northern Region and Kalangala islands in the Central Region)

Start/end date

December 2010 - ongoing



The National Oil Palm Project (NOPP) of Uganda household mentoring approach features in the compendium of tools for [Gender transformative approaches for food security, improved nutrition and sustainable agriculture](#). The approach was first piloted in Kalangala District and extended to Buvuma District with adaptations to include community-based tools. NOPP has integrated GALS tools such as household visioning, gender-balance trees, challenge-action trees and family budgeting to support an intensive household mentoring process pairing community mentors or Community Development Agents with vulnerable households to develop action plans to improve their gender relations, family wellbeing, and livelihood options.

-- Break/Lunch --

SESSION 4

GENDER-AT-WORK



OBJECTIVES

- To introduce the Gender-at-Work Framework as a project planning tool for integrating gender transformative approaches (GTAs) which target different spheres of intervention on the transition pathway.
- To map known GTA to the Gender-at-Work Framework to apply the concepts before moving into planning phases.



TIME

1 hour



AGENDA

10mins: Present the Gender-at-Work Framework
30mins: Mapping known GTAs to the Gender-at-Work Framework
20mins: Questions and Answers

-- Break --



MATERIALS

- ✓ Notebooks, pens for participants
- ✓ Flip chart paper
- ✓ Sticky notes
- ✓ Markers
- ✓ Tape



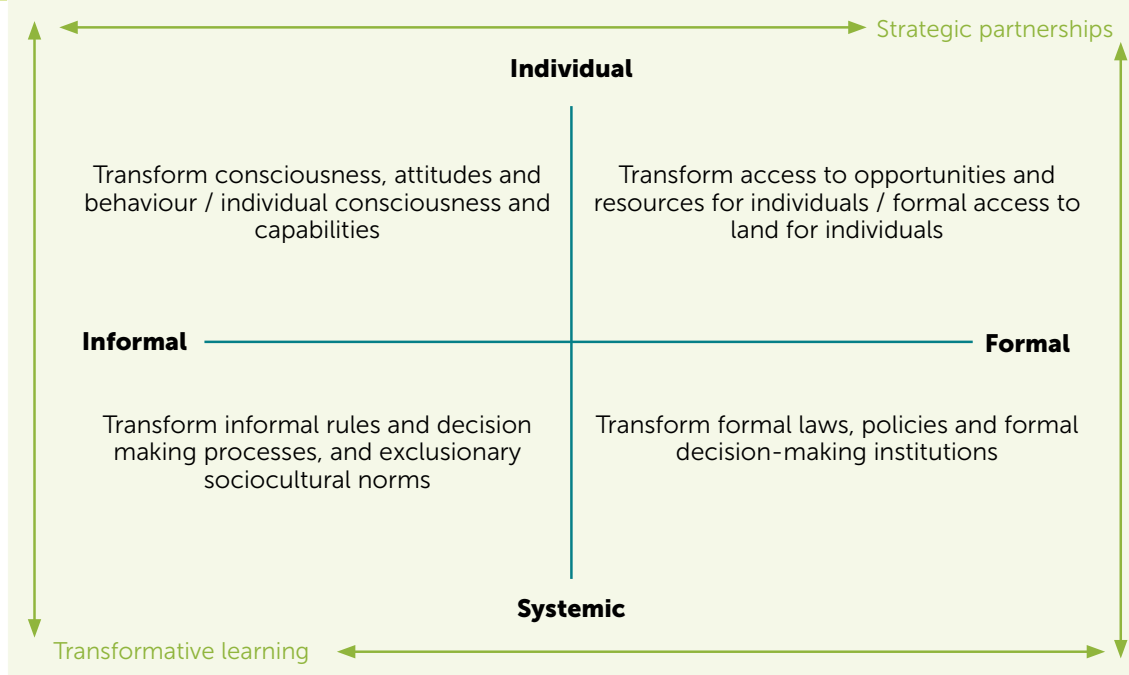
PREPARATION IN ADVANCE

Prepare a Gender-at-Work Framework to post to the wall.



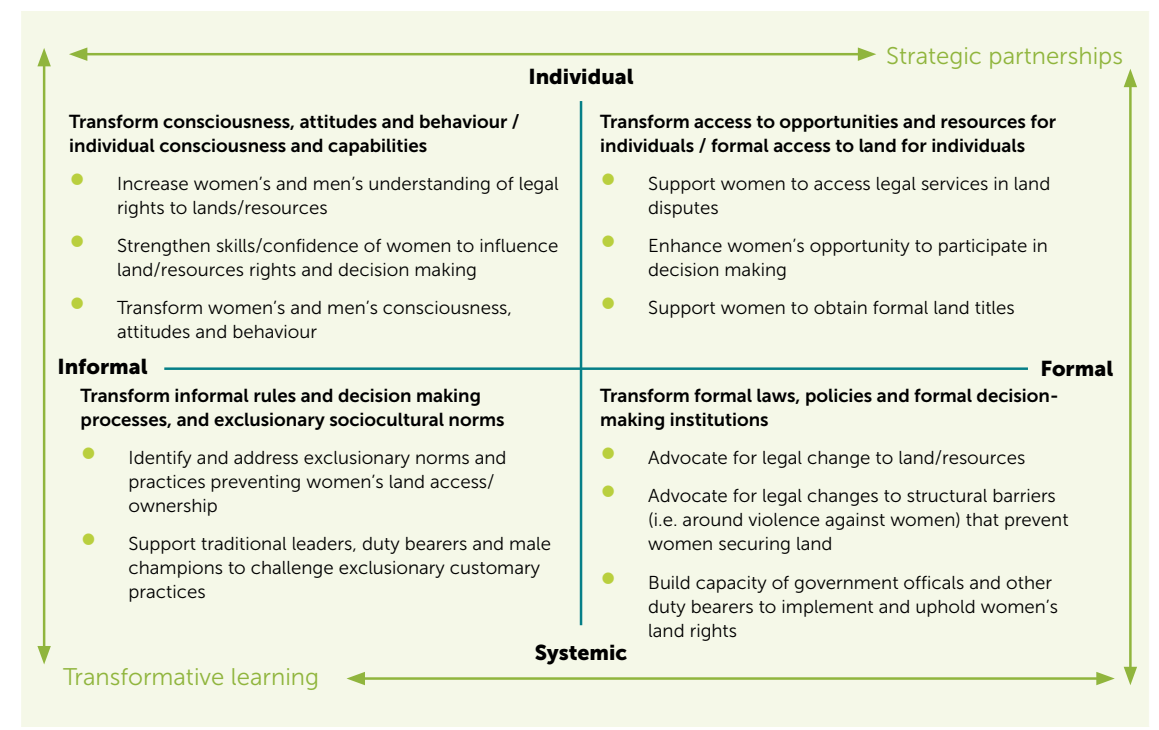
FACILITATION STEPS

STEP 1 Introduce the Gender at Work Framework



STEP 2 Ask for examples for each cell in the Gender-at-Work Framework

Ask tables to discuss examples amongst themselves for 5minutes and then share their ideas as a plenary. Discuss each example in depth to solidify the concepts.



STEP 3 Work together to place GTAs presented in the previous session onto the Gender at Work Framework.

Describe a specific GTA from the compendium of [Gender transformative approaches for food security, improved nutrition and sustainable agriculture](#) or other source.

Ask the tables to discuss how this GTA would map onto the Gender-at-Work Framework.

Ask each table to explain where they mapped the GTA and why.

Repeat for several GTAs which might be relevant to the project to solidify an understanding of how the Gender-at-Work Framework can be used during the project planning process to work across multiple spheres of influence to impact gender transformative change.

STEP 4 Debrief and invite questions

Debrief and invite questions and commentary before moving to the next session.

-- Break --

SESSION 5

CO-CREATION BEGINS

OBJECTIVES

- To map current program interventions to the Gender-at-Work Framework and discuss opportunities and gaps for gender transformation.
- To map the proposed solutions to the Gender-at-Work Framework and further brainstorm solutions fit-for-context.

TIME

2 -3hours

AGENDA

- 10mins:** Present the Gender-at-Work Framework
30mins: Mapping known GTAs to the Gender-at-Work Framework
20mins: Questions and Answers

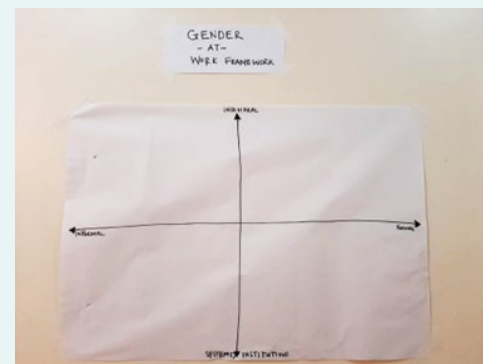
-- Break --

MATERIALS

- ✓ Presentation of NEEDS/OPPORTUNITIES ASSESSMENTS results
- ✓ Notebooks, pens for participants
- ✓ Flip chart paper
- ✓ Sticky notes
- ✓ Markers
- ✓ Tape

PREPARATION IN ADVANCE

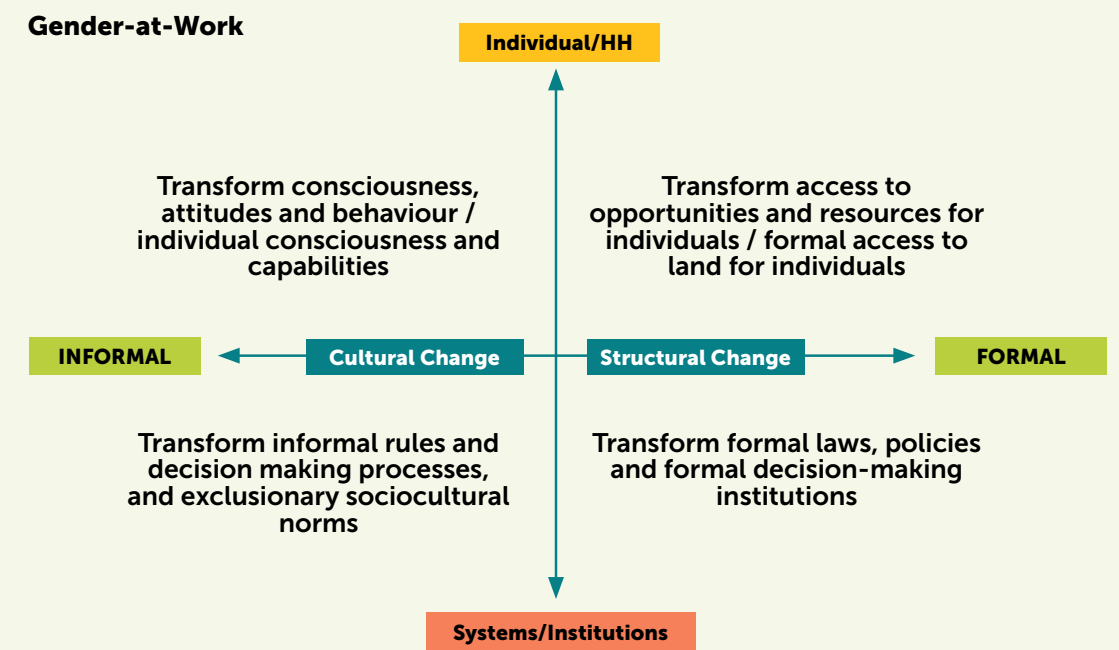
- ✓ Prepare the flip chart papers in advance
- ✓ Prepare one Gender-at-Work for each table group.



FACILITATION STEPS

STEP 1 Give each group a Gender-at-Work Framework template

Ask participants to begin listing all of the project/program interventions. Write one intervention on each sticky now. Next instruct the participants to map the current interventions onto Gender at Work Framework, using what they learned in the previous session to debate and decide into which cell the project intervention might fall.



STEP 2 Map the salient topics from PRIORITY MAP to the Gender at Work Framework

Instruct the participants to discuss each topic and decide into which cell each sticky note (or cluster of sticky notes) should be mapped.



STEP 3 Present the results of the community or project-level NEEDS/OPPORTUNITIES/ ASSESSMENTS

This may take the form of capacity or material needs, or proposed interventions from communities. Instruct the groups to map the community-identified needs/opportunities to the Gender-at-Work Framework as they are presented.

STEP 4 Return to break-out groups and brainstorm ideas

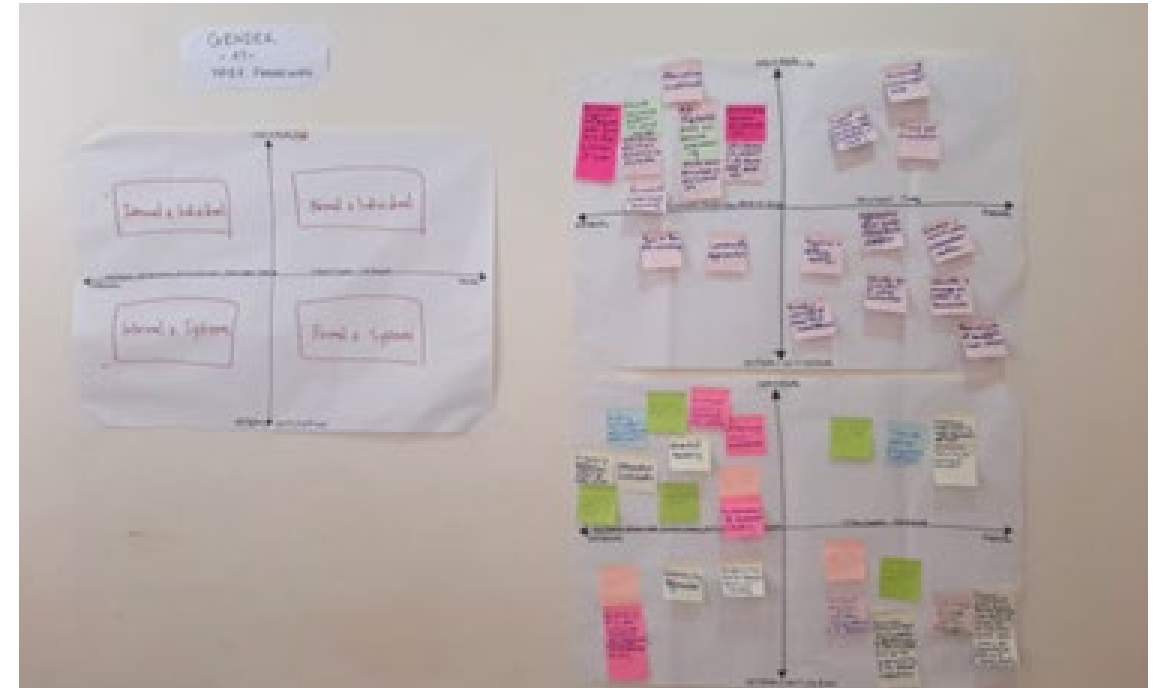
Return to break-out groups and brainstorm ideas for GTA pilots which are relevant to land and resource rights. Now that all of the ideas have been harvested from the GENDER ANALYSIS results and workshoping outputs, open the dialogue for brainstorming. Ideas can flow freely and may or may not be feasible. Let the creativity flow during this step.

Instruct the participants to write their ideas on sticky notes and decide as a group where they map onto the Gender-at-Work Framework.



STEP 5 Invite each group to hang their Gender-at-Work Frameworks on the wall

There should be a completed Gender-at-Work Framework for each group, and a blank Gender-at-Work Framework for transferring shared ideas to a common board.



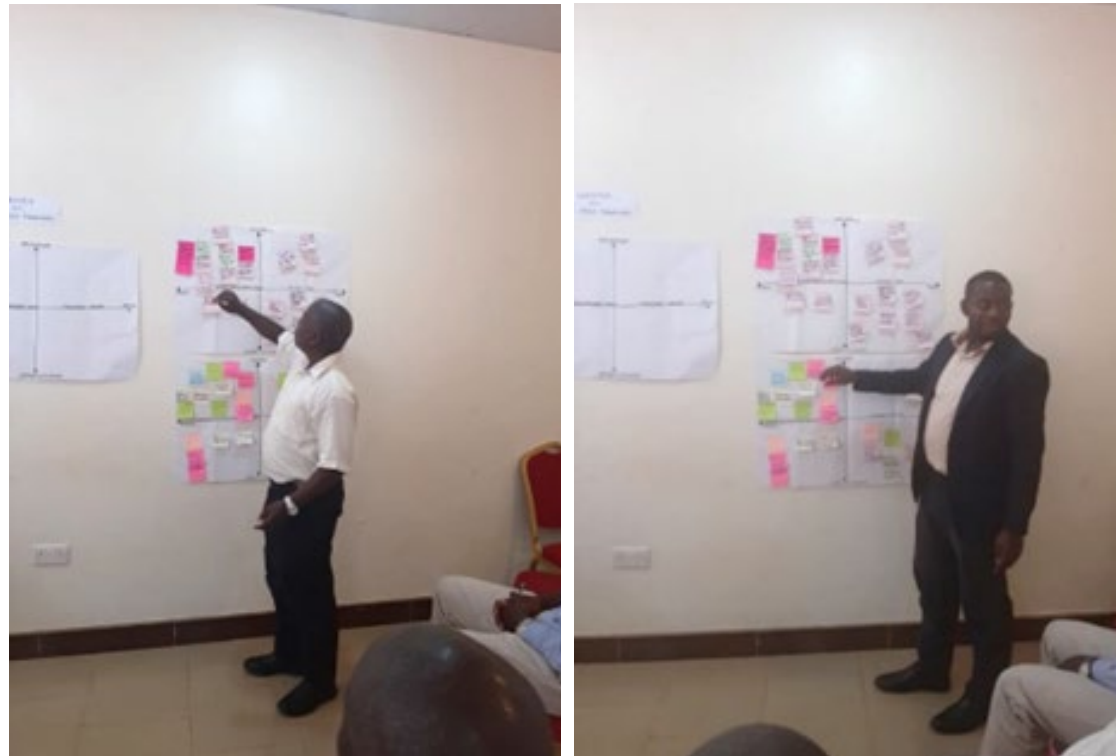
STEP 6 Ask each group to report back

Each group will nominate one speaker to explain how existing project/program interventions, priority issues, and innovative ideas for gender transformative interventions map onto the Gender-at-Work Framework.

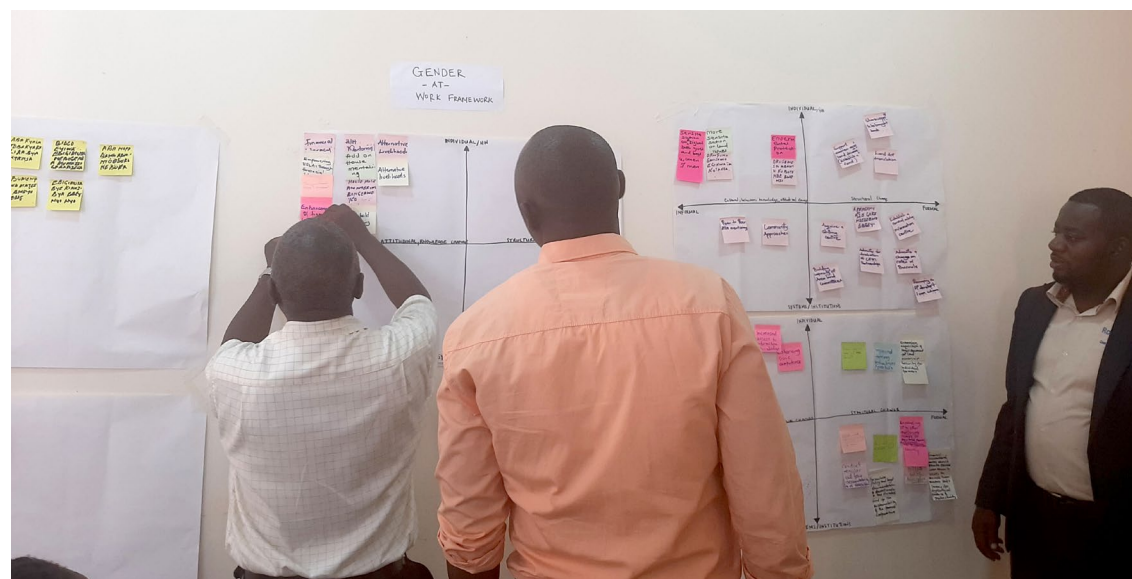


STEP 7 Invite several participants to cluster and prune

Invite several participants to cluster and prune the Gender-at-Work framework maps, removing any topics which have absolutely no relevance to the intersection of gender with land and natural resource rights. Members of the all groups should support by providing inputs into the clustering and pruning process.



Continue clustering and pruning to transfer similar clusters to the common Gender-at-Work Framework. Invite all of the participants to contribute to the grouping together of like topics and ideas and mapping them to a single Gender-at-Work Framework. New sticky notes can be added at this stage and others removed if they are superfluous.



Ensure that all participants are satisfied with the common framework before moving to the next step. Note the distribution of sticky notes across the framework.

Where are they concentrated? Where are there still gaps?

What does this mean for realizing transformative change?

STEP 8 Prioritizing

- Ask the participants to stand up and take a few minutes to review the text on the sticky notes and how they have been clustered.
- Give each person a green sticker or marker.
- Ask each person to mark a sticky/cluster of stickies as their first choice for designing an intervention.
(if you are using markers, instruct participants to write the number 1)
- Give each person a blue sticker or marker.
- Ask each person to mark their second choice for designing an intervention.
(if you are using markers, instruct participants to write the number 2)
- You may decide to have allow participants to select a third choice. If there are too few stickies/clusters and many participants, this may not be necessary if clear consensus is already emerging from the first and second choices. Decide whether to continue voting or stop.
- Finally, give each person one red sticker or marker.
- Ask each person to mark at least one sticky/cluster of stickies which they would remove from the list of options. This should be an area of intervention that they would not support.
- If a participant does not have anything to remove, then they can abstain.



STEP 9 Plenary discussion and synthesis

Once the voting is completed, ask everyone to step back and observe the results. Note where the votes are clustered and discuss the emerging consensus.

Discuss the topics which were not favored and why.

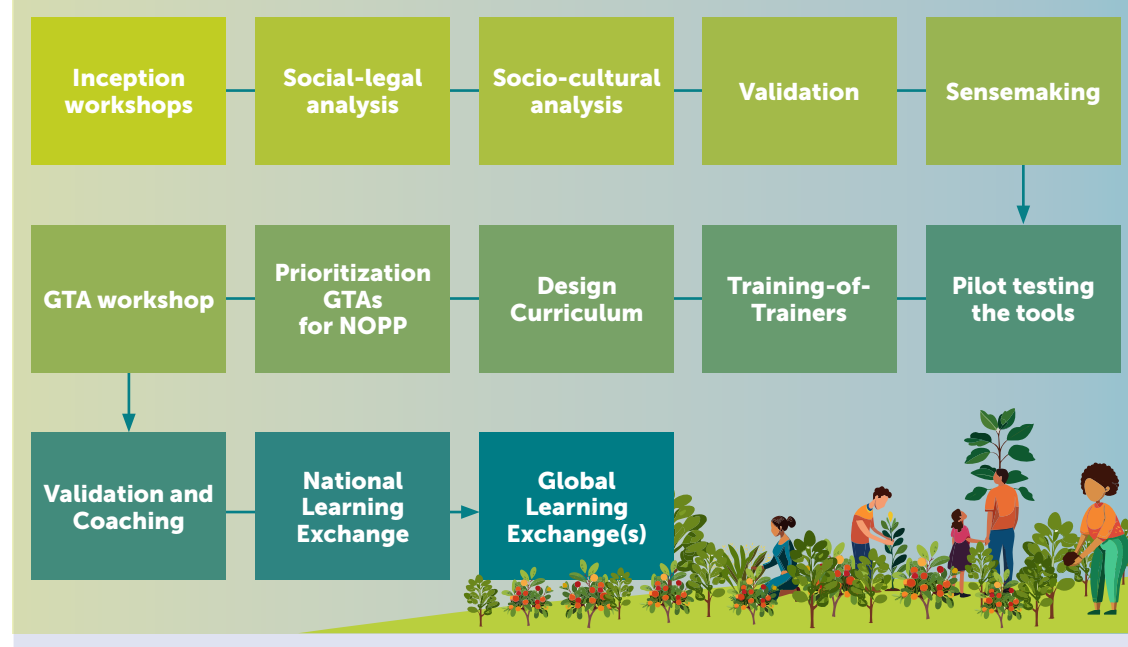
For many co-creation events, it may not be necessary or possible to reach a final consensus at this stage. The results of the co-creation workshop may be synthesized with other co-creation events or focus group discussions to report back to decision-makers and budget holders.

NOPP Note: Co-creation workshop series and pilot selection

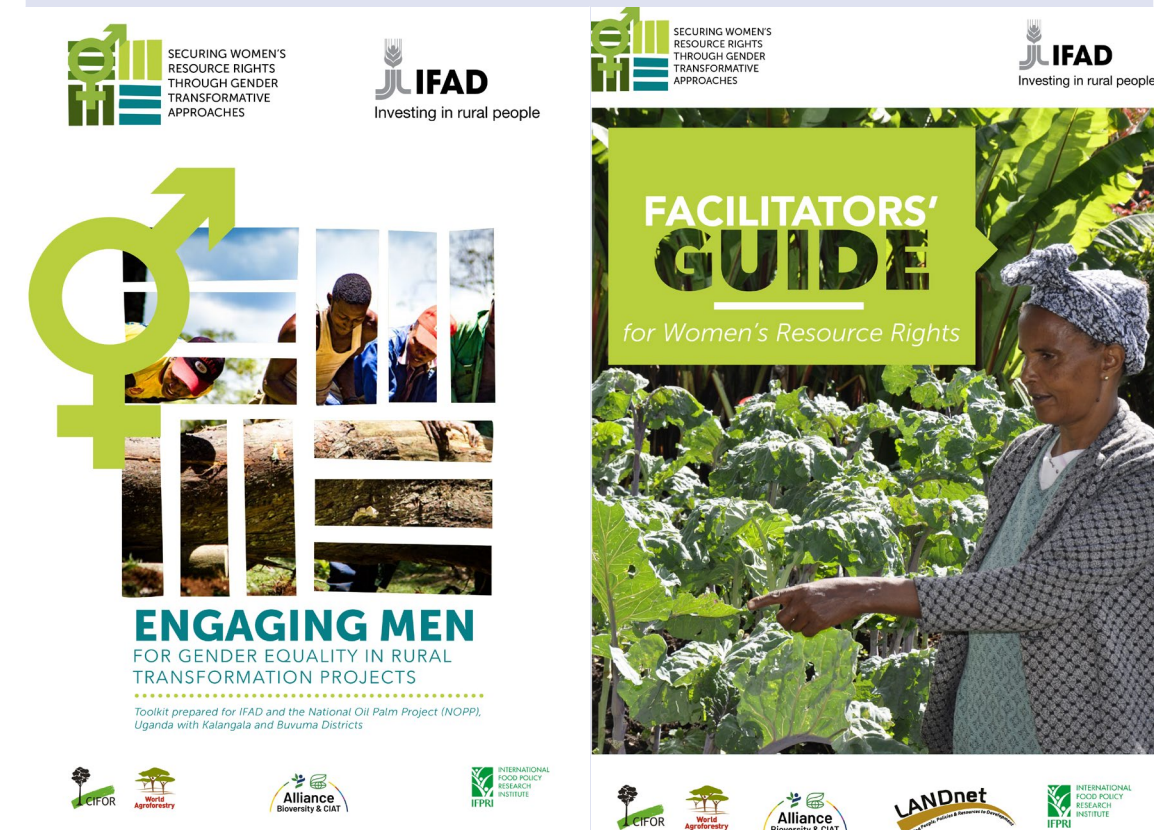
The co-creation workshops for developing gender transformative approaches (GTAs) to complement ongoing Gender Action and Learning System (GALS) interventions with tools for addressing more systemic inequalities in land and resource rights and benefit sharing were part of a series of co-creation events across the NOPP sites and with different stakeholders.

This guide presents the co-creation workshop approach replicated in Kalangala and Buvuma Districts to validate the results of the gender analyses conducted in both sites, and to facilitate and innovation process with those who will be responsible for implementing any proposed GTAs. The results of the workshop were synthesized and presented to the NOPP staff with final recommendations to develop two pilot GTAs which addressed the priorities identified by through the co-creation workshops.

Co-Creation pathway



Two toolkits were co-designed and tested in Kalangala and Buvuma Districts with the participants of the co-creation workshops, key stakeholders, and selected communities. The toolkits and results of the pilot testing were later presented to national stakeholders for comment, validation, and learning exchange. See the [WRR website](#) for links to the toolkits:



STEP 10 Closing remarks and setting expectations and timelines.

Explain to the participants where this workshop fits into the final decision-making, how their contributions will be synthesized and reported back to them for validation, and the next steps and timelines for co-designing the selected interventions.



INITIATIVE CONSORTIUM



The Center for International Forestry Research (CIFOR) and World Agroforestry (ICRAF) envision a more equitable world where trees in all landscapes, from drylands to the humid tropics, enhance the environment and well-being for all. CIFOR and ICRAF are CGIAR Research Centers.



Climate change, biodiversity loss, environmental degradation, and malnutrition. These four interconnected global crises have put at stake the wellbeing of our planet for years. Fueled by COVID-19, their impact on agriculture, landscapes, biodiversity, and humans is now stronger than ever. Reversing this negative trend is a challenge, but also an opportunity for bold choices and integrated solutions. Established in 2019, the Alliance of Bioversity International and the International Center for Tropical Agriculture (CIAT) was created to address these four crises, maximizing impact for change at key points in the food system.



The International Food Policy Research Institute (IFPRI) provides research-based policy solutions to sustainably reduce poverty and end hunger and malnutrition in developing countries. Established in 1975, IFPRI currently has more than 600 employees working in over 50 countries. It is a research center of CGIAR, a worldwide partnership engaged in agricultural research for development.

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<https://www.cifor.org/wlr>
https://www.ifad.org/en/gender_transformative_approaches

