

# A Practical Guide to *Gender Transformative Approach* for Youth Peace Organisations

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# ACRONYMS

<b>AI</b>	Appreciative Inquiry
<b>AIR</b>	Annual Impact Review
<b>CapDev</b>	Capacity Development
<b>CNA</b>	Capacity and Needs Assessment
<b>GBV</b>	Gender-Based Violence
<b>GTA</b>	Gender Transformative Approach
<b>IS</b>	International Secretariat
<b>MEL</b>	Monitoring, Evaluation and Learning
<b>MOs</b>	Member Organisations
<b>Sida</b>	Swedish International Development Cooperation Agency
<b>TNA</b>	Training Needs Assessment
<b>UNOY</b>	United Network of Young Peacebuilders
<b>WPS</b>	Women, Peace and Security

## GLOSSARY OF TERMS AND CONCEPTS USED IN THE GENDER TOOLKIT

**Cisgender:** A term used to describe a person whose gender identity aligns with the gender and/or sex assigned to them at birth.

**Feminism:** A variety of social, philosophical, political movements that deconstruct the patriarchal system, which is based on masculine domination. Fourth wave feminism, rooted in intersectionality and feminisms of colour, works to dismantle oppression enacted by the systems designed by and for wealthy, white, Western men.

**Femininities/Masculinities:** Dynamic socio-cultural categories used in everyday language that refer to certain behaviours and practices recognised within a culture as being feminine or masculine. These concepts are learned and changed with culture, religion, class, time, individual expression and other factors. The values placed on femininities and masculinities also vary culturally. Any person may engage in forms of femininity and masculinity.

**Gender:** Socially and culturally established norms that are assigned at birth and often associated with assigned sex. These norms may include, but are not limited to roles, behaviours, codes, activities and attributes.

**Gender-Based Violence (GBV):** Any act or threat that inflicts physical, psychological, verbal, emotional, technological or sexual harm to a person based on their gender. Globally, women and gender-diverse people experience the highest rates of this violence at the hands of men.

**Gender Binary:** A system of social classification based upon the belief that there are only two genders, man and woman.

**Gender Budgeting:** Allocating budget in programs considering gender-related needs and experiences. This is especially relevant when allocating budgets for regional activities that might have context-related gender elements to consider, such as safety, gender cultural and religious practices, familial needs, etc.

**Gender Diverse:** An umbrella term that is used to describe gender identities that demonstrate a diversity of gender expression within and beyond the gender binary. This term is used often in the toolkit.

**Gender Equality:** The concept that people of all genders must have equal conditions, treatment and opportunities for realising their full potential, human rights and dignity, and for contributing to (and benefitting from) economic, social, cultural and political development. Gender equality implies that the interests, needs and priorities of adults and children of all genders are taken into consideration, recognising the diversity of different groups and that all human beings are free to develop their personal abilities and make choices without the limitations set by socially constructed, systemically and culturally enforced gender norms.

**Gender Equity:** The acknowledgement of different needs, experiences and interests related to people's gender that may necessitate the use of temporary special measures to compensate for historical or systemic bias or discrimination. It refers to differential treatment that is fair and positively addresses a bias or disadvantage that is caused by gender inequity. Gender equity ensures that people of all genders have access to equal opportunity.

**Gender Equity Continuum:** A continuum of approaches to organisational action in relation to gender equity.

**Gender Expansive:** A person with a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system. Often used as an umbrella term when referring to young people embracing the possibilities of their gender expression and/or gender identity.

**Gender Expression:** How a person demonstrates their gender e.g. through clothing, behaviour, interaction. Expectations around expression are taught to us from the moment we are born, and communicated

through every aspect of our lives, including family, culture, peers, schools, community, media, and religion.

**Gender Identity:** A person's internal experience and naming of our gender.

**Gender Inequality:** Gender inequality refers to unequal treatment and marginalisation enacted upon individuals wholly or partly due to their gender. Gender inequality can be structural, legal, social and/or cultural and exists both in private and public life. Gender inequality arises from differences in gender roles and expectations and remains a major barrier to human and economic development. An intersectional approach to understanding gender inequality is necessary because patriarchy overlaps with other systems of oppression such as white supremacy, heteronormativity, classism, ableism, etc.

**Gender Justice:** The systemic redistribution of power, opportunities, and access for people of all genders through the dismantling of harmful structures including patriarchy, homophobia, and transphobia. Gender justice signifies an intersectional approach that centres the needs, experiences, and leadership of people most impacted by gender discrimination and oppression.

**Gender Lens:** A gender lens means working to make gender visible in all aspects of organisational efforts; asking if, how, and why social processes, standards, and opportunities differ systematically for people of all genders.

**Gender Mainstreaming:** The process of assessing the implications for girls and boys, women and men, and gender-diverse people of any planned action, including legislation, policies and programmes. It is a strategy for making the concerns and experiences of all genders present in the design, implementation, monitoring and evaluation of policies and programmes so that inequality is not perpetuated, and children and adults of all genders benefit equally.

**Gender Responsiveness (GR):** This approach works towards gender equality by intentionally employing gender considerations to programmes and policies. Gender-responsive programmes and policies reflect gendered realities and needs in components such as site selection, project staff, content, budgeting, monitoring, etc. It addresses the social construction of identity in the roles, relationships, inequalities and differences among people of all genders through active effort to ensure gender equal and diverse participation.

**Gender Sensitivity:** The awareness of gendered differences and the role gender plays in an organisation's work. Gender sensitivity training educates people, usually employees, to become more aware of and sensitive to gender in programmes, policies, and lives.

**Gender Transformative Approach (GTA):** This approach works to achieve gender equity through the transformation of gender relations by tackling the root causes of gender-based violence and injustice. This approach sees the full integration of gender issues into all aspects of program and policy conceptualisation, development, implementation, and evaluation. As gender cannot be considered in isolation, a GTA also acknowledges the ways in which gender intersects with other social stratifiers (i.e. race, age, disability, sexuality, class, etc.) to create different experiences of inclusion, exclusion and/or marginalisation. This approach moves beyond the internal work of an organisation and extends to its external social impacts.

**Homophobia:** The culturally and systemically enforced fear of, othering, hatred, suppression, and violence towards people of marginalised sexualities.

**Intersectionality:** A theory rooted in black feminism, made well known by American civil rights advocate Kimberlé Crenshaw, in 1989. Intersectionality refers to overlapping social identities and the related interlocking systems of oppression, domination and/or discrimination.

**LGBTQIA+:** An umbrella acronym for lesbian, gay, bisexual, transgender, queer and/or questioning, intersex and asexual people. The plus refers to the diverse array of genders and sexualities not included in the acronym, such as two-spirit.

**Men:** The gender roles, behaviours, codes, activities, attributes often socially correlated with the male sex. The term men as used throughout UNOY's gender policy includes all men, trans/cis.

**Nonbinary:** An adjective describing a person whose gender is not binary. While many also identify as transgender, not all non-binary people do. Non-binary can also be used as an umbrella term encompassing identities such as agender, bigender, genderqueer or gender-fluid.

**Patriarchy:** Patriarchy is a system of relationships, beliefs, and values in which men hold political, social, cultural and economic power over women and gender-diverse people.

**Queer:** A term people often used as a catch-all for the spectrum of gender identities and sexualities that are marginalised. This term was previously used as a slur, but has been reclaimed by many parts of the LGBTQIA+ community.

**Sex:** Sex is often assigned at birth and typically refers to biological differences; chromosomes, hormonal profiles, internal and external sex organs. If you are not sure about the difference between sex and gender, please see [this diagram](#).

**Trans:** An umbrella term for people whose gender identity and/or expression is different from the cultural expectations for the sex they were assigned at birth.

**Transphobia:** The culturally and systemically enforced fear of, othering, hatred, suppression, and violence towards people who are trans or gender diverse.

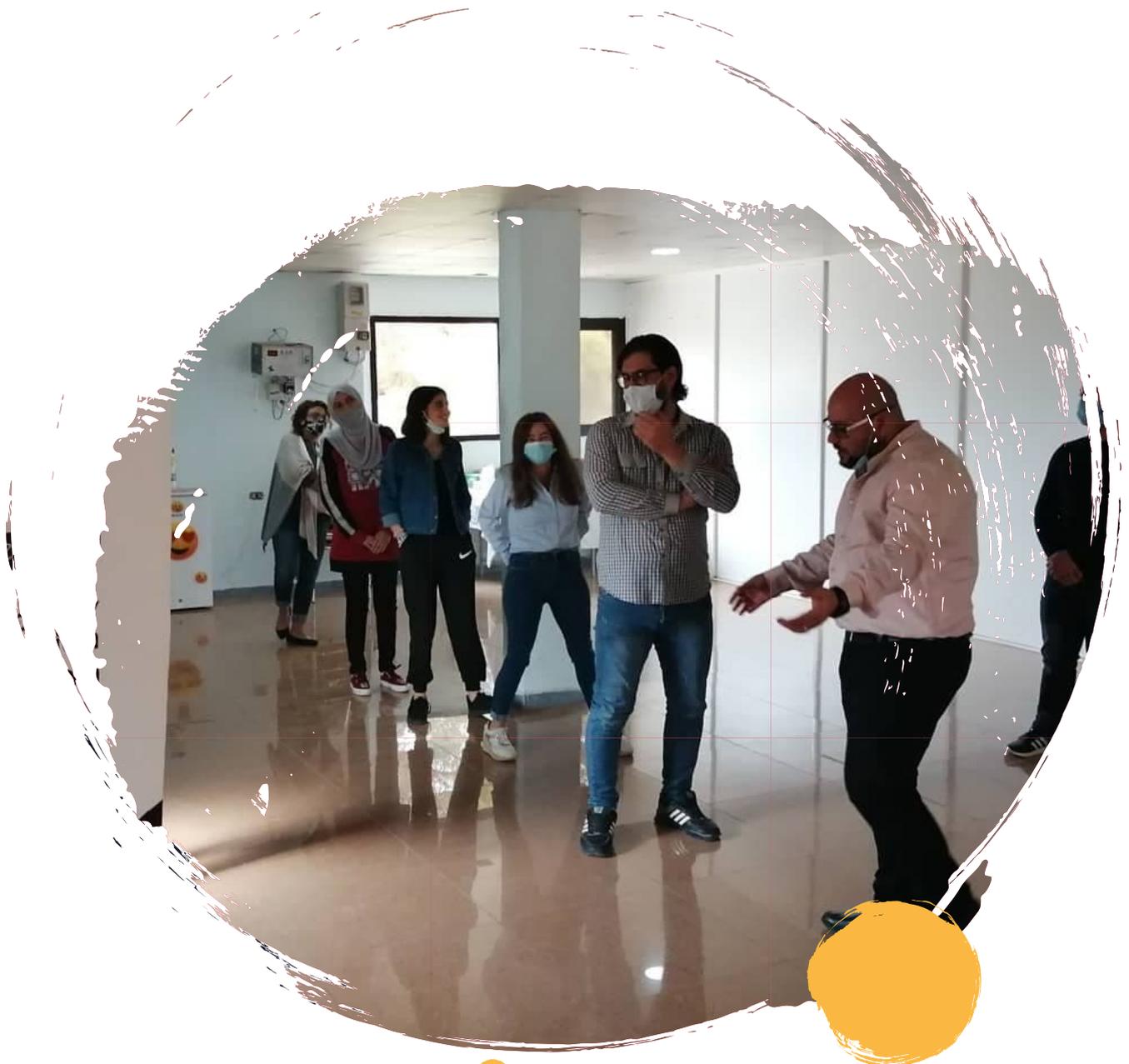
**White supremacist Heterocispatriarchy:** A term coined by the renowned black feminist bell hooks to illustrate interlocking systems of oppression and to bring to light the fact that these systems cannot be considered in isolation. In this case, the term refers to the overlap of white supremacy, heteronormativity, cisnormativity and patriarchy.

**Women:** The gender roles, behaviours, codes, activities and attributes often associated with the female sex. The term women as used throughout UNOY's gender policy includes all women, trans and cis.

**Source of definitions:**

Council of Europe, 2007. [Gender matters: A manual on addressing gender-based violence affecting young people.](#)

Human Rights Campaign. [Glossary of terms.](#)



# FOREWORD

*Dear reader,*

If you have opened this toolkit, I assume you are interested in Gender in Peacebuilding. Like you, many young people understand the importance of working on gender, be it understanding the power imbalances that come from gender social roles, by promoting the empowerment of girls and women, as well as the participation of gender and sexual minorities, by challenging harmful stereotypes and practices related to gender.... the list goes on!

In the past decades, a wealth of knowledge, approaches and tools have been developed — it is easy to get lost and overwhelmed, and it is hard to know where to start from. That has been the case of UNOY Peacebuilders, from the International Secretariat (IS) to its members. The desire and commitment to build gender-sensitive and inclusive peace was there, but the steps remained unclear.

**Based on UNOY's experience and trajectory, this toolkit is an attempt to support you on this journey — not by telling you what to do, but by suggesting HOW you can do it: what questions you should ask yourselves, how you can engage your team in this process, how you can recognise what is already being done, etc.**

The [Gender-Transformative Approach \(GTA\)](#) proposed in this toolkit might sound new and intimidating, but it is actually a tool to give you ownership over this process — by allowing you to set your own priorities and envision a path towards them. You do not need to achieve externally set milestones or adopt standard indicators — instead, you should explore what suits your organisation and community. This is also a very comprehensive toolkit — you are not expected to read it all on one sitting. Instead, explore the different parts and sections and identify what addresses your organisations needs. You can always come back for more.

I sincerely hope that this will be the beginning of a fruitful and exciting endeavour for you and your team!

*With love,  
Ludmila Dias Andrade.*

## ACKNOWLEDGEMENTS

We would like to thank UNOY staff, interns and member organisations for sharing their vision, knowledge and time during the development of this toolkit. Your contribution has been invaluable throughout this process. We hope the toolkit will meet your needs and support your own journey working on gender.

**A final appreciation to the Swedish International Development Cooperation Agency (Sida) for supporting the UNOY gender programme and allowing us to take the time and space to explore such an important topic.**

# THE AUTHORS AND CONTRIBUTORS

*Hi! We are Meg and Shemaina, the main authors of this toolkit.*

We are both very grateful for having this opportunity to work with UNOY as their external consultants in guiding the UNOY network towards a Gender Transformative Approach (GTA). We have been doing this tandem consultancy with UNOY for almost close to one year (November 2020-December 2021), and we are very happy to culminate this accompaniment with this toolkit that we hope you will all find useful and easy to follow.

This publication is also a collective work of the whole UNOY Peacebuilders team composed of members of the International Secretariat (IS), as well as representatives of member organisations (MOs), who helped shape this toolkit into what you are reading right now. Their insights into the GTA process with their real experiences working within UNOY has been very valuable in giving realistic, practical and experience-based tools and approaches on how one can introduce, integrate and enhance GTA within youth organisations.

*We hope it will help you in your work and activities, and enrich your knowledge and expertise on gender. Furthermore, we hope that you will read our gender policy and integrate that, or one written by your own people, in your own organisation as well.*



# ABOUT THIS TOOLKIT

This toolkit builds on the experience of UNOY Peacebuilders' work on gender, from former and current staff, the Gender Working Groups, member organisations (MOs) through the Annual Impact Review (AIR) and the recently conducted series of Gender Transformative Approach (GTA) Capacity Development sessions with MOs and UNOY's International Secretariat.

Despite the increasing understanding of the necessity to pursue gender justice and equity, gender work in peacebuilding is often perceived as an issue of secondary importance.

This is especially true for youth organisations, which often lack resources and expert knowledge in gender equity work. There is also the widespread misconception that gender-responsive (GR) work only concerns women and girls issues. UNOY Peacebuilders is conscious of the critical role gender plays in working with youth and peace and has designed this toolkit to be a **resource for young people to be trained in gender transformative approaches to peacebuilding initiatives.**

**This toolkit addresses gender from an intersectional approach.** It takes into account sexuality, gender identity, and gender expression both in and out of the gender binary. It also understands that women, men and gender-diverse people do not make up homogenous groups as **gender does not exist apart from other core identity markers such as race, class and sexuality.** Therefore, this toolkit aims for greater inclusion of all people in peacebuilding efforts through a more transformative and expansive approach to gender.

Finally, **it is meant to support and inspire our readers in taking their own respective journeys on Gender-Transformative Approaches (GTA).** While it often addresses UNOY Peacebuilders MOs, it can be used by any youth peace organisation in any part of the world seeking information and guidelines for work with gender.



Artist: Violeta Noy



## The toolkit is divided into 4 Parts:

You will start your GTA journey with an **introduction** to the importance of gender in peacebuilding, its definition and added-value in youth work.

### One

**Part 1** introduces you to GTA and important elements and core concepts of GTA. It explains the Gender Equity Continuum, an assessment tool for organisations to reflect on their respective experiences and work related to gender. This is the knowledge part of the toolkit where you will find short explanations about different elements of gender work.

### Three

**Part 3** provides you with an overview of how an organisational capacity development session on GTA can be implemented and contextualised. It outlines the GTA capacity development training sessions we have implemented as a network as well as various modules, activities and exercises designed to assist organisations in introducing a GTA into their work.

To further deepen your understanding of GTA, great online publications and portals have been added at the end of every part. Feel free to check them out!

**A glossary of terms and a table of acronyms** can be found at the beginning.

Terms and concepts used in this toolkit might be used differently in other contexts or have other meanings. Here, we present them in a way that they best fit this toolkit and are understandable to all, even to newbies working on gender issues.

### Two

**Part 2** outlines different practical aspects of how to implement GTA at the organisational level. More specifically, it focuses on examples of GTA work in the context of youth organisations.

This part starts with a Q&A section presenting some common questions asked by member organisations regarding gender work in general, and GTA strategies in particular. The cool thing about this part of the toolkit is that this is a collective and collaborative work of all staff and members of UNOY Peacebuilders' International Secretariat. It could not be more "real" and "experiential".

### Four

**Part 4** is a compilation of tools and templates that can give you an idea on how UNOY has worked in their own GTA journey. It includes tools like checklists to see whether your work contributes to achieving gender equity and gender justice, as well as a template integrating a GTA assessment tool through an Appreciative Inquiry lens. We call this the GTA Organisational Accompaniment Plan.

# ABOUT UNOY PEACEBUILDERS

UNOY Peacebuilders is a global network of +130 youth-led organisations dedicated to building and sustaining peace from the ground up. We have members in over +70 countries, working across a wide range of peace and security topics, at all stages of the conflict cycle. Together, we are working towards ending the violence of young people's exclusion.

The United Network of Young Peacebuilders exists to:

- **Transform the power structures** that exclude young people from decision-making;
- **Build sustainable spaces** for young people to shape decisions that affect them;
- **Connect people to partner** for peaceful and inclusive societies.

*We will not stop until young people's contributions to peace and security are recognised and supported worldwide; and even then, we will continue to sustain them.*



Artist: Syme de Leon

## UNOY'S JOURNEY TOWARDS A GENDER-TRANSFORMATIVE APPROACH

UNOY Peacebuilders' journey towards GTA started in small steps.

In 2008, UNOY members asked for support to work more and more effectively on gender — and UNOY responded by setting up the first Gender Program. Important outputs and achievements came from this: training sessions, peer-learning, and knowledge exchange among members, the IS and more experienced actors. The growing interest and awareness on the topic has led to increased engagement of UNOY members and IS through the Gender Working Group — a space where member organisations with interest in gender issues could exchange experiences, knowledge and ideas, and where they could actively contribute to the development of UNOY Peacebuilders' gender programme. This group led the development of a Policy to guide its work on gender and a Toolkit.

However, competing priorities, changes in the team and a lack of long term strategy led to little progress in the next few years — until 2019, when the GTA Program was kicked off! The GTA Program aims to address the challenges previously faced by setting both short term actions and a long term vision for the network through the Strategic Plan and updated Gender Policy. In addition, through a series of training sessions, all IS staff have increased capacity and shared ownership to engender their work. Finally, this toolkit encapsulates all the knowledge and experience gained by UNOY, aiming to inspire and support young people everywhere to transform gender in and through their peacebuilding work!

## A LOOK INTO UNOY MEMBERS' GENDER WORK

Many UNOY members and other youth peace organisations have been leading [gender-sensitive](#) and inclusive peacebuilding on different levels and capacities, as well as through different approaches. In 2020, 16 members reported working on/with gender with varying levels of depth and expertise in the previous year.

Below are some highlights of how young people build peace with a [gender lens](#):



### **Awareness on women inclusion, gender empowerment and gender equality**

Youth and peace organisations usually engage with this theme through education and awareness programmes (both internally and externally), particularly trainings, capacity development, campaigns to empower women and girls, men and boys, as well as raising awareness about [gender equality](#). They also challenge gender stereotypes in the context of conflict, violence and peace processes.



### **Countering gender-based discrimination and violence at structural levels**

Youth peace organisations also engage with this theme by applying a gender-inclusive lens in narratives surrounding violence, peace and mediation processes. Attempts at countering gender-based discrimination and violence are also undertaken through awareness, policy development, advocacy at all levels; as also through trainings and committees for women to counter all forms of violence, especially [gender-based violence \(GBV\)](#).



### **A gender-inclusive lens in peace processes**

Youth peace organisations also promote the inclusion of young women in peace processes, and apply a gender-inclusive lens in peace processes. This is done through research, training of young women in gender-inclusive mediation, coordination of women's clubs and communities that discuss issues related to GBV, women's rights and peace within communities, as well as ensuring that young women have access to opportunities and resources.



### **Organisational gender mainstreaming and gender dynamics**

Another approach adopted by youth peace organisations is gender-mainstreaming for all programs, projects and processes, assessing the impact of program activities on gender dynamics and [intersectionality](#), focusing on LGBTQIA+ projects, as well as ensuring gender inclusivity across all levels of organisational and programmatic structures.



**The Youth for Peace Building and Development in Africa (Nigeria)** has also been actively involved in creating gender committees through the Sonke Gender Justice support, and trained women on how to report assaults and benefit from the 2015 Violence Against Persons Prohibition Act (VAPP) that prohibits all forms of violence against persons in Nigeria.

Moreover, **the United Network of Youth for Peace and Diplomacy (UNYPD) - Nigeria** created a community-based women's group on peace education called the *Young Women Teaching Peace*, through which they empowered young women to set up peace clubs that address issues of GBV, women's rights and peace within communities. UNYPD is also using a platform to accelerate the inclusion of young women in peace processes by providing young women's access to practical, adaptable resources, mentorship, peer support and networking.

**Fundació Catalunya Voluntària (Spain)** has continued to show active participation in mainstreaming and acknowledging identities beyond gender binaries and continues to actively participate in intersectional and European LGBTQIA+ themed projects.

**The Peace of Art (Lebanon)** implemented a project with the **EuroMed Feminist Initiative (EFI)** to educate and empower women and girls, men and boys on women's rights, gender equality and tools to build awareness; they also used this project to help deconstruct social, legal and economic roots of **gender inequality** by highlighting discriminatory practices and advocating for legal reforms and societal changes.

The **International Center for Peace, Human Rights and Development (Kenya)** has implemented projects to balance gender representation in peace processes by building mediation capacity of young women leaders from countries in the Horn of Africa that are vulnerable to armed conflict. They also publish bi-annual magazines that document the experiences of young mediators as well as highlight their positive contributions to peace processes. Finally, the organisation undertakes research on the roles of young women in peace processes.

**Youth Empowerment and Leadership Initiative (Burundi)** has worked on extensive internal **gender mainstreaming**, with a focus on the Women, Peace and Security (WPS) agenda and the impact of program activities on gender dynamics.

**SOVYO (Somalia)** organised events for women quotas in the local councils and Parliament, and also a protest campaign against GBV cases that happened in Ainabo (Sool region) and Burao (Togdheer region) in Somaliland.

**Jagriti Child and Youth Concern (Nepal)** mobilised 45 peer educators in the Gandaki province of Nepal where they educated community people about gender empowerment, violence, conflict, motivating women for their development, and promoting peace in their lives and community.

**The Coalition on Rights and Responsibilities of Youth (Pakistan)** has been working on eliminating GBV at all levels through awareness-raising and advocacy for policy development on GBV.

# INTRO TO GENDER AND PEACEBUILDING

## WHY IS GENDER IMPORTANT IN PEACEBUILDING?

People of all genders experience conflict, violence and instability differently — that is why we say their experiences are **gendered**<sup>1</sup>. They offer unique perspectives based on their lived experiences, face diverse forms of exclusion, and have different needs.

Equitable participation of all genders in building peace enriches knowledge and skills accumulated within an organisation and improves the quality and sustainability of its peacebuilding work. Peacebuilding efforts that don't take gender into account waste the untapped potential of people who may be excluded or overlooked.

1 - According to the Merriam-Webster Dictionary, saying something is gendered means that it "reflects the experience, prejudices, or orientations of one sex more than the other gendered language also : reflecting or involving gender differences or stereotypical gender roles".

## WHY IS GENDER IMPORTANT IN WORKING WITH YOUNG PEOPLE?

Gender impacts how young people experience conflict. For example, when a conflict erupts, young women are first among those who lose access to education, young men seeking economic security may be recruited more easily into military or paramilitary organisations, and gender diverse youth face heightened rates of violence and exclusion. Youth may also experience GBV as social expectations related to gender regularly act as barriers that prevent them from participating fully in peacebuilding. Young people are an incredible resource when it comes to social change. When we work to remove the gendered barriers that youth face in peacebuilding work, we are better able to tap into creativity, flexibility, and willingness to challenge intersecting inequalities.

## WHAT DOES GENDER REFER TO IN THIS TOOLKIT?

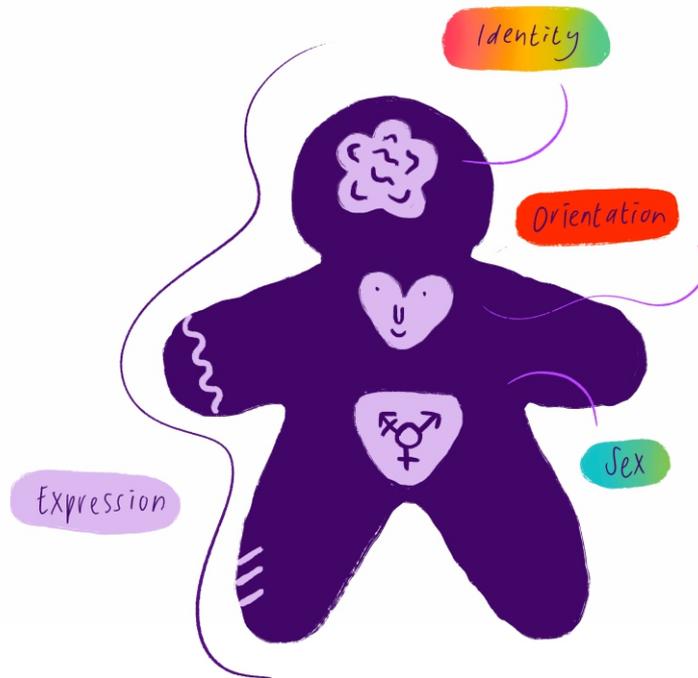
The terms "[sex](#)" and "[gender](#)" are often used interchangeably. A newborn's sex is typically assigned based on their biological characteristics. Once a sex is assigned, the child is often then assigned a gender. The term gender refers to differences in roles, behaviours, activities and attributes socially correlated with assigned sex. Gender is commonly perceived in a rigid woman/man binary. Gender, however, is a spectrum. A person may be genderfluid, [nonbinary](#), [trans](#), agender, two-spirit, a woman, a man or one of many other genders. There are also various dimensions to a person's gender, including, for example, identity and expression. Bodies themselves are also gendered in the context of cultural expectations. [Feminites and masculinities](#) may be associated with certain physical attributes, labelling us as more or less of a particular gender based on the degree to which those attributes are present. This gendering of our bodies affects how we feel about ourselves and how others perceive and interact with us.



The following diagram offers an important distinction between sex, gender identity, gender expression and sexual orientation:

# The Genderbread Person

Based on the model by [www.ItsPronouncedMetrosexual.com](http://www.ItsPronouncedMetrosexual.com) / Sam Killermann



Gender identity is how you, in your head, think about yourself. It's the chemistry that composes you (e.g. hormonal levels) and how you interpret what that means.



Gender expression is how you demonstrate your gender (based on traditional gender roles) through the way you act, dress, behave, and interact.



Biological sex refers to the objectively measurable organs, hormones, and chromosomes. Female: vagina, ovaries, XX chromosomes. Male: penis, testes, XY chromosomes. Intersex: a combination of the two.



Sexual orientation is who you are physically, spiritually, and emotionally attracted to, based on their sex/gender in relation to your own.

Source: <https://www.genderspectrum.org/quick-links/understanding-gender/>

Artist: Menah Marleen Wellen

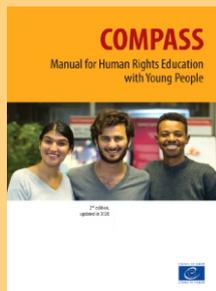
# SOURCES AND LINKS

## Refresh and deepen your knowledge about the concept of gender

[Joan W. Scott. \(1986\). Gender: A Useful Category of Historical Analysis, in The American Historical Review, Vol. 91, No.5, pp.1053-1075](#)  
An article discussing gender history, the concept of gender in itself and its impact on feminist history.



[Gender Equality. COMPASS: A Manual on Human Rights Education with Young people](#)  
A practical tool to implement human rights education, particularly gender equality for youngsters.



[United Nations Inter-Agency Network on Women and Gender Equality \(IANWGE\)](#)  
Useful gender-related information and how to promote gender equality within the UN system.



## Accurate statistics on gender dynamics worldwide

[Statistics and Indicators on Women and Men \(electronic database\)](#)  
The UN Statistics Division platform provides latest data on the Minimum Set of gender quantitative and qualitative indicators pertaining to gender equality and women's empowerment globally.

[The World Bank's Gender Data Portal \(electronic database\)](#)  
Access to latest sex-disaggregated data and gender statistics.



Part 1:

# The Gender Transformative Approach



## 1.1 WHAT IS A GENDER TRANSFORMATIVE APPROACH (GTA)?

Gender-transformative approaches (GTA) are strategies that target the roots of gender inequality, create an environment for gender equity, as well as transform inequitable power dynamics and structures. GTAs are part of a continuum of gender integration, the integration of gender issues into all aspects of organisational, program and policy conceptualisation, development, implementation and evaluation.

This approach differs greatly from a surface level approach to work with gender. Surface level approaches are often characterised by the occasional use of gender-related words or phrases, gender as an afterthought in project planning, or gender referenced in documents but not as a core and consistent topic of discussion within an organisation. Gender transformation requires a developmental process in which we slowly move from gender awareness, then become sensitive and respond to gender needs, and eventually **transform the very systems, structures, narratives, and power dynamics** into a more just one.

## WHAT ARE THE DIFFERENCES BETWEEN GENDER EQUALITY, EQUITY, MAINSTREAMING AND A GTA?

Those approaches to working with gender are not necessarily opposed to one another, they can be complementary as each emphasises certain values and priorities. They also fill the gaps left by certain approaches, as the gender field is in constant transformation and development.

**Gender Equality:** The concept that people of **all genders must have equal conditions, treatment and opportunities for realising their full potential, human rights and dignity**, and for contributing to (and benefitting from) economic, social, cultural and political development. Gender equality implies that the interests, needs and priorities of adults and children of all genders are taken into consideration, recognising the diversity of different groups and that all human beings are free to develop their personal abilities and make choices without the limitations set by socially constructed, systemically and culturally enforced gender norms.

**Gender Equity:** The acknowledgement of **different needs, experiences and interests related to people's gender** that may necessitate the use of temporary special measures to compensate for historical or systemic bias or discrimination. It refers to differential treatment that is fair and positively addresses a bias or disadvantage that is caused by structural and historic gender inequity. Gender equity ensures that people of all genders have access to equal opportunity.

**Gender Mainstreaming:** The process of **assessing the implications for all genders of any planned action, including legislation, policies and programmes**. It is a strategy for making the concerns and experiences of all genders present in the design, implementation, monitoring and evaluation of policies and programmes so that inequality is not perpetuated and children and adults of all genders benefit equally.

## GENDER TRANSFORMATIVE APPROACH (GTA)

*This approach works to achieve gender equity through the transformation of gender relations by tackling the root causes of GBV and injustice, often found in our own relationships, structures and systems.*

This approach sees the full integration of gender issues into all aspects of program and policy conceptualisation, development, implementation, and evaluation. As gender cannot be considered in isolation, a GTA also acknowledges the ways in which gender intersects with other social stratifiers (i.e. race, age, disability, sexuality, class, etc.) to create different experiences of inclusion, exclusion and/or marginalisation. This approach moves beyond the internal work of an organisation and extends to its external social impacts.



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## GENDER-BASED VIOLENCE

According to the Council of Europe, gender-based violence (GBV) constitutes "violence resulting from gendered power inequities that exploit distinctions between women, men and people of all genders. Violence may be physical, sexual, economic, or sociocultural". Examples of GBV are rape, domestic violence, violence against LGBTQI people and abuse in prisons.

Gender-based violence (GBV) occurs everywhere: in rich and poor circumstances, in

families and work-places, across all global regions. Therefore, addressing GBV needs to be an integral aspect of GTA.

A perpetrator of GBV oppresses their victim in such a way that finding a way out is very difficult. If a victim confesses the violence or abuse, they may be facing adverse consequences from society. All too often, society blames the victim, rather than the perpetrator. Moreover, GBV leads to self-internalisation: the victim starts to believe it is all their own fault, or that they voluntarily engaged in an abusive relationship.

Crimes against women have often been explained in terms of the “essential sex drive” of men. Codes of masculinity may foster GBV as something manly to be proud of. Women, on the other hand, are told not to dress promiscuously or to walk into a lone alley after dark. But these reasons may never be cited as causes of GBV: such violence is a crime and should be treated accordingly.

GBV is sometimes used as a weapon of war: women and children, but at times also men, are raped as a way to oppress and incapacitate them. Such war tactics leave deep scars in society, even long after the end of the conflict. Within the range of GBV, domestic violence takes a special position as it is the most common form. The [Council of Europe](#) estimates that within Europe, “domestic violence is the major cause of death and disability of women aged 16-44 and accounts for more death and ill-health than cancer or traffic accidents”. In some societies, people consider it as their right to beat or sexually abuse their spouses. But as the boundaries between the “public” and “private” spheres of life are gradually being broken down, it is recognised that violence and abuse take place everywhere and should be addressed. Victims of such violence need to be protected against further injury and trauma — whether they are married or related to the perpetrator, or not.

Youth organisations can have a significant role to play in addressing GBV and in rehabilitating the victims. By making youth aware of GBV and the ways in which it manifests itself; by recognising the underlying issues; by actively helping perpetrators to change their behaviour patterns; and by helping victims to tell their stories and deal with traumatic experiences, youth organisations can stop the spiral of violence before it gets out of control. Youth organisations need to document the cases of GBV that they encounter and talk about them with those involved. If the violence constitutes a crime, you may need to go to the police. But remember, always keep the confidentiality of the victim as your main point of departure, and take no action without their explicit permission.

## HOW CAN A GTA BE APPLIED TO YOUTH-LED PEACEBUILDING INITIATIVES?

We suggest that the following 6 elements are a core component of applying a GTA within youth organisations:

### 1 Youth Responsive Gender Work

Understand and address the ways in which youth are impacted by the gender norms present within their contexts. *What opportunities and challenges do these norms create for the youth in your organisation? Does your peacebuilding programming actively encourage critical reflection, questioning and challenging of gender norms?*

### 2 Diversity

Consider youth in all their diversity when identifying and responding to their needs and interests. *How are they already challenging gendered norms? What resources and support might your programming offer them?*

### 3 Challenge Systems

Dismantle the barriers young women and gender diverse youth face and work to support and enhance their access to and control over resources. *Does your organisation challenge the inequitable gendered distribution of resources and roles in your work?*

### 4 Masculinity Is In

Encourage and support young men to embrace positive masculinities and promote gender equality, while also addressing the emotional and social barriers they may face. *What do positive masculinities look like for youth in the context of your peacebuilding work? How might they contribute to the sustainability of your efforts?*

## 5 Be Outcome-oriented

Aim for sustainable outcomes by creating an environment where all external and internal stakeholders work together to support youth on their journey towards gender equity and liberation. *How do your organisation's policy, budget, programming and other institutional structure tackle gendered barriers and meet the youth's gender-specific needs? How might your organisation address the root causes of these barriers? Do you collaborate with stakeholders at all levels –individual, familial, relational, communal, institutional and societal? How do you engage power holders?*

## 6 Slowly But Surely! It Is A Process

One step at a time! Gender equity and transformation cannot be achieved overnight or through a single project. Gender transformation is a practice that accelerates change, however it also requires time and contextual adaptation. *How can your organisation commit to ensuring your work contributes to gender equity?*

# 1.2 THE GENDER EQUITY CONTINUUM

The Gender Equity Continuum (also referred simply as 'the continuum') along the toolkit is an assessment tool used to help an organisation progress towards a gender-transformative approach. Wherever you are along the continuum is the perfect place to start. It is important to note that even within your organisation, different areas may be at different levels of progress. For example, your finances may be gender unaware, while your programming may be gender-responsive.

### GENDER INEQUITY

#### GENDER DISCRIMINATORY

Intentionally or unintentionally takes advantage of gender stereotypes in programme outcomes and may reinforce gender inequalities.

#### GENDER UNAWARE

Ignores gender roles, norms and relations, and often assumes that the programmes or interventions will affect women, girls, men and boys equally, potentially worsening inequalities.

#### GENDER SENSITIVE

Acknowledges and addresses gender needs and vulnerabilities, without tackling the root cause that contribute to gender inequalities.

#### GENDER RESPONSIVE

Acknowledges gender dynamics and deliberately responds to women's, girls, men's and boys' specific needs to achieve positive outcomes.

#### GENDER TRANSFORMATIVE

Explicitly seeks to transform unequal gender relations to promote shared power, control of resources, decision-making, and support empowerment.

### GENDER EQUITY

Exploit  
Accommodate  
Transform

Adapted from UNICEF Office of Research

Source:

<https://socialprotection.org/discover/blog/making-india%E2%80%99s-social-protection-gender-responsive-opportunities-post-covid-19-world>

## GENDER DISCRIMINATORY:

An organisation, policies, programming and practices that **perpetuate gender inequality**.



### Ask yourself: Does my organisation...

- have inequitable power distribution between genders at any level? Such as people of a certain gender don't access decision-making power.
- perpetuate gender discrimination and inequality internally or externally? Such as women who have children have less chances of getting hired or promoted
- enforce harmful gender norms? Such as women and gender-diverse people are always assigned tasks related to care.
- feel unsafe or unwelcoming for folks whose genders are marginalised? Such as discriminatory comments are accepted and go unaddressed.
- uphold barriers that prevent women or gender-diverse folks from equitably accessing resources, decision-making spaces, or programming? Such as cisgender men are offered more opportunities to speak, be visible, have their ideas heard.

## GENDER UNAWARE:

An organisation's policies, programming and practices that **ignore gender norms, discrimination and inequalities** and the impact these have on internal organisational functions as well as external programming.



### Does my organisation...

- rarely or never talk about gender? Such as consider how periods, pregnancy, and other life events might affect the professional life of staff members.
- rarely or never consider gender in budgeting, programming, policy, strategic planning, etc.? Such as our programming takes place at night despite safety risks for young women and gender-diverse youth and our budget does not allow us to cover additional transportation costs to support their attendance.
- fail to acknowledge internal and external/societal gender norms, discrimination and inequalities? Such as men hold the majority of decision making roles in the leadership of our organisation.

## GENDER SENSITIVE:

An organisation's policies, programming and practices that recognise gender issues and the consequences of gender norms, discrimination and inequalities but **does not robustly address gender inequalities**.

## GENDER SENSITIVE:



- Is my organisation aware of the way gender impacts its internal culture, team members and functions? Such as our organisation has a gender-neutral washroom.
- Does my organisation recognise gender inequities and issues that impact/overlap with our external programming? Such as a youth-led initiative to counter hate speech also specifically counters the sexist elements of the hate speech
- Does my organisation discuss gender as it relates to the context of our work? Such as when an issue related to gender arises, such as a higher attendance of young men in our programming, we discuss it.
- Is gender present in our policies, strategic plans and documents? Such as we offer equal parental leave time for employees of all genders.

## GENDER RESPONSIVE:

An organisation's policies, programming and practices that **address different gendered needs, promoting equity and equality** for all by actively creating an enabling environment — from internal organisational culture to external policy development that reflects an understanding of the realities of the ways gender impacts the lives of the people engaged.



- Is my organisation actively responsive to gender needs, dynamics and inequities; both internally and externally? Such as our organisation regularly adapts programming in response to gender needs, for example programming is held in the afternoon to reduce the risk gender-diverse youth and young women face travelling at night.
- Do we discuss gender's impact on our work in our context and then create, implement and sustain methods to respond to these impacts? Such as we notice in our group dialogue sessions, young men often speak over young women and gender-diverse youth. We intervene when we notice this happening during sessions, ask the young men to practice active listening and implement practices that centre the voices of gender-diverse youth and young women in future sessions.
- Is gender equity active in our organisation's leadership, internal culture, policies and practices, and external programming? Such as our leadership equitably reflects people of all genders.

## GENDER TRANSFORMATIVE:

An organisation's policies, programming and practices that **address root causes of GBV and injustice by challenging structural barriers and empowering disadvantaged populations**. Full integration of gender equity into all aspects of program and policy conceptualisation, development, implementation, and evaluation. Gender cannot be considered in isolation, a GTA also acknowledges the ways in which gender intersects with other social injustices (i.e. race, age, disability, sexuality, class, etc.).

## GENDER TRANSFORMATIVE:



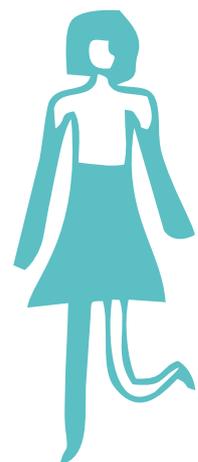
- Do we work with key stakeholders to sustainably dismantle the roots of the ongoing gendered barriers? Such as an organisation partnering with local stakeholders (community leaders, transportation experts and parents) to address street sexual harassment preventing some youth from attending our programs, perhaps collaborating to install more lighting near public transportation, host bystander trainings and support initiatives encouraging positive masculinity. Depending on our capacity and context, perhaps our organisation offers our meeting space for training or helps promote fundraising for additional lighting.
- Does my organisation consistently empower people that experience gendered oppression in all aspects of our internal and external work? Such as when budgeting, we intentionally set aside annual funds to offer scholarships to people of marginalised genders to participate in our programming.
- Does my organisation address the other social injustices that overlap with gender inequality in our context? Such as consider how race, poverty, migration status may deepen barriers to full participation for people of all gender in our programs.
- Does my organisation critically look at/question power structures and systems that might promote gender inequality? This can be within the organisation itself, the community or at the national and global levels, too.

## 1.3 BEYOND THE GENDER BINARY

### WHAT IS THE GENDER BINARY?

The [gender binary](#) is a worldview that suggests only two genders (men and women) exist. Within this binary, each gender is assigned specific social roles. However, that has not always been the case everywhere – historically, many societies and cultures embraced multiple genders and gender expressions. The violence of colonisation, however, introduced the gender binary in many regions and began to enforce it across the globe.

The roles and norms enforced by the gender binary are often reproduced by culture, religion, social relationships, etc. People have always challenged these norms and lived outside of what was expected of their gender. However, when these roles are challenged, they can be reinforced through violent means that prevent people from living authentic and fulfilling lives.



## WHAT DOES BEYOND THE GENDER BINARY MEAN?

Moving beyond the binary in gender work is a core part of a GTA. The gender binary and the norms enforced by it are one of the root causes of gender inequality. A GTA works to break down these roots and remove the barriers created by these norms, especially where they marginalise women and [gender-diverse folks](#). Men are invited to challenge patriarchal masculinity, dismantle their privilege and embrace positive masculinities. The wide diversity of genders is recognised and included in equitable ways in all of our efforts. In our peacebuilding work, we see and address the ways transphobia and GBV overlap with the conflict we are working to transform.

## WHY BEYOND THE GENDER BINARY IN PEACEBUILDING?

In peace work, moving beyond the binary is an important element of a sustainable approach because it helps us understand the challenges all genders face in the context of our work. We are able to transform conflict and violence in long-lasting ways because we address the gendered needs and barriers of the folks who participate in our efforts.

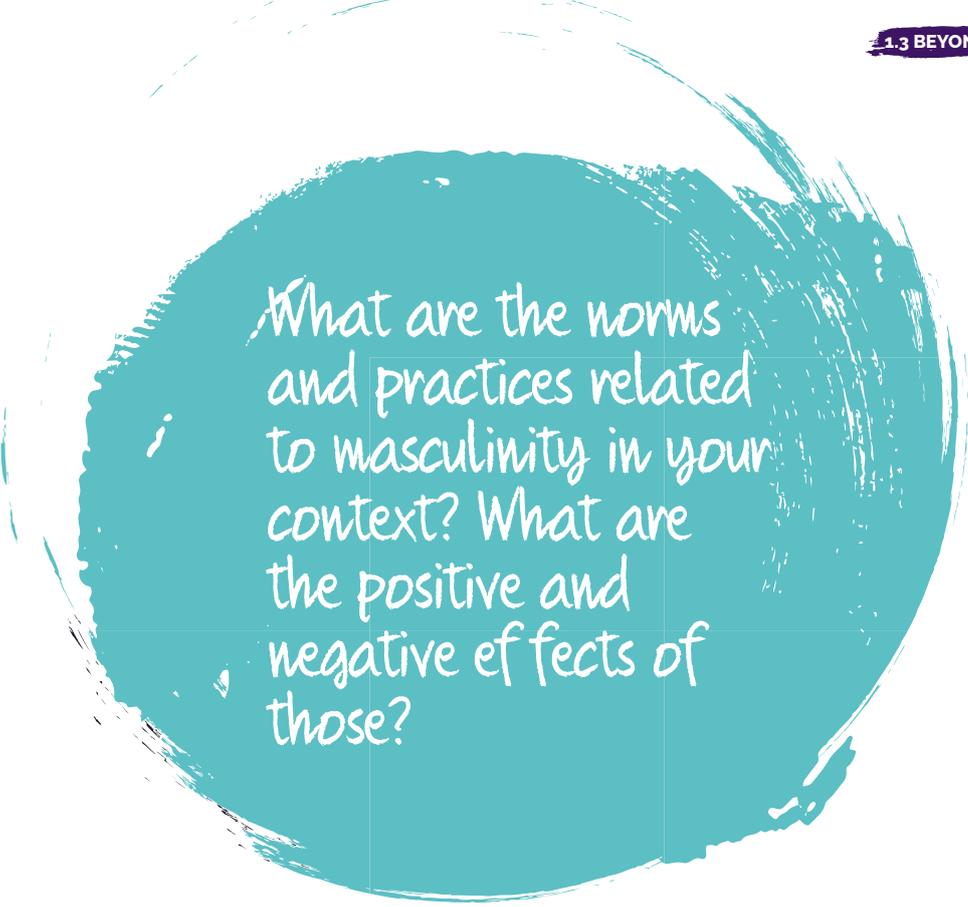
When we ignore the impact of the gender binary on our peacebuilding efforts, we miss important opportunities to create change. For example, a gender norm that stigmatises men expressing emotions may limit them from sharing their true perspectives about the conflict, leading to surface-level dialogue. Or perhaps the meeting place for our youth-led activist group only has binary gendered toilets and concerns for safety cause trans and gender diverse youth not to attend and we lose the voices of key stakeholders within our movement.

As we move beyond the binary notions of gender, our work challenges the structures and cultures that disempower certain identities, and instead leads to creating new ones that empower youth of all genders.

## HOW DOES A GTA APPLY MASCULINITIES?

A GTA to working with [masculinities](#) requires us to have an understanding of patriarchal masculinity. [Patriarchal](#) masculinity enforces the authority of men over other genders and devalues femininity. Ideas and practices of this type of masculinity are often toxic and harmful to people of all genders. For example, patriarchal masculinity often includes being tough, being seen as "naturally" better at jobs that have higher social status and income, not showing emotion, etc. Patriarchal masculinity can lead people to perpetrate GBV and it stigmatises men who are victims.

A GTA challenges the power imbalances created by this masculinity that may show up in an organisation's policy, programming, strategic planning, organisational leadership, etc. For instance, an organisation may change the time of its leadership meetings to remove gendered barriers around travelling safely through the city at night. It is important to note that patriarchal masculinity may have specific cultural or regional norms and it is necessary to be aware of the context in which you are working.



What are the norms and practices related to masculinity in your context? What are the positive and negative effects of those?

A GTA encourages men to embrace positive masculinities and recognises the diversity of healthy masculinities present in societies and cultures across the globe. Positive masculinities are transformative: they equally value femininities and reject power over other genders. Equity, respect and dignity for people of all genders are central to positive masculinities. For example, positive masculinities may encourage men to express emotion or seek support for their mental health. A GTA also recognises that multiple masculinities can co-exist within the same context and that people of all genders may express, present, or identify with masculinity in a variety of ways.

## 1.4 GENDER AND SEXUALITY

### HISTORY OF GENDER AND SEXUALITY

Gender fluidity and diversity have been present across many cultures for millennia. [LGBTQIA+](#) people have been a core part of societies and can be traced back to Ancient Greece as well as Pharaonic Egypt. Historically in various regions throughout the world, all genders were embraced and there was little to no stigma attached to diverse sexualities and sexes. This lack of stigma changed with colonisation, which introduced systems and social norms that resulted in the violent suppression of [queer](#) and [trans](#) folks across the globe.

## Beyond the binary across the globe

### Hijra-India

The origin of the Hijra community can be found in India, Bangladesh and Pakistan and goes back to antiquity. India's Hijra became a legally recognised third gender in 2014 after the passing of India's Supreme court ruling. The term is used by those assigned male gender at birth who are women. Many wear makeup and dress in clothing traditionally worn by women. The Hijras can be eunuchs, intersex or transgender.

### Fa'afafine-Samoa

Fa'afafine are people who identify themselves as a third gender in Samoa, American Samoa and the Samoan diaspora. They have been recognised as a gender identity/gender role since at least the early 20th century in Samoan society, and some theorise an integral part of traditional Samoan culture. Fa'afafine are assigned male at birth, and explicitly embody both masculine and feminine gender traits, fashioned in a way unique to this part of the world.

### Sekrata-Madagascar

In Madagascar, the Sakalava people recognise a third gender called Sekrata. Boys in Sakalava communities who exhibit traditionally feminine behaviour or personalities are raised by parents as girls from a young age. Instead of labelling these boys as gay, they are seen as having a male body and identifying as a female. Sexual preference is not a factor for the Sakalava and raising a child in this third gender is natural and accepted in the community's social fabric.

### Muxes-Mexico

In the small town of Juchitán de Zaragoza in southern Oaxaca State, Mexico, live the muxes — people born in a male's body but who identify as neither female nor male. Muxes are part of ancient culture and are well-known in the town and culture. Traditionally muxes would be admired for their talent in embroidery, hairstyling, cooking, and craftwork.

### Two-Spirit, North America

For many native North American cultures, transgender individuals are known as "two-spirit". For Zuni, a Native American tribe, the term for a two-spirited person is [lhamana](#). We'wha — the most famous lhamana was born in male body — wore a mixture of men's and women's clothing.

We'wha spent time performing women's tasks, cooking, gathering foods, and serving as a mediator in the Zuni tribe in what is now New Mexico.

### Safavid Empire 1501-1736, modern-day Iraq and Iran

Before the British came in during the 1700s and instituted strict anti-sodomy laws, the Safavid Empire, which occupied the territory that is currently Iran and Iraq, had an open attitude toward homosexuality. Gender fluidity was just a fact of life for the post-Islamic conquest Mesopotamians who recognised a caste of cross-dressing performers called *köçek* and had legal male brothels that paid taxes to the kings.

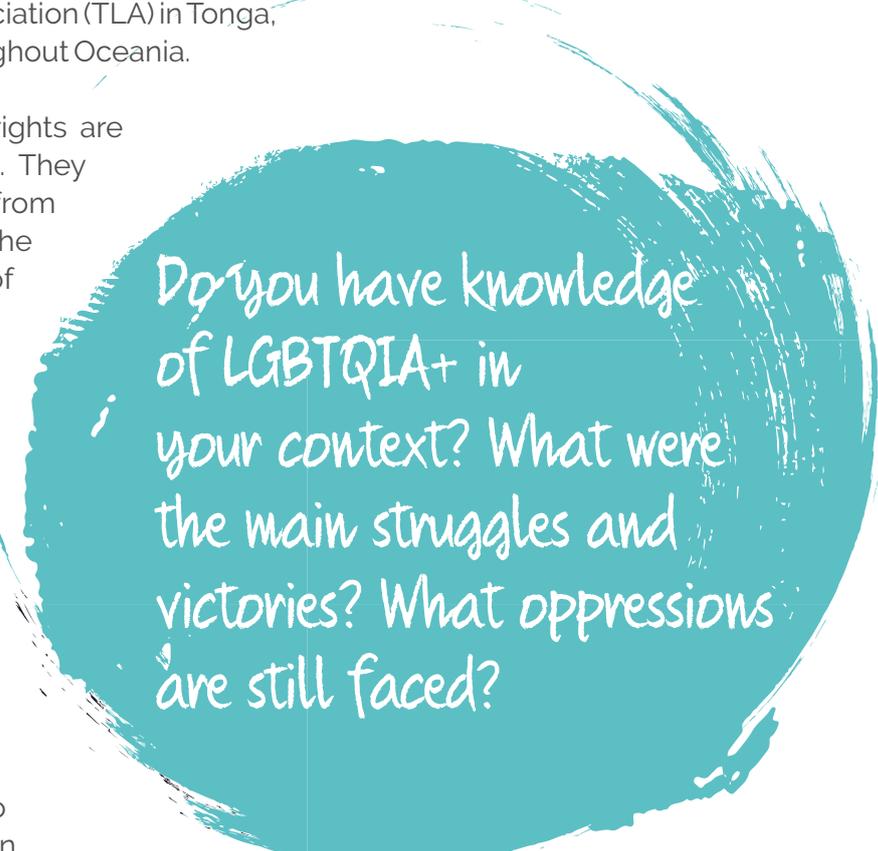
## GENDER AND SEXUALITY IN PEACEBUILDING

What does LGBTQIA+ mean? The abbreviation LGBTQIA+ stands for people who are Lesbian, Gay, Bisexual, [Transgender](#), [Queer](#)/Questioning, Intersex, or Asexual. It includes genders, sexes and sexual orientations. The + is added because the vast diversity of gender, sexes and sexualities cannot be contained in a single acronym. Take, for example, two-spirit, which is an indigenous gender. In different contexts worldwide there are different words to describe genders, sexes and sexualities. We use this acronym throughout the toolkit because it is common in the development and social justice sector.

### LGBTQIA+ MOVEMENTS

The roots of contemporary LGBTQIA+ movements can be traced worldwide throughout the past few centuries. Post-colonialism, queer and trans people have challenged gender norms in societies through their relationships and expansiveness in their expressions of masculinities and femininities. These public confrontations with the expected gender roles and norms brought about movements in public discussions and policies worldwide regarding sexuality and gender. Some important moments in queer and trans movement history include the Stonewall uprising in the US and the work of the Tonga Leitis Association (TLA) in Tonga, which is pivotal for trans justice throughout Oceania.

Today, LGBTQIA+ people's human rights are still under threat around the world. They face violence and discrimination from legal and extra-legal apparatus, in the workplace, at school, in places of worship, and many other spaces. They may be treated as second class citizens, denied the right to marry or adopt children, denied protection by law, are more likely to experience GBV and face higher rates of state-sanctioned violence. The movement for gender and sexuality justice is expansive and varies depending on the context. Some examples of current initiatives include the following: reclamation of queer histories lost to colonialism, equitable access to societal resources, decriminalisation of sexualities or gender expression, creation of celebratory spaces such as Pride events and much more.



Do you have knowledge of LGBTQIA+ in your context? What were the main struggles and victories? What oppressions are still faced?

## LGBTQIA+ RIGHTS AND PEACEBUILDING

What do LGBTQIA+ rights have to do with peacebuilding? Upholding the human rights of minorities, including LGBTQIA+ people, is at the foundation of lasting peace. Since transformative peacebuilding involves the inclusion of different stakeholders and the use of an intersectional approach, LGBTQIA+ people's rights, their perspectives and contributions towards peace cannot be left out. If we want to live in peaceful societies, we cannot afford to ignore a significant part of the population, just like we used to ignore youth and waste their potential. In order for peace projects to be sustainable and successful, we need to equitably involve everyone.

In addition, because LGBTQIA+ people have dealt with exclusion, discrimination and violence, they have developed innovative ways to resistance and resilience, which can be of use to the whole peacebuilding community. This includes strategies and tactics on how to operate safely and effectively, access resources, mobilise and more! Finally, history shows that the persecution of minorities, including gender and sexual ones, is a precursor and indication of more widespread authoritarian violence against large sectors of society. The inclusion and meaningful participation of LGBTQIA+ people in peacebuilding spaces can work as an early warning system of closing civic spaces and deteriorating democratic mechanisms.

### WHY IS LGBTQIA+ IMPORTANT IN WORKING WITH YOUTH?

Across the globe, LGBTQIA+ youth are at risk of high levels of violence and discrimination in schools, homes, places of worship and at work. Young people face barriers when it comes to finding and expressing their own identity as normative codes, customs, traditions and beliefs in their societies may limit space to do so. These norms may vary depending on the context, are deeply embedded in everyday life and impact the opportunities, resources and needs available to youth.

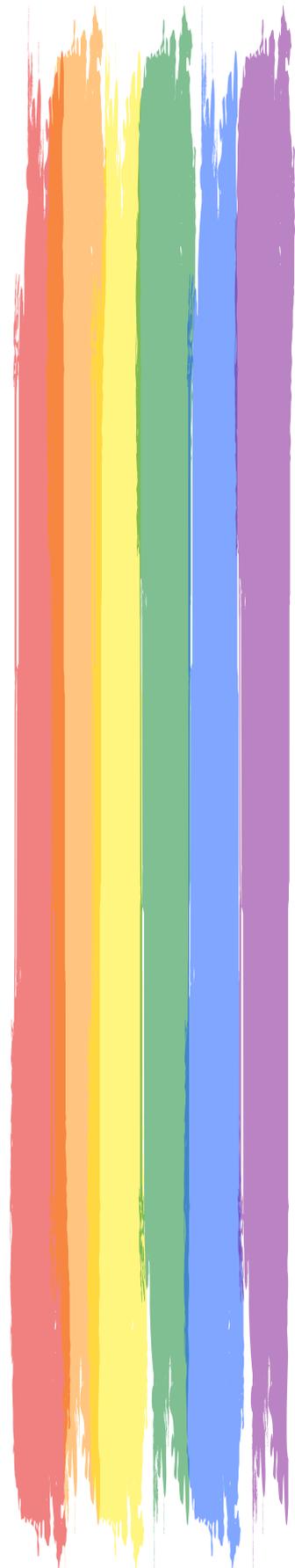
Young people who exist outside of their society's standard norms, express themselves differently or beyond the gender binary may and often do encounter severe resistance. Many LGBTQIA+ young people are confronted with various forms of [homophobia](#) and [transphobia](#) that impact their mental health, physical safety, sense of identity, and healthy behaviour. In order to best support youth in their peacebuilding initiatives, it is important to address barriers LGBTQIA+ folks face in project planning, organisational culture, and all other social change efforts. In doing so, we are ensuring our peacebuilding efforts are more diverse, meaningful and sustainable!

### HOW CAN GTA BE APPLIED TO DISMANTLE LGBTQIA+ DISCRIMINATION IN PEACEBUILDING WORK?

#### Internal:

You can start within your own youth organisation!

By implementing an equitable, diverse and inclusive perspective on gender and sexuality, you can make sure that a GTA is a reality within your organisation.

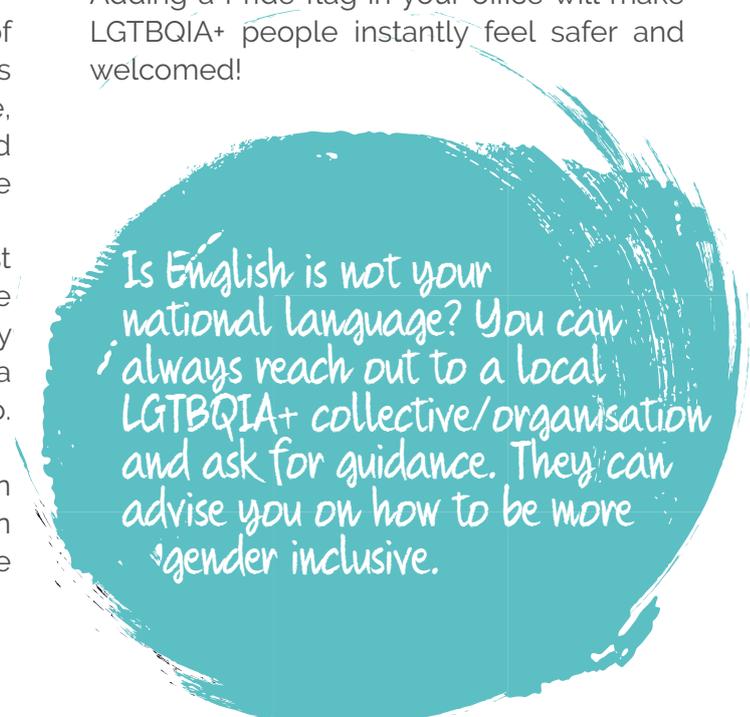


This starts with raising awareness amongst your staff and making sure your work is responsive to people of all genders and sexualities. At the management level, you can create a work environment where LGBTQIA+ people feel safe, respected and valued. Adapting and updating your organisation's policy to include specific protections and responsiveness to LGBTQIA+ employees. Policies should also include complaint mechanisms through which staff, interns, volunteers and project participants can report in case they feel discriminated against.

Capacity building on LGBTQIA+ issues is a great step towards a gender-transformative organisation (see more in Part 3!).

Communications-shift to gender diverse language — practical tips:

- It is a frequent practice to find the option "other" on forms when asking about a person's gender. The reason why it is better to leave a blank space is because the term "other" can be perceived as not important enough and the person who is gender non-conforming can feel as if their identity is of secondary importance — include options that contemplate gender-diverse people, such as "non-binary" and "gender fluid". "I'd rather not say" is also a way to preserve people's privacy and make them feel safe;
- They - the gender neutral pronoun is the best option when you don't know how someone identifies or if they do not like to use binary pronouns. "They" does not assume a person's gender, nor that there are only two. It's inclusive of all different genders.
- Asking people to share their pronouns in meetings is a way to remove the assumption and remove the burden of those who are misgendered;
- Include that people of all genders/gender-diverse people are encouraged to apply to an opportunity will also indicate that your organisation is working to be a more inclusive space;
- Adding a Pride flag in your office will make LGBTQIA+ people instantly feel safer and welcomed!



*Is English is not your national language? You can always reach out to a local LGBTQIA+ collective/organisation and ask for guidance. They can advise you on how to be more gender inclusive.*

#### **External:**

If you would like to push the limits beyond your organisation's realm, you can:

- Consult with youth and other experts in your region on the specific barriers young LGBTQIA+ people may face in the context of your work;
- In project management, consider and work to dismantle the barriers LGBTQIA+ folks face in each phase of the project cycle: initiation, planning, implementation, monitoring and evaluation and follow-up;
- Your organisation may also plan projects to specifically address issues faced by LGBTQIA+ youth. There are many ways to go here: some organisations focus on LGBTQIA+ youth as their target group and implement projects with and for them; while others set up projects to raise awareness about the LGBTQIA+ community in order to create more understanding; others yet lobby and advocate for LGBTQIA+ rights nationwide. This diversity is important and complementary, explore how your organisation can better contribute to this.

# SOURCES AND LINKS

The following resources give examples of a GTA approach applied in various peacebuilding and development contexts. They can be referenced for ideas and to see a GTA in action.

## About GTA and GTA in practice



Plan International [Our Gender Transformative Approach: Tackling the Root Causes of Gender Inequality](#). Plan International's comprehensive six-step method to address gender inequality in its projects and policies. An inspiring resource for any organisation willing to make an impact on gender equality worldwide!

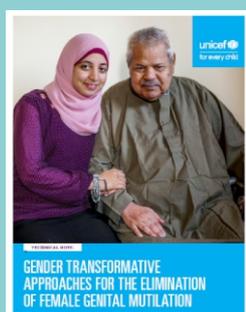


Rutgers International [Gender Transformative Approach](#). A whitepaper for sexual and reproductive health and rights (SRHR) personnel on GTA and successful practices.



UNICEF [Technical Note on Gender Transformative Approaches in the Global Programme to End Child Marriage Phase II: A Summary for Practitioners](#). Following the first phase of the UNFPA-UNICEF global programme to end child marriage (2016-2019), this technical publication focuses on the second phase (2020-2023) with a five-step concrete strategy intended for twelve selected countries across four regions to put an end to child marriage. UNICEF

UNICEF



UN Women [Gender Transformative Approaches for the Elimination of Female Genital Mutilation](#). How social and gender norms contribute to sustain FGM and how GTA's role can be used to tackle FGM in Africa.

## Gender diversity, LGBTQIA+, beyond the binary and masculinities



Global Citizen: [Male, Female, And Muxes: Places Where A Third Gender Is Accepted](#). Meghan Werft and Erica Sánchez give you an overview of world regions where a third gender has been the cultural norm for centuries.



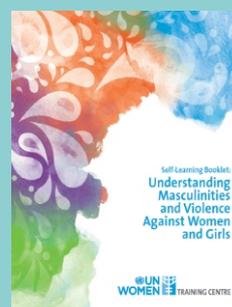
PBS [Map of Gender Diverse Cultures](#). An interactive map on how other countries in the world view gender diversity, which goes beyond the simplistic binary approach.



TedX [“A Call To Men” by Tony Porter](#)

Co-founder of [A Call to Men](#), activist Tony Porter gives a powerful speech on deconstructing gender stereotypes,

how to think and get outside of the man's box to avoid repeating outdated patterns that foster violence against girls and women.



UNWOMEN [Understanding Masculinities and Violence Against Women and Girls](#). A practical booklet for UN and non-UN staff members on masculinities and its impact on violence against women and girls.

# SOURCES AND LINKS

## Gender diversity, LGBTQIA+, beyond the binary and masculinities



### [WHO Engaging men, addressing harmful masculinities to improve sexual and reproductive health and rights](#)

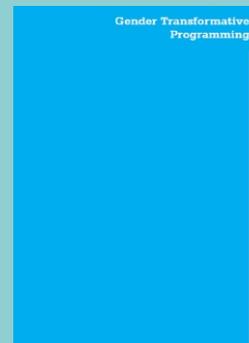
A review on how engaging men and boys can improve sexual and reproductive health and rights (SRHR) for all and how gender transformative work needs to be carried on to truly improve SRHR outcomes.

## Get active: work modules to try



### [The Safe Zone Project](#)

A to-the-point activity tool helping you to organise a back-to-basics discussion on key gender terms and concepts.



### [UNFPA](#)

Part of its toolkit on "Engaging Men and Boys in Gender Equality and Health", UNFPA shares a practical tool on how you can advocate and take actions towards GTA.



### [We Rise](#)

If you are or want to stand up for gender justice, this toolkit is for you! The Power Flower activity will help you understand not only that there's no such a thing as a single identity, but also how power dynamics impact interactions.

YOUNG WOMEN TEACHING  
PEACE MEE-UP

Part 2:

# GTA within the Organisation



Artist: Marek Tartal

## GTA IN YOUTH ORGANISATIONS – HOW DOES IT LOOK LIKE?

Gender is inseparable from the work of youth peace organisations. A gender-transformative lens varies depending on different aspects of the organisation we are looking at: there are different ways in which a youth organisation applies gender measures — in the strategic plan, policy or programming, for example. Preferably, a holistic approach should be adopted, but be realistic in terms of time, resources and commitment.

Sounds simple, right? But we know it is not: GTA is a **process** and a collective process at that. For your GTA work to be sustainable and long-term, it needs to be embraced and owned by your organisation — not just by one Gender Officer, the leadership, or a few people.

In this chapter, we will share with you examples and lessons on incorporating GTA through UNOY's own GTA journey — meaning, you'll get a glimpse of a **real process**, with inputs from **real people** (UNOY staff and member organisations), and heading towards an intended direction.

### Appreciating and working with what's already there.

UNOY Peacebuilders' approach is to use “**Appreciative Inquiry**” (AI) as a methodology for introducing and eventually integrating GTA within the network. Appreciative Inquiry is a strengths- and assets-based approach to organisational development. It is a technique that uses the “positive lens” in helping organisations move forward. By using AI, we focused on what the organisation already has instead of what it does by focusing on existing structures and mechanisms that can be considered as opportunities to further promote GTA.



**Instead of asking:** “What do we need?” (that we don't have),  
ask “What is already working in terms of gender-transformative approaches?” What are existing small steps being made?”



**Instead of asking:** “What are the challenges and issues we are facing?”  
ask “What are existing opportunities that we can take advantage of? What are assets of our member organisations in terms of their gender work that we can further replicate, scale-up and enhance towards GTA?”

By using AI, we encouraged and motivated UNOY's member organisations to "start with their strengths and with what they have" — making GTA sound less serious and scary. This also gives member organisations more ownership of their GTA process they want to start — knowing that the starting point is THEIR OWN EXPERIENCE as an organisation.



Learn more about Appreciate Inquiry in Part 2, section 2. Develop your own possibility tree through AI using [TOOL 2](#).

## Some questions and some answers!

Before we dive deeper— we will introduce this chapter with an interesting Q&A dialogue, with questions coming from the UNOY's team and members, collected throughout our capacity development sessions.

### **Q: My organisation is interested in working on gender but we have no experience, how do we start?**

A: You're in the right place! One of the goals of this toolkit is to help interested organisations like yours take the first step(s)! We believe that awareness, followed by commitment can outdo the "lack of experience" you are mentioning. There's not "ONE WAY" to do GTA but there are a few basics that can help you.

First, have a collective commitment as a team to explore GTA, individually you can only go so far, and organisational commitment will make it more meaningful and sustainable. You can do so by holding a session to explain the importance of working on gender, but also listening to your colleagues' questions and concerns. You don't need to be able to address all of them, but you should take them with you moving forward. For instance, your team might be super busy and over-stretched and another training might feel like a burden — consider that when planning your work!

Next, we invite you to assess your organisation using the Gender Equity Continuum. In Part 3, you will find Tool 1 which is the Gender Equity Continuum. You can start with the first 3 columns of this template and assess your organisation's gender lens on the different categories mentioned.

Based on your assessment - make your milestones - where do you want to go, and by when? And now you took your first steps!

### **Q: How do we signal that we are gender-responsive as an organisation?**

A: Being a gender-responsive organisation is a process, and making it "visible" to your stakeholders, partners and organisations is also a process. There are many different ways you could highlight your gender responsiveness. Firstly, by having gender visible in your organisation's main description, strategic plan, policies and communication materials. The way to communicate nowadays is digital, so maximising the digital space is also important - using pronouns in your email signature, having gender topics mentioned in your social media, etc. Lastly, the use of gender-inclusive and sensitive language is important to show your interest in the topic. Many words, especially in our own local languages, lean towards one gender (normally masculine), and sometimes we are unaware. For example, instead of using "key actors" we can use "key stakeholders". Check your local/national languages and be conscious about the terms you use. Again, explore what that can look like in your own language with those who are already doing it!

### **Q: What are the strategies to ensure GTA in human resources, especially in hiring external consultants and volunteers?**

A: You can do it through the selection process, for instance by including in the job description/Terms of Reference that knowledge on gender is essential/desirable.

You can also have GTA-related questions when you are interviewing applicants, such as “How will you ensure gender issues are taken into account in the engagement you will be doing with us?” Just a simple question will give you an insight into the knowledge as well as the commitment of your applicants (and eventually hired external consultant) to GTA work.

Including a document that explains what GTA means to your organisation, how you operationalise it and what you expect from staff and consultants in introduction or handover documents ensures clarity among the team!

**Q: How do we ensure GTA is integrated into our capacity development programmes (i.e. training and workshops), even if the topic is not gender?**

A: This is what makes a GTA a GTA. It is not much about gender as a “topic” but gender as a lens — how you incorporate this lens in your training approach. At the minimum, ensuring participation is gender balanced - not just of males and females, but also promoting the participation of [gender expansive](#) people. In your application forms, you can specify that you welcome the participation of those from LGBTQIA+ folks. You can also disseminate calls for participants among collectives, organisations and networks working with LGBTQIA+ youth.

Gender is intersectional. Whatever your topic is, here are gendered nuances and gender contexts that need to be kept in mind. Review the program design of your training to check for any possible entry points where you can use the [Gender Equity Continuum](#) assessment, for example. A lot of peacebuilding capacity development training, as well as interventions young people engage with can be asked: “Is it gender insensitive?” The continuum is really a good starting point to look into how gender-responsive your activities are. In [Section 2.4 GTA Youth projects](#), you can find a list of key questions that can guide you in programming — from planning, designing, implementation and MEL of educational activities. Check it out!

**Q: My organisation wants to adopt GTA, but my context/culture and environment does not even recognise equality between men and women — How do I go beyond the binary?**

A: Take small steps! It is important to take it slowly but surely and to go along with the pace suitable to make your work sustainable. In order to better understand what are the obstacles to promoting GTA in your context, you can have a context analysis and, from there, identify potential strategies to address them. Remember there is a difference between a) patronising gender biases because your environment “would not understand anyway” and b) challenging gender biases in small, strategic ways. You want to do the latter — and it does not have to be by shouting out loud or making noise.

You can also start from within your team, your staff, your inner circle. Educate yourselves about GTA and once you have embraced the idea as a team, think of realistic ways you can slowly spread them out. Identify potential allies in your community who can support and/or resource you. Finally, you can also rely on the knowledge and experience of those who already work on GTA in your context, be it gender- or LGBTQIA+ -focused organisations. They can support you in your journey!

**Q: How do we bring up GTA approaches to someone who is gender blind (partners, team members, beneficiaries, etc)?**

A: First of all, we do not use the term “gender blind” in this toolkit, but instead we prefer “gender unaware”. Gender justice activists as well as those working around the topics of differently-abled people have asked us to stop using the language “gender blind”.

Gender unaware partners, team members and participants are so for different reasons, often related to lack of gender experience or knowledge. Most likely, they never had to think about gender before, so it is not part of their vocabulary nor their normal lens. The simplest way to introduce them to the concept is to ask them how they understand the concept of gender equity and work from there.

Bringing up the GTA approach right away might not be very productive and efficient, especially to those who might not even have gone past gender-sensitive approaches. Having infographics that are direct to the point and understandable helps. An example is the infographic differentiating gender equality, gender equity and gender transformation. The "lowest" level of understanding about gender needs to be first broken — especially if it is culturally or contextually rooted and informed. Take small steps.

**Q: How do we promote empowering gender equality in capacity development activities where a lot of sharing is happening unconsciously by cisgender men?**

A: There are a few different strategies you can use. If an indirect approach is best for your context, you can ask those who have spoken already to focus on listening and ask those who haven't spoken to contribute. You can call on specific individuals (who aren't cis men) by name and ask them for their thoughts during activities or debrief sessions.

If you are able to use a direct approach, you can use this as a learning opportunity for the group. When one of the cis men shares repeatedly, you can pause the group for a moment and ask the cis men in the room to be mindful of how much they are speaking. You can talk about the ways privilege shows up in workshop settings and encourage those holding privilege to reflect on the power and importance of listening. You can also pause the group and approach the individual one-on-one and ask them to focus on listening as well as reflect on the ways their privilege may be influencing how much they are contributing to the discussion. Another strategy when facilitating, after asking a question, is to say "I'd like women and gender-diverse people to respond to this question first before others share".

## So...how do we start?

As you would have read above, the first step in looking at any gender work within an organisation is to reflect on and be able to identify the ways in which gender is already embedded in both the content, policies, activities and relationships between the people involved in the organisation's processes. Aiming towards GTA is a process that can start with an awareness and understanding among members of the organisation about where the organisation lies in the Gender Equity continuum.

The continuum is a good tool and can serve as a benchmark in evaluating where the organisation stands in terms of the continuum, and where it would like to go. The continuum is a good way to assess the different elements of the organisation through a concrete set of key questions and guides. Understanding where the organisation is now, helps the organisation to realistically put milestones and design a strategy to reach those milestones. The end goal is that eventually, the organisation **embraces GTA as part of the organisational culture**. It is most ideal that this follows an organic flow, and the ownership of the GTA goal is shared by the organisation's members. When GTA slowly becomes embedded in the organisational culture, it becomes a regular part of the organisational structure, policies and activities.

**Part 2** of this toolkit helps us with practical steps for pursuing a Gender-Transformative Approach within the organisation by reflecting on how does a GTA support the intended impact and vision of your organisation. It is divided into 3 parts, each focusing on different aspects of the organisation where GTA can be fruitfully embedded: in the **strategic plan**, in the **organisational policy**, the overall organisational management, and the organisation's **programming**.

## 2.1 GTA IN THE STRATEGIC PLAN

A strategic plan is an organisation's **blueprint on how it plans to achieve its goals within a specific set timeframe**. A strategic plan starts from analysing where the organisation stands at present, defining the desired future, and then planning a way to get there.

Strategic planning includes long-term and/or medium-term time frames and more general activities to solve complex problems and achieve strategic objectives. On the other hand, action planning includes short-term time frames and specific actions to solve immediate problems and achieve clear, detailed objectives or results through specific outputs.

The main stages of a strategic planning process are:

- Preparing the planning process;
- Understanding the present - where we are;
- Defining the desired future - where we want to be;
- Identifying the solutions - how to get there;
- Implementation;
- Monitoring, Evaluation and Learning (MEL).

An organisation interested in working towards gender equity should consider putting gender equity (or GTA) as a cross-cutting element in its strategic plan. GTA can also be mentioned or regarded as a specific goal in the strategic plan, which means that measures and activities to reach this goal will also be set in place.

Here's a few ways to input GTA in your strategic plan:

- **It is not enough to just write the word "gender-responsive" or "GTA"** in different parts of your strategic plan without proper awareness on how they are contextualised in the document. Instead, gather those who are working on your strategic plan to have a short discussion about GTA to ensure that everyone working on drafting the plan is aware of GTA;
- **Consult your team/members** about how they are working on gender (situational analysis) and where they would like to go;
- **Describe the organisation's goal** to achieve GTA within a certain timeframe;
- **Identify inequalities** within your organisation's scope that might be related to gender;
- Whenever the plan talks about specific gender-related elements, **check whether your document presents some biases**, or your definition/description leans to specific prejudices and stereotypes related to gender;
- **Check the use of language** in your strategic plan! Sometimes, it takes practice to be able to eye/flag small words and phrases that can discriminate, exclude or disregard someone's needs and experiences;
- With context and cultural sensitivities in mind, **introduce non-binary language in your strategic plan** (i.e. instead of mentioning men and women, you can mention diverse genders).

A strategic plan that is informed by the gender experiences of organisational members is most likely to be more contextually sensitive.

## How we engendered our work

**At the beginning (2020),** we are gender-sensitive and responsive, which means we recognise and respond to the different impact created by our work and the world on gender identities. We thrive to support and elevate the work of members who are or plan to work on gender and sexual minorities topics and want to make a lasting difference.

**By the end of 2025,** UNOY will be an organisation strongly and consciously guided by GTA in its organisational structure, network approach and interventions, especially offering a feminist strategy for youth participation and challenging intersectional violence of all forms (direct, structural, and cultural).



**The violence of exclusion** faced by young people is intersectional. It stems from ageism, racism, patriarchy and it particularly affects youth from marginalised genders and sexualities. We want our strategy to particularly respond to and challenge the way youth experience gendered exclusion. To do so, we aim for our gender vision to be transformational. We want our work to challenge structures and cultures that disempower certain identities, and instead lead in creating new ones that empower all identities of youth across genders. We will update our Gender Policy, share this toolkit widely to complement the work of our members, and support those who intend to start GTA within their own organisations. We will develop activities that will inspire gender-responsiveness and transformation throughout the network.

## 2.2 GTA IN GENDER POLICY

A **policy** is a **principle and course of action usually put in place to help organisations prioritise and focus on specific elements in their work.** Policies reflect the organisation's values and principles through a set of actions that aim to reach specific policy goals.

An organisation with a specific policy on gender indicates and conveys its commitment to gender work through a set of actions to undertake. The policy itself is focused on gender and outlines different ways the organisation would like to work in upholding and promoting gender in its work. An organisational policy can focus on overall engagement, programming, as well as budgeting and resource mobilisation.

See UNOY Peacebuilders Gender Policy as an example:

*The United Network of Young Peacebuilders (UNOY Peacebuilders) recognises gender justice and equity as essential to building a world free from all forms of violence. In our work as a global network of youth-led organisations, we are convinced that gender equity plays a critical role in ensuring young people have the **power to transform** conflict, engage in **real and meaningful** participation, and work as **essential partners** for peace. (...)*

*UNOY shares five common values and principles that are integral to its work: non-violence, conflict transformation, meaningful youth participation, diversity and solidarity, and sustainability. To uphold these values and principles, UNOY is committed to a systemic and coherent gender-transformative approach.*

*This gender policy provides a framework for increasing the effectiveness of the International Secretariat and Member Organisations in promoting GTA and developing expertise in the gender mainstreaming of policies, programmes and projects. The gender equity continuum serves as a core evaluation tool to support network wide efforts to progress towards a gender-transformative approach.*

*It is important to note that gender is a symbolic system that affects women, gender-diverse people and men in different ways. Neglecting the difference in these effects, particularly when societies face violent conflict as well as social, political and cultural change, leads to injustice and gender-based violence (GBV).*

*Our approach honours the diversity of these gendered experiences through integrating the specific concerns and needs of people of all genders in the strategies, frameworks, and tools provided to assist in the implementation of this policy. **Above all, UNOY recognises that gender equity and transformation must be at the core of our work and guide all efforts of the International Secretariat and Member Organisations.***

Many youth-led organisations operate more informally and do not have a policy in place. The idea of developing a policy is not meant to burden your team, but to be a support for the work that you do: a place where you register your commitment to working with gender and that you can always revisit. That is especially important when you have high staff and volunteers turnover, which youth organisations often do. You want to create space for people to shape the work, but also safeguard some cohesion over time. The policy is a great tool to achieve that.

Like the Strategic Plan, the policy will be stronger if co-created by different members of your team. That can be done in a joint session and individually/in small groups with certain expertise (project management, communications, advocacy, fundraising, etc).

The policy can include:

- your values — such as inclusiveness, equality, respect, etc;
- how these values impact the work you do — for instance, different genders should be represented in the team composition and included in all decision-making;
- the strategies to bring these values to life: inclusive recruitment/participant selection processes, benefits that take into consideration gendered social roles, such as motherhood by providing paid maternity leave, etc);
- how the implementation will be monitored and evaluated, including adding indicators, milestones, and timeframes;
- workplace policy on diversity of staff, not only including gender issues but also issues of ethnicity, ability and other backgrounds that may prevent people's equal work opportunities.

Depending on how your organisation operates, the policy might have to be approved by the board in order to be valid.

Finally, it is important to socialise the policy — that is, make sure all staff and volunteers are familiar with the content and how their work should be guided by it.

Delivering introduction sessions and refreshers throughout the year, and including the policy in new staff/volunteer induction is essential to prevent that the policy does not become a forgotten piece of paper.

While the whole team is responsible for implementation, assigning one person to lead the design, monitoring and evaluation is also a good strategy to make sure the policy is not forgotten. Make sure to save adequate time in this person's workload to focus on the policy!

## 2.3 GTA IN ORGANISATIONAL MANAGEMENT AND OPERATIONS

**Organisational management** is a very broad concept that refers to the **process of planning, organising, staffing, leading and coordinating an organisation**. It is about managing resources – including human and financial – in order to reach a certain goal. Human resources are people who make decisions, plan and implement actions, conduct research and evaluation, and also perform a variety of tasks in the organisation. They consist of staff, interns, volunteers, as well as consultants you hire for certain projects or tasks. Human resources management includes selection and recruitment of team, members and consultants, division of tasks, responsibilities and benefits among the team, as well as training and ensuring peaceful and effective communication at work.

Applying GTA in organisational management goes beyond ensuring an equal number of men and women working in your organisation. **It is about considering the level of equality and equity given to diverse genders in terms of opportunities, recognition of work, responsibilities, and other forms of benefits.** It is also about ensuring the wellbeing of a diversity of genders sharing a working space in your organisation.

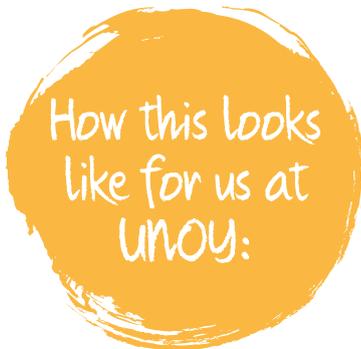
An organisation's gender policy, as well as capacity development opportunities become important elements here. Training staff and team members on gender issues, gender rights and gender-responsive techniques will enhance their capacity and competence to work on issues with a GTA lens, making it possible to have an organisation-wide collective and shared gender (GTA) approach.

### GTA IN LEADERSHIP AND HUMAN RESOURCES

Things to look for in implementing a GTA in leadership and human resources, including in recruitment:

- Does your marketing for recruitment explicitly encourage people of all genders to participate or apply? Have you considered gendered barriers applicants may face and how these may overlap with other forms of marginalisation such as race, class or ability?
- Does your leadership team reflect equitable gender dynamics? Do all employees have equal access to promotions and career pathways?
- Does your organisation work to implement horizontal decision-making processes? Are the gender dynamics of these dialogues and processes equitable? Are people of all genders involved and informed? Do women and gender-diverse people hold the necessary power to participate actively and meaningfully in these processes?
- Do you have gender-equitable policies for parental leave? Do you have proper policies in place for sexual assault, harassment and GBV in the workplace? Do you have necessary policies in place to support LGTBQIA+ employees? Are all employees familiar with the policies and procedures following a violation?

- Does your HR actively take gendered barriers to employment into consideration? For example, do HR leaders embrace options like partial or full telecommuting, flexible work schedules, and professional part-time roles?



- We have an equal access and balance in all our roles and positions, for example including equal access to promotions and leadership positions;
- We have an equal representation of genders in our organisation (internally and externally) at all levels of organisational hierarchy;
- We design horizontal gender inclusive decision-making structure and procedures internally (and externally as much as possible);
- We promote a really plural leadership and an environment where different profiles (including marginalised ones) are valued and have access to these opportunities;
- We implement structures to address sexual and gender-based harassment at the workplace in a healthy manner; including an anti-sexual harassment policy and an (anonymous) complaint mechanism that creates a safe environment for people to come forward.

## GTA IN ORGANISATIONAL MANAGEMENT AND OPERATIONS

Things to look for in organisational management and operations:

- Are your human resources gender-balanced?
  - If not, do you encourage the outnumbered gender to join your team during the selection and recruitment process?
  - Do you discuss gender-related questions when you recruit new staff into the organisation? If so, how?
- Are you conscious of how the gender diversity of your staffing affects/impacts your work positively and negatively?
- Are the tasks divided equally among team members of all genders? Does one gender have more responsibilities than another?
- Are benefits divided equally among your team members of all genders? Does one gender have more opportunities to get knowledge and build skills than another or more access to financial and information resources than another?
- If there are issues between your team members — do you reflect if these issues have anything to do with gender?
- Do you offer capacity development training on gender (issues) for the people in your organisation?
- Do you have a workplace policy covering diversity issues in employment?



- We organise gender coffee breaks led by staff/interns, an informal space where our team can discuss experiences, share resources and learn from each other.
- We embed GTA in our organisational process, from planning to evaluation. This is the best way to keep it in on the agenda. Keep GTA discussion in our annual meetings.

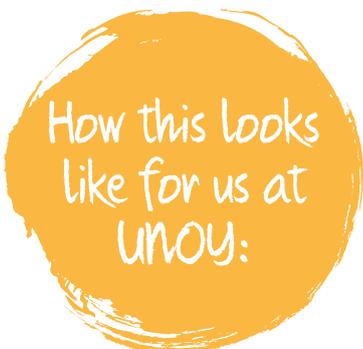


- We have policies for creating gender inclusive safer spaces for people to address their issues in a healthy environment; We ensure that mental health issues are acknowledged, considered, and addressed in a gender-inclusive manner (if the person wants them to be addressed). This is especially important for young people involved in conflict resolution and peacebuilding since they engage in challenging work that can sometimes be emotionally and mentally draining.

## GTA IN INTERNAL AND EXTERNAL COMMUNICATIONS

Things to look for in internal and external organisational communications:

- Concerning reach, do your proposed communication channels and approaches consider gender-based needs or specific barriers to information access?
- Does your approach to communication consider gender norms, attitudes and practices that influence social change?
- Does your communication in visuals and text reflect equitable visibility, particularly for gender-diverse people and women?
- Do your materials, messages and posts respond to the needs of people of all genders, challenge negative gender norms and share information in a culturally responsive and context-specific manner?
- Does your communication strategy include specific measures to overcome gender barriers to accessing information or participating in activities?
- Does your marketing for programming, hiring, events, and resources explicitly encourage people of all genders to participate or apply?



- We deconstruct gender norms, roles, and labels within our organisation, by beginning with small baby steps such as encouraging people to always ask another person their pronouns (instead of assuming) before addressing them and encouraging people to include their pronouns in internal and external communication channels;
- We include a nonbinary youth as one of the main character in our 2021 Strategic Plan.

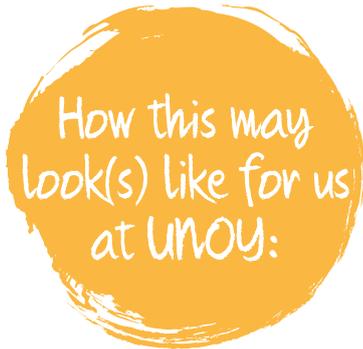
*Want to know more? Ask us how!*

## GTA IN FUNDRAISING AND PARTNERSHIP

Things to look for in fundraising and partnership:

- Do your potential partners and donors demonstrate awareness of and responsiveness to the importance of gender in peacebuilding work? Do they clearly show a commitment to gender equality? Can you see this reflected in both policy and practice?
- Do your potential partners and donors support your efforts to address harmful gender norms and conduct your work through a GTA lens?
- Do your fundraising efforts take into account the specific needs of people of all genders? Has gender analysis/research been conducted and included in your funding proposals for programming?

- Do your proposals include specific measures to seek funding necessary to overcome the gender barriers present in your organisational management and programming?

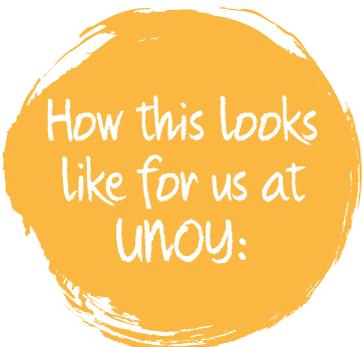


- Ethical Fundraising Policy that guides value-based decision-making in our fundraising and partnership building.

## GTA IN FINANCE MANAGEMENT

Things to look for in implementing a GTA in finance management:

- In what ways are your financial policies and resource allocations likely to reduce or increase gender inequalities?
- Do you, as an organisation, have a framework we use to carry out [gender budgeting](#)?
- How are budgeting decisions made within your organisation and by whom? What gender dynamics are at work? Is your annual budget statement responsive to gender inequalities?
- How are people of all genders impacted by your current expenditures? Do you have analysis tools in place to equitably measure this impact?
- Is gender taken into consideration during your organisation's financial audits?
- Is gender equity a core component of your financial management resource distribution such as grant disbursement, staffing, outsourcing, procurement?



- We encourage gendered budgeting by allocating budget in programs considering gender-related needs and experiences. This is especially relevant when allocating budgets for regional activities that might have context-related gender elements to consider, such as safety, gender cultural and religious practices, familial needs, etc.;
- We guarantee equal pay among all genders.

## GTA IN NETWORK COORDINATION

Many youth groups organise themselves in formal and informal coalitions, networks or hubs of individuals, organisations or a mix of those. Such setups have great benefits, such as sharing expertise and resources, however they also demand extra coordination. We at UNOY promote GTA within a network on two levels: on the member and on the network level. The first main supporting individual members in adopting GTA in their own work, while the second intends to promote GTA in the collaborative work within the network. These two elements are complementary, but require their own strategy and action.

Things to look for in implementing a GTA in Network Coordination:

- Does your organisation foster an inclusive space for members to explore GTA? Do they have the knowledge, skills and attitudes to meaningfully engage in gender-related topics? Is gender equality and equity a priority for (some of) your members?

- Do you support members to work with gender in a way that is informed by their own context? Do you support them in identifying their own needs and goals?
- Do you promote and/or facilitate peer-learning among your members on this topic?
- Do you include your members in your own GTA? Do you extend capacity development opportunity to your members?
- Do you identify committed and experienced members to champion GTA throughout the network?



How this looks  
like for us at  
UNOY:

- We deliver training on GTA for our members and support the development of their own GTA accompaniment plans;
- We include GTA-related questions in our monitoring and evaluation tools, such as the Annual Impact Review. For instance: *"How did your organisation contribute to gender transformation within the network?"* OR *"How was UNOY able to support your work on gender-transformative approaches?"* These questions can highlight specific initiatives of member organisations.
- We encourage and promote annual **regional learning sessions** and exchanges specifically on GTA;
- We identify "regional champions" in GTA, recognise their efforts and encourage them to support the spread of GTA and good practices among the other regional organisations.
- We promote accountability within our network — members who join the capacity development training should act as multipliers in their regional network;
- We work with members to ensure the network's GTA is sensitive and relevant to the context and support members that face barriers with working **"beyond the binary"** right away by:
  - understanding that it is a process that should not be rushed;
  - communicating with local authorities just before starting to implement such programmes (so you are not tagged to be deviant);
  - looking into local messaging and use local narratives that you'd like to transform;
  - having a clear understanding of how the communities view you as an organisation (they might view you as a deviant) instead of someone who's helping;
  - thinking about conflict sensitivity and Do No Harm "what is the likelihood of you introducing LGBTQIA+ topics would actually have a reverse/negative impact to a community who is not ready to listen?" Work on the root causes of being close-minded first before going straight to your plan.
- We understand gender-related needs and priorities of potential members during the membership review phase by including questions in our admission interview. These questions are not meant to "limit" or "exclude" those who have no gender work experience, but rather to understand their interests in GTA and to have a mix of new members with both gender experience and those interested to learn.

## 2.4 GTA IN YOUTH PROJECTS

Like in the other parts of this guide, the first step is to reflect on how gender is already embedded in your specific projects. It is useful to be able to examine gender issues in the three stages of a project cycle: **i. planning; ii. design and implementation; iii. and monitoring, evaluation, and learning (MEL)**. Below are guiding questions to consider at each phase of the programming process.

### PLANNING STAGE

Conducting a [gender analysis](#) as part of program planning allows an organisation to build in elements and additional services. Kindly note that gender analysis, just like any kind of conflict analysis, can turn into a long and complex process. One of our members shared with us [this link](#) that has practical and easy to use tools by Grassroots Collective. Under Step 3, Point C, you can find a gender analysis matrix that explores the different stakeholders using different analysis categories such as labour, time, resources and culture.

- Who has the leadership position in the planning stage? How are these positions divided among genders?
- Does the activity take into consideration the social, cultural, religious and/or legal gendered roles, including potential barriers? If so, are there strategies to overcome those barriers?
- Does the leader reinforce some gender biases during the planning phase of the activity?
- Do women, men and gender-diverse people have equal access to training resources and activities? For example, because of women's caretaking role, the time of the training has to be adjusted.
- What are the potential risks to ensuring equal access, participation and benefit among women, men and gender-diverse people during the training? What actions can be taken to mitigate those risks?
- How are you efficiently spending resources to also address gender dynamics? Is your budget allocation taking into consideration gendered needs and experiences?

### IMPLEMENTATION STAGE

- **Leadership:** Who has leadership position(s) in the project implementation? Is it gender balanced?
- **Communication:** Verbal and non-verbal communication
  - Who talks more during the activities? Interrupts more? Asks the most questions? Who is more silent? Does the activity (topic/content, process, flow) allow one gender to speak or express more than the others?
  - Does the activity discourage some genders from speaking up and taking the floor?
  - Are the questions being asked during the activities sensitive enough for open sharing?
  - Are there safe spaces for those who don't feel comfortable speaking in front of the group?

- **Advocacy work**
  - How does gender inequality overlap with the issue addressed by your advocacy work?
  - How does a GTA support the intended impact and vision of your advocacy work?
  - Do you have a designated gender advocate working on each project? If not, someone with knowledge on gender? If not, would it be an option to recruit a consultant/expert?
  - Do you consider gender in each phase of your conflict analysis, planning and advocacy response?
  - Who is the group of people you are intending to reach? What are the gender dynamics of this group? Are there power dynamics present? Do you have a strategy to address them if they arise?
  - Are there any harmful gender norms or binaries that may be unintentionally reinforced in your advocacy work? If so, how might you create a more equitable space for young women and gender-diverse people? How might you support positive masculinities in your advocacy work?
  - When conducting MEL, do you carefully take note of the gendered differences of the impacts of advocacy work?
- **Facilitation**
  - If your organisation has a gender policy, are trainers/facilitators aware of your organisation's gender policy?
  - Do your organisers, trainers or resource speakers enforce people to fit into one of the binary categories?
  - Do facilitators/trainers/speakers have some gender biases that need to be addressed?
  - Are the voices of girls, women, and gender-diverse people participating in the training heard, valued, and responded to with action?
  - Are facilitators/trainers/speakers using activities or examples that reproduce gender biases?
  - Are questions being asked with a gender lens, sensitive to the cultural and contextual backgrounds of the participants?
  - Are participants allowed to learn in mixed groups in a safe space?
  - Are the activities you proposed inclusive enough for people from different genders to feel welcome and included? (example: facilitator asks to form 2 groups, 1 male and 1 female group).
- **Content**
  - Is the topic/content of the activity sensitive enough that they do not reproduce stereotypes and biases?
  - Is the content (as well as the non-formal activities) directly or indirectly promoting traditional gender roles instead of challenging these biases?
- **Space**
  - Is the learning space safe and inclusive for all genders?
  - If your project is a residential course, is the living space for participants sensitive enough to cultural differences? I.e. sharing common spaces, showers, especially when you have participants coming from more conservative cultures, while also being mindful that non-cisgender people might struggle to fit into gender segregated spaces — asking for preferences in a pre-departure form addresses diverse needs.
- **Sexual Harassment**
  - What happens when there is sexual harassment or an assault case during the activity? This can happen between participants, between participants and trainers or organisers as well. Is there a set of rules which clearly explains what to do in such a case? In what ways are the participants informed about their rights in cases of sexual harassment?

## MONITORING, EVALUATION AND LEARNING (MEL) STAGE

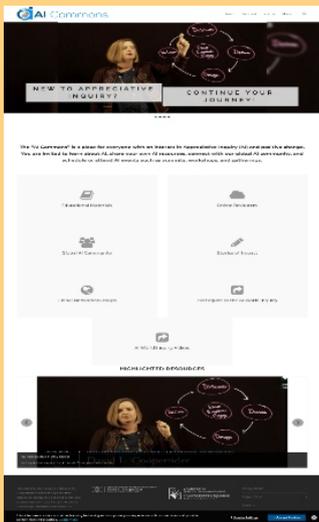
- What mechanism(s) do you have to check back on GTA in the six elements/categories (above) of your project implementation?
- Are young people/participants asked (GTA) gender-related questions during the monitoring or evaluation process? (Example: Did the activity allow you to reflect on gender equality? Make you feel you are in a safe space? Did it challenge your gender biases and prejudices?)
- Are reflection sessions open and inclusive enough to allow participants to share their reflections without being judged by their peers? (Example: daily reflection groups have balanced composition of different genders)
- Are your output and outcome indicators gender-sensitive?
- How are participants of training activities held accountable in sharing what they have learned about GTA to other members of their organisations or their wider community? Is there any long-term evaluation of the activity (one to two years later)?

## SOURCES AND LINKS

Go the extra mile and learn more about Appreciative Inquiry

### [Appreciative Inquiry Commons](#)

A go-to online portal on everything you need to know about AI and positive change. Many academic resources and practical tools are shared here.



### [Focusing On Possibilities Through Appreciative Inquiry](#)

An enlightening and positive newsletter on shifting your mindset and embracing AI within your organisation.



### [Compilation of Gender Analysis Tools and the Gender Analysis Matrix: The Grassroots Collective.](#)

A practical four-step gender analysis that will help you understand how gender dynamics in your community may interact with your project.



A group of people, some wearing face masks, are gathered in a room. The image is overlaid with a semi-transparent red filter. A white brushstroke graphic is positioned horizontally across the middle of the image, containing the text 'Part 3:'.

Part 3:

**GTA**  
*Capacity Development*  
**Sessions**



Artist: Alexandra Koteva

Wondering how to introduce a GTA within your organisation? If so, part three is for you!

In this section, you will find resources for three GTA capacity development sessions, as well as sample session outlines, gender-related icebreaker activities, core concepts and reflection exercises. Any of these can be replicated, implemented and contextualised by your organisation to best fit your needs and the needs of those you work with. All that is included here has been put into practice within UNOY.

## Stages of the Capacity Development Sessions

As mentioned in Chapter 2, programming, which includes Capacity Development (CapDev) sessions undergo different stages. In this toolkit, we have simplified it to three stages — Planning, Implementation and MEL. Here, we walk you through the different stages of the CapDev sessions and what we did at each stage.

## 3.1 PLANNING STAGE

First and foremost, you need to develop an initial plan that should contain: a first presentation of the context and background, the objectives of the training, expected outcomes and outputs, and the proposed timeline. Many organisations develop a Concept Note at this stage.

Keep in mind the modality of your training session (is it virtual, hybrid or face-to-face?) so you can have a tailor-made proposal, and decide how many participants will be attending the session and their roles in the organisation. In this case, we implemented training for all members of the International Secretariat of UNOY Peacebuilders.

### NEEDS ASSESSMENT

**Next, you should carry out a Training Needs Assessment (TNA) or Capacity and Needs Assessment (CNA).** This is to ensure a participatory and needs-based, learner-centred training design. After your stakeholders have read the Concept Note, they are now aware of the framework and context where the CapDev session comes in. Now it's time to ask them — based on the initial objectives, what are their specific needs in the training.

In our case, we sent out a simple questionnaire with the following questions:

### **Name and role**

**Goals** – Kindly share your concrete goals (maximum 3) for attending the Gender capacity development training.

**Current Capacity** – Kindly share any existing experience, knowledge and competence related to Gender-Transformative Approach (GTA) or Gender Mainstreaming; trainings attended on the topic should be included.

**Needs** – Kindly share needs you would like to be addressed during the training.

**Portfolio specific questions** – In case there are questions specific to your work portfolio, please feel free to share them here.

Aside from asking the needs, it is also important to ask your team members if they have previous training or experience related to gender. Indeed, it is good to understand not just what they need but also how they can contribute to your sessions. Remember that they should not only be considered “beneficiaries” or “recipients” of your training but also as contributors to the success of the sessions.

After the capacity and needs assessment has been completed, you are able to redesign your training sessions to fit the needs of your participants.

In UNOY’s case, we planned the CapDev Programme of four sessions/meetings. Each session was between 3-4 hours long, spread over four months. In between the sessions, were assignments to help monitor progress and ensure that there are developments seen between the first session to the succeeding ones.

## 3.2 IMPLEMENTATION STAGE

**IMPORTANT:** In the succeeding pages, you will find the actual session outlines that we have used when conducting GTA Capacity Development Training with UNOY Peacebuilders. If you find it useful and would like to use it, we kindly ask you to please properly cite this toolkit as the source/resource. We appreciate your help in spreading the word about the existence of this toolkit so that many other organisations may benefit from it.

You can also adapt the sessions according to your needs and context and that includes changing the duration of the sessions, adapting them to online or in person sessions, including activities from other sources, etc.

## SESSION 1 OUTLINE

This first day is designed as an introduction to GTA and its relevance in youth-led peacebuilding work. We recommend scheduling breaks throughout the session, stretching and movement to keep the energy flowing.

### Session 1: Exploring Gender, Introduction to the GTA



**Time** - 4 hrs



#### Learning Objectives

In this session, participants will:

- Be introduced/oriented to the GTA that UNOY has embraced as part of its gender strategy
- Understand the journey towards GTA within their organisation and their roles in it;
- Reflect on the role of GTA in their work;
- Be able to assess their own level in the Gender Equity Continuum and where they would like to go.



#### Expected output

SWOT analysis



#### Methods & Timeline

**60 mins** Check-in, Introductions, Ice Breaker, Overview of the flow of the three Gender CapDev sessions.

**30 mins** Concepts and Intro to GTA

Explore questions like:

- What does "integrating gender" really mean? What does gender as cross-cutting theme mean?
- Gender mainstreaming vs Gender responsiveness?
- Understanding gender beyond the binary (it's NOT JUST about women)

**30 mins** Reflections in plenary: GTA in my society/context (macro):

Gender Visioning Exercise

**1h 15 mins** Reflections in breakout groups (GTA within my organisation/my work portfolio)

- Gender Listing Exercise
- Intro to the Gender Equity Continuum
- Gender Equity Continuum Reflection Exercise



## Methods & Timeline (contd.)

Use IdeaBoardz and ask people to answer questions (these were gathered from the applicants' previous stated gender experience):

- How did/do you ensure gender sensitivity in your activities?
- How did you respond/act to reports of gender violence and discrimination in your community?
- How did you carry out gender sensitivity assessment of the national monitoring, reporting, protection, prevention, and prosecution mechanisms on the safety of journalists?
- How did you advocate for women's meaningful participation in decision-making processes?
- How do you work as an activist for gender equality/How do you advocate for gender equality?
- What empowerment methods/activities do you do to promote gender equality?

### 30mins Session 1 Summary

Next Steps: Introduce assignment

Sample Assignment:

- 1) Integrated SWOT analysis of the potential of GTA in their work, looking at the relationship between both internal (SW) and external (OT) factors.

	<b>Weaknesses</b> Lacking resources, assets, values	<b>Strengths</b> Key resources, assets, values
Threats		
Opportunities		

- 2) Gender (en)Visioning exercise with the whole team and come up with some "indicators" that will tell them if they have achieved some kind of gender responsiveness.

Session 1:  
Exploring Gender,  
Introduction to  
the GTA

## Gender Icebreaker Activities

### ACTIVITY #1 Gender Box



**Time** - 30 mins



#### Aims and Objectives:

Self-reflection on gendered experiences, warm up personal and professional dialogue about gender



#### Material:

Flipchart sheets, markers



#### Instructions:

Draw a box on a piece of paper, fill the inside with all the characteristics you and your society associate with your gender. When you've finished, list responses to the 3 Rs on the sides of your box.

Rituals	Relationships	Restrictions
What rituals are associated with your gender in your personal life & within your organisation?	What relationships play a key role in shaping your gender identity in your personal life & within your organisation?	What restrictions do you feel in relation to your gender identity in your personal & within your organisation?
<p><i>Sample answers:</i> Greetings Emails, Teaching meal preparation Getting ready in the morning</p>	<p><i>Sample answers:</i> Family &amp; friends Romantic Partners Religious leaders Supervisor</p>	<p><i>Sample answers:</i> Code switch in professional settings Femininity Expected Cultural &amp; religious roles</p>



#### Debriefing questions:

What responses did you put in connection with your personal life? With your professional life? Do you notice any overlap between gender norms in both spaces? Is there anything related to restrictions that you would like to see change?

Session 1:  
Exploring Gender,  
Introduction to  
the GTA

## Gender Icebreaker Activities

### ACTIVITY #2

#### Gender Name Game



**Time** - 10-20 mins, depending on the number of participants



#### Aims and Objectives:

To learn the names of the participants, and warm-up to a gender-related activity.



#### Instructions:

Each participant has to come up with an adjective that challenges stereotypical gender bias that starts with the same letter as their name ("masculine Mary", "sensitive Steve", etc.)



#### Debriefing questions:

How did the adjectives you chose challenge some of the common stereotypes that are often associated with the gender assigned to you? How did it feel to say it next to your name? What are some gender stereotypes you hope to challenge?

### ACTIVITY #3

#### Gender Alphabet Game



**Time** - 20-30 mins



#### Aims and Objectives:

To find out words that are related to gender



#### Material:

Flipchart sheets, markers, tape



#### Instructions:

A group is divided into equal teams. For each team, a flipchart sheet is hung on the wall with the letters of the alphabet from top to bottom. The teams need to line up in a row and take equal distance from the sheets (draw a line). They are given one marker.

When the facilitator gives the sign to start, the first member of each team runs to the sheet and uses the marker to write down a gender-related word corresponding with a letter of the alphabet. The person returns to the team and hands the marker to the next team member who will do the same and this repeats multiple times until all team members have gone and the team has completed the alphabet. After all teams have finished, the teams show each other their lists to check if words are in fact related to gender (this can lead to interesting discussions!). The group that finished quickest with the least mistakes, wins the game.



#### Debriefing questions:

What words surprised you? What connections to gender did other people make that you might not have realised on your own? What words reflect or challenge gender stereotypes?

Session 1:  
Exploring Gender,  
Introduction to  
the GTA

## CORE CONCEPTS PRESENTED DURING THIS SESSION

### Gender Terms

We suggest starting here so that your organisation can have a foundation of shared language as you begin strengthening your dialogue and work with gender. See the [Glossary](#) for UNOY's list of the working terms and definitions related to gender. You may want to select the terms most relevant to gender within your organisation's work and collectively define them as best fits your context.

### Defining a GTA

**Understanding gender equality, gender equity, gender mainstreaming and a GTA:** This section is a critical place to clarify the differences between different approaches to gender work.

Defining GTA: See [this section](#) of the toolkit for resources you may include in slides or a presentation.

Beyond a Binary Approach: See [this section](#) of the toolkit for resources you may include in slides or a presentation.

### Gender Equity Continuum

See [this section](#) of the toolkit for resources you may include in slides or a presentation. Use UNOY's example story or [UNICEF's report](#) to illustrate the different elements of the continuum. Please note that the term "gender unaware" is used in UNOY's version of the continuum to avoid use of ableist language.

## Reflection Exercises

### Gender Listing



**Time** - 1 hr



**Objective:**

Raise gender awareness within the organisation



**Material:**

Paper, flipchart sheets, markers



**Instructions:**

Have participants make two lists on a piece of paper individually in response to the following two questions:

- Within your organisation, where do you see gender show up? For example: language, emails, daily interactions, Zoom calls, policies, etc. (internal)
- In your work, where do you see gender show up? For example: programming, social movements, external training/workshops, etc. (external)

Label one flipchart internal and the second flipchart external. Have participants get up and write at least two of their responses under each flip chart. Once each participant has done so, conduct a gallery walk so participants can view all the group's responses. Once the gallery walk has been conducted, discuss.

Session 1:  
Exploring Gender,  
Introduction to  
the GTA

## Reflection Exercises

### Gender Listing (contd.)



#### Discussion questions:

What did you learn from the other participants' responses? Did anything surprise you? Is there anywhere else you think gender plays a role in your internal or external work?

### Gender Equity Continuum



**Time** - 30-45 mins



#### Objective:

Self-reflective exercise for participants to think about gender in terms of their role & within the organisation as a whole



#### Material:

Printouts of the reflection table & paper to write reflections



#### Instructions:

With the continuum visible on a screen or printed out, have the participants fill out the following table and then discuss in small groups. When returning to the full group, have each small group share back 2-3 core themes from their responses on an organisation level and on a role-specific level.

Past	Present	Future
Where do you feel your organisation was previously in relation to this continuum? Where would you place your specific role along the continuum previously?	Where do you feel your organisation currently is in relation to this continuum? Where would you place your specific role along the continuum currently?	Where would you like to see your organisation grow in relation to this continuum? Where would you like to see your specific role along the continuum grow?

Session 1:  
Exploring Gender,  
Introduction to  
the GTA

## Reflection Exercises

### Gender Visioning



**Time** - 30 mins



#### Objective

Begin establishing a vision for GTA within the organisation



#### Material:

To make the discussion more interactive, we recommend using the [Mentimeter platform](#), with one slide per question



#### Instructions:

Have the group discuss the following questions

- What challenges and opportunities for GTA exist within my society?
- Within my organisation?



#### Debrief:

Using key words from the responses and thoughts from the discussion, write out a first draft of a vision for a GTA within your society and then within your organisation. Don't hesitate to be creative! Do your best to keep it simple and clear, rely on the discussion of the challenges to keep the vision attainable.

### Session 1 Summary



**Time** - 20 mins



#### Objective

Summarise first session's learning



#### Material:

N/A



#### Instructions:

Have each person share a brief response to the following question:

- What is your main take-away from today's session?

Open group/plenary discussion to answer the following questions:

- What went well? What needs more clarity? What would you like to see in the next session?



#### Debrief:

\*Note to facilitator: We recommend having a debrief session with someone from the team and/or with your co-facilitator to reflect how the sessions are going and how they can be improved. Make sure to incorporate learning from this session into the next (did you have enough breaks? was the session duration enough? did they have enough instructions, etc)?

Session 1:  
Exploring Gender,  
Introduction to  
the GTA

## SESSION 2 OUTLINE

This second day is designed as a space to begin the process of developing a systemic approach to GTA within your organisation's work. We recommend scheduling breaks throughout the day stretching and movement to keep the energy flowing.

### Session 2: Systemic Approach → GTA within our organisation (How do we piece the puzzle together and cooperate?)



**Time** - 4 hrs



#### Learning Objectives

In this session, participants will:

- Be introduced to the Appreciative Inquiry model as an approach to positive peacebuilding
- Share their GTA vision
- Reflect on and analyse the gender dimension of their current programming
- Explore practical tools and measures for GTA in their current portfolio (possibility tree)
- Reflect on their roles (given their portfolio) in their organisation's journey towards GTA
- Agree on a "cooperation system" within and beyond their organisation (internal and external) towards GTA (i.e. systems thinking approach to peace and gender)
- Be able to develop their own contributions towards their organisation's GTA



#### Expected outputs

- Assessment of the organisation using the Continuum
- Possibility Trees (for each portfolio then integrate into one organisation tree)



#### Methods & Timeline

**60 mins** Check in. Welcome. Reflections and recap on the previous session, Overview of the session objectives and flow, Icebreaker Activity

**1h** Systemic Assessment of the organisation using the Gender Equity Continuum

**30 mins** Intro to Appreciative Inquiry and the Possibility vs Problem Solving Tree (use Gender Policy as an example)

**30 mins** Reflections on gender policy and gender strategy — perspective of portfolios (Where do I come in?)

**30 mins** Possibility Tree Exercise per portfolio + Sharing

**30 mins** Next steps, Reflection and Closing



#### Materials or Resources Needed

Paper, flipcharts, markers

## Gender Icebreaker Activities

### ACTIVITY #4 Object Scavenger Hunt



**Time** - 15-30 mins depending on participants



**Objective:**

Increase gender awareness



**Material:**

Objects chosen by participants



**Instructions:**

Give participants 5 minutes to collect one of the following items:

- Your favourite kitchen item!
- Something you can grab from arm's reach (from where you are)
- Whatever is in your pocket right now!
- A book that you have but never read
- What's on your refrigerator magnet
- A thing you owned the longest
- Your furry friend/pet
- Something cold
- The "weirdest" thing you have around you

Once they have collected them, have each participant share their item with the group and respond to the following question: How might the object you chose relate or connect to gender in any way?



**Debriefing questions:**

What insights did you gain? Were there any gender connections that you related to and why? Were there any that surprised you and why?

### ACTIVITY #5 Gender Spin the Wheel



**Time** - 10-20 mins, depending on the number of participants



**Objective:**

To warm-up to a gender-related activity



**Material:**

A spin-the-wheel created using [this platform](#)

Session 2:  
Systemic  
Approach ---> GTA  
within our  
organisation

## Gender Icebreaker Activities

### ACTIVITY #5 (contd.) Gender Spin the Wheel



#### Instructions:

The facilitator creates a virtual spin-the-wheel using a series of icebreaker questions. Some may be related to gender, some may not. Below you will find a list of questions that can be changed or adapted to best fit your organisation's context. Once in the session, the facilitator spins the wheel for each participant. The participant may choose to answer the question the wheel lands on or skip to another. Make sure to be culturally sensitive!

- Do you enjoy cooking & what is your favourite food?
- Who is one of your greatest inspirations?
- When you were a child, what did you want to be when you grew up?
- Do you have a favourite show/movie & do you feel well-represented in the media?
- What is your favourite place to visit?
- What are some of your self-care practices?
- What is your morning routine before you leave your home? How much time does it take?
- When you feel big emotions, how do you most often express them?
- What is your favourite item of clothing?
- Do you enjoy going out & experience safety walking on a street at night?
- Do you feel comfortable dancing & if so, what is a song you enjoy dancing to?
- What is your closest friendship like?
- What is your least favourite household activity/chore?
- Which parent are you closer to?

### Some core concepts presented during this session

#### Systemic Gender Equity Continuum Assessment



**Time** - 1 hr



#### Material:

Flip charts & markers



#### Instructions:

Introduce the continuum to the group as an assessment tool that can be a starting point on your journey towards a GTA. See [here](#) for a description of the continuum.

Together with the team, select the different areas you would like to assess within your organisation. You can focus on the strategy, policy or operation, or include all of them. Within that, think of the different operations you have and divide participants into small groups based on their roles within the organisation (projects, communications, fundraising, financial administration, etc).

The group should place the organisation in the continuum and include evidence that justifies the choice.

Session 2:  
Systemic  
Approach ---> GTA  
within our  
organisation

## Systemic Gender Equity Continuum Assessment (contd.)



### Instructions:

For example, the UNOY team placed the financial administration practises as Gender Unaware because "there is no considerations on gender on these procedures – no gender perspective in the planning and monitoring", but considers itself Gender-Sensitive and progressing to Transformative in terms of leadership, as it has "a really plural leadership, makes sure we have structures that enable diverse profiles to join our teams, an environment where different profiles (including marginalised ones) are valued and have access to these opportunities".

Each group must choose one of the group members to write their thoughts on the flip chart after discussing them and choose one person to share the group's thoughts when they return to the full session.

Questions for groups to consider while assessing:

- Where does this element of your organisation fit along the continuum? Why?
- Are some parts of the work of this category at different places along the continuum? Why?

## Appreciative Inquiry Model Introduction



**Time** - 30 mins

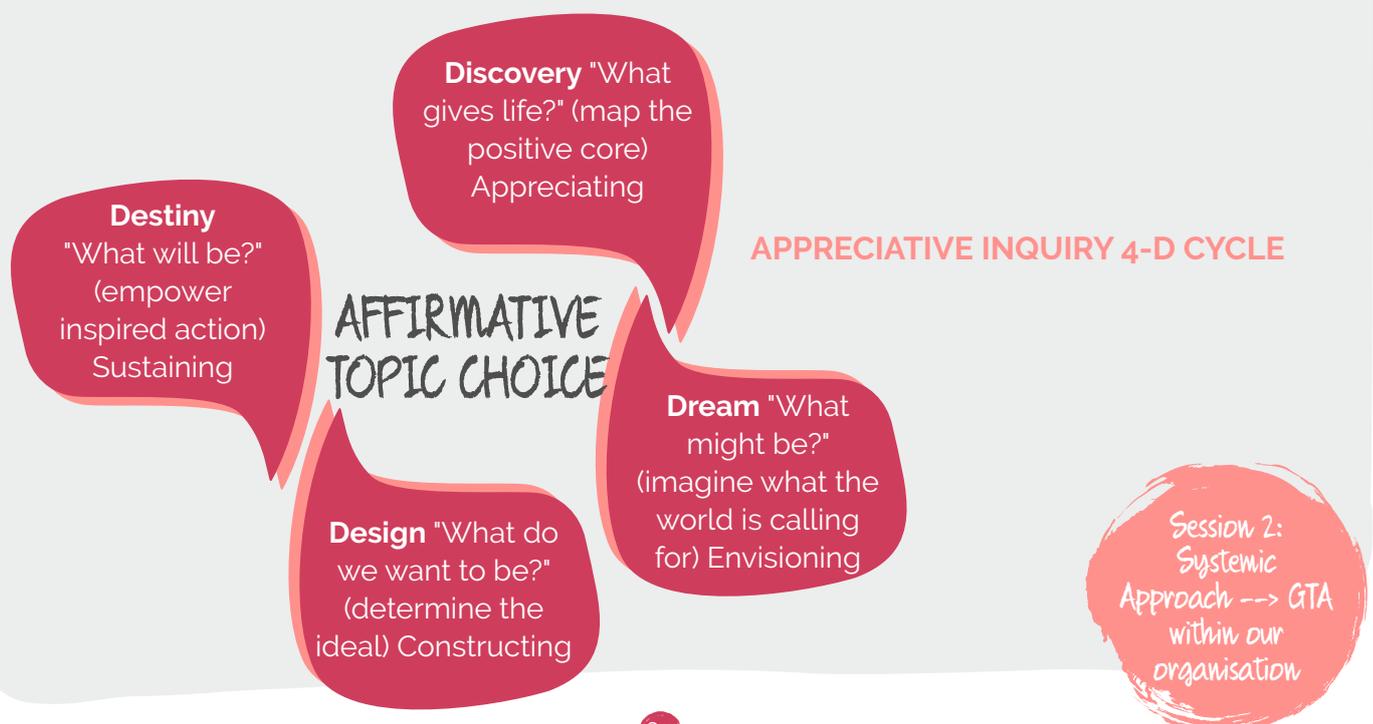


### Instructions:

Present what Appreciative Inquiry Model is:

Appreciate means valuing; the act of recognising the best in people or the world around us; affirming part and present strengths, successes, and potentials; to perceive those things that give life (health, vitality, excellence) to living system.

Inquire means the act of exploration and discovery; to ask questions, to be open to seeing new potentials and new possibilities.



## Appreciative Inquiry Model Introduction (contd.)



### Instructions:

Assumptions of Appreciative Inquiry (AI)

- In every society, organisation, or group, something WORKS
- What we focus on becomes our reality
- Reality is created in the moment, and there are multiple realities
- The 'art of asking questions' of an organisation or group influences the group in some way
- People have more confidence and comfort to journey the future (the unknown) when they carry forward parts of the past (the known)
- If we carry parts of the past forward, they should be what's best about the past
- it is important to value differences
- The language we use creates our reality

Source: Annis Hammond, S. (1998). [The thin book of appreciative inquiry](#). 2nd ed. Thin Book Publishing Company: Bend, OR.

### Appreciative Inquiry versus Diagnostic Approaches

Steps	Appreciative Inquiry	Diagnostic Approaches
1	Discovery: ground participant in positive frame of mind	Problem identification: identify the causes of dysfunction
2	Dream: Generate possible favourable outcomes without regard to current dysfunction	Generate solutions: generate possible remedies to the previously identified causes of dysfunction
3	Design: Identify shared end state that is more favourable than current state	Select Program of Change: Selected one or more activities designed to remedy dysfunction
4	Destiny: Identify and implement activities to achieve end state	Implement change: implement activities to effect organisational change



### Discussion questions:

Can you share some examples of interventions or analysis using Appreciative Inquiry?  
How can we use Appreciative Inquiry in our GTA work?

Session 2:  
Systemic  
Approach ---> GTA  
within our  
organisation

## Reflection Exercises



**Time** - 30 mins



### Objective:

Put in practice first session's learnings



### Material:

[Tool3](#), Paper/markers

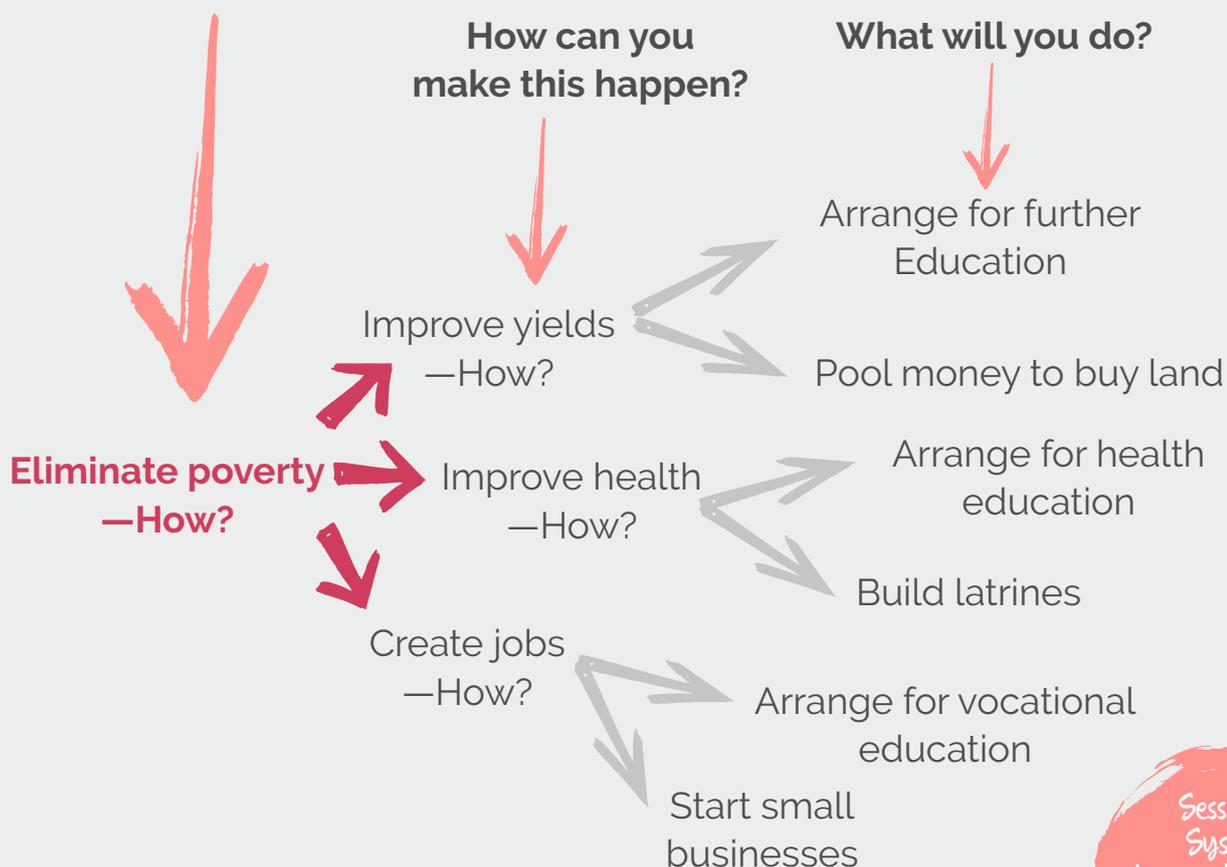


### Instructions:

Introduce participants to both the problem-solving tree and the possibilities tree below. Ask them to reflect and share some examples of a problem-solving approach they have seen to gender work within the organisation. Then, give them 10 minutes to create their own possibilities tree in relation to implementing a GTA to their portfolio/role within the organisation. Once they have completed this individual reflection, invite participants to share their possibilities trees with the group. An example of a filled-out Possibility Tree can be found in [Tool3](#).

## POSSIBILITY TREE

What dreams do you have?



SOURCE: CRWRC (1997, 87). Reprinted by permission of the publisher.

Session 2:  
Systemic  
Approach ---> GTA  
within our  
organisation

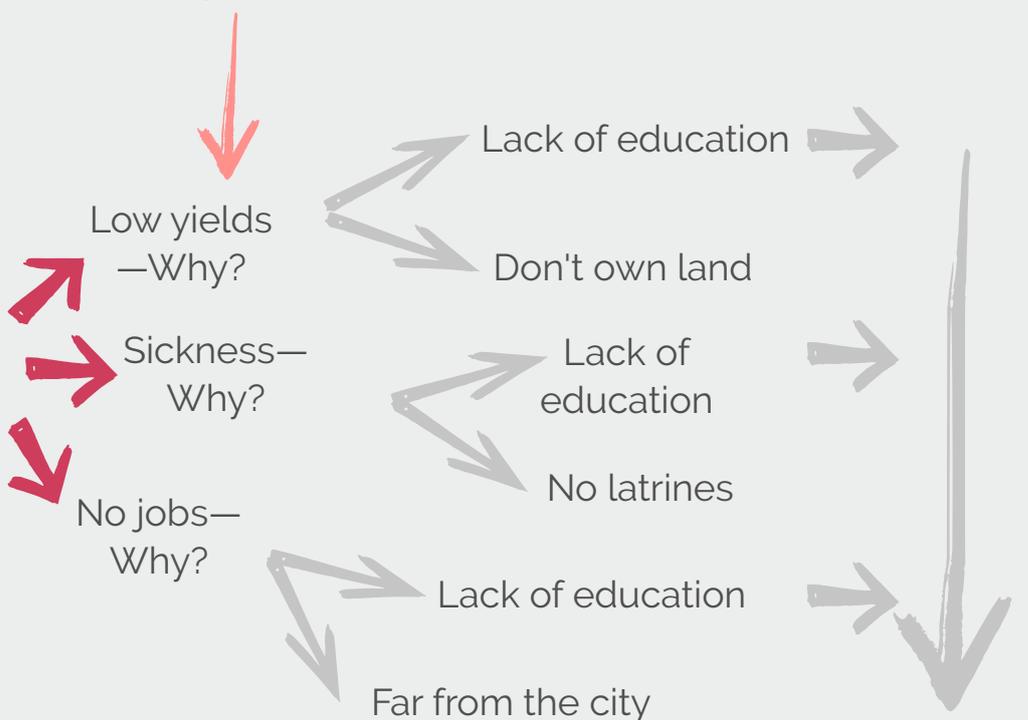
# PROBLEM-SOLVING TREE

What problems do you face?

What conditions cause these problems?

What causes these conditions?

Poor Why?



Root causes

SOURCE: CRWRC (1997, 86). Reprinted by permission of the publisher.



## Discussion questions:

What are some of your key action items?  
 How will you approach these action items within your organisation? What support do you need from your colleagues?

## Session 2 Summary



**Time** - 20 mins



## Objective:

Summarise second session's learnings



## Instructions:

Have each person share a brief response to the following question: *What are some of your main take-aways from the possibilities tree & appreciative inquiry approach?* Open group/plenary discussion to answer the following questions: *What went well? What needs more clarity? What would you like to see in the next session?*

*\*Note to facilitator: We recommend having a debrief session with someone from the team and/or with your co-facilitator to reflect how the sessions are going and how they can be improved. Make sure to incorporate learning from this session into the next (did you have enough breaks? was the session duration enough? did they have enough instructions, etc)?*

Session 2:  
 Systemic  
 Approach --> GTA  
 within our  
 organisation

## SESSION 3 OUTLINE

Session 3 is designed as a space for participants to develop a GTA accompaniment plan within their organisation's portfolios as well as an introduction to the resources within the toolkit. We recommend scheduling breaks throughout the day for stretching and movement to keep the energy flowing.

### Session 3: GTA Accompaniment Plan



**Time** - 4 hrs



#### Learning Objectives

In this session, participants will:

- Reflect on and analyse the GTA strengths and opportunities of their current portfolio
- Develop a GTA Accompaniment Plan in their current portfolio (Possibility Tree)
- Reflect on their roles (given their portfolio) in the organisation's journey towards GTA
- Introduced to the Gender Toolkit



#### Expected outputs

- Strengths and Opportunities Analysis per portfolio
- Accompaniment Plan per portfolio using the Possibility Tree



#### Methods & Timeline

**30 mins** Check in. Welcome. Gender Icebreaker, Recap on the previous session. Overview of Objectives and Flow

**30 mins** Gender Power Walk

**30 mins** GTA Analysis and Strategy using AI (15mins) + Sharing (15mins)

**30 mins** Pair/Trio Exercise: Accompaniment Plan using the Possibility Tree per portfolio

**30 mins** Sharing and Feedback on Accompaniment Plans

**50 mins** Toolkit introduction, Session Summary, Reflection and Closing



#### Materials or Resources Needed

N/A

## Gender Icebreaker Activities

### ACTIVITY #7 My Childhood Hero



**Time** - 15-30 mins depending on participants



**Objective:**

Self-reflection on gender socialisation



**Material:**

Pen and paper



**Instructions:**

Give each participant a pen and a piece of paper. Allow them five minutes to draw a picture of their childhood hero. Have each participant share their drawing with the group and answer the debrief questions.



**Debriefing questions:**

What did this hero teach you about gender? What stereotypes did they reinforce? What stereotypes did they challenge?

### ACTIVITY #7 Gender Power Walk Exercise



**Time** - 30 mins, depending on the number of participants



**Objective:**

To understand gendered power dynamics



**Material:**

Printouts of the various roles, space to conduct the walk



**Instructions:**

The facilitator gives each participant a role privately (participants should not share their roles with others). They will be playing this role during the whole exercise. When everyone is ready with internalising their roles, the facilitator shares 10 statements gradually. For each statement, if the participant's answer is "YES", they take a step forward. If the answer is "NO", they stay where they are. If they are unsure, they should choose the "most likely" option that first comes to mind.

It is important to note that the roles and statements can and should be adapted to best fit the context of your organisation's work.

Session 3:  
GTA  
Accompaniment  
Plan

## ACTIVITY #7

### Gender Power Walk Exercise (contd.)



#### Instructions:

##### Sample Roles:

- Intern (18), trans man, who does not feel safe to talk about this with colleagues;
- Technical advisor (35) heterosexual cis man, who is an immigrant from a European country;
- Peer Educator (18), heterosexual cis woman, who has not finished school and has experienced sexual harassment during a training;
- Project officer (30), queer cis man who is afraid of being outed at work;
- New consultant (30), trans woman, who used to participate in the organisation's activities;
- Secretary (21), heterosexual cis woman of immigrant parents and a poor background;
- Expat (27), lesbian trans woman from a European country;
- Senior member of management (38), heterosexual cis man, with a finance background and good connections within the donor and finance community;
- Project assistant (25), heterosexual cis woman, single, from an ethnic minority group;
- Board Member (33), queer cis woman, who is HIV positive.

##### Sample Statements:

- My opinion matters in organisational decision-making
- I get to influence major decisions made regarding the vision and mission of the organisation
- I get to negotiate with partner organisations on budget allocation
- I am NOT very likely to ever be the victim of sexual harassment or jokes
- It will be easy for me to find a new job based on my qualifications
- I am not likely to be worried about access to resources such as food, shelter, childcare while I am at work
- I am NOT likely to feel lonely because of my background, sexual orientation, gender identity, class, religion or ability
- I am likely to be believed when I report any type of workplace harassment
- It is easy for me to have my voice listened to and respected during meetings and programming
- \*You can ask participants if they would like to add any statements

Once you have read all the statements and participants have finished moving forwards or backwards, ask each participant to remain in place and one by one read the role that they were representing throughout the power walk. When they have shared their roles, facilitate a group discussion based on the debriefing questions.



#### Debriefing questions:

Why did you move how you did during the walk? What was challenging for your character? What was challenging for you in thinking about this character's experiences? What might this walk reveal about gender dynamics within your organisation? What is going well/where might additional support be necessary? With the duplicate roles, if they ended up in different or similar places, ask the participants with those roles to explain why.

Session 3:  
GTA  
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Plan

## Materials used during this session

### Accompaniment Plan



**Time** - 1 hr, depending on the number of participants and debrief time



**Objective:**

Guiding participants to draft their own accompaniment plans



**Material:**

Tool 3, paper and pen



**Instructions:**

Introduce the structure for the accompaniment plans. See [Tool 3](#) for the accompaniment module. After the introduction to this tool, split participants into trios or pairs and have them use their individual possibility trees to develop accompaniment plans specific to their role within the organisation. Encourage them to work individually for 15-20 mins and then work as partners giving feedback on each other's plans for 20 mins.

Suggested feedback questions to consider: What possibilities are their plans building on? Are there other possibilities specific to their role or within their organisation that they may have missed? Is there any support that you may provide in your role to the other person's accompaniment plan? Is the plan practical, creative and sustainable? Once this pair/trio feedback process is complete, facilitate a group discussion and invite each participant to share their accompaniment plans.



**Debriefing questions:**

Was the exercise of creating the plan helpful? What was easy? What was challenging? How did you do it?

### Gender Toolkit Introduction



**Time** - 30 mins



**Objective:**

Familiarise the organisation with the resources available to them for reference within UNOY's Gender Toolkit



**Instructions:**

Facilitators should either have a few printed copies of the toolkit or a downloaded copy that can be shared on a screen. Facilitators can guide the participants through the core elements of each of the five key parts of the toolkit. Once this is done, facilitators may then open the space for group discussion.



**Debriefing questions:**

What parts of the toolkit will best support your work in your accompaniment plan? What parts of the toolkit are useful to our organisation in our work to implement a GTA? What may need contextualisation?

Session 3:  
GTA  
Accompaniment  
Plan

## Reflection Exercises: Session 3 Summary



**Time** - 20 mins



### Objective:

Evaluate and summarise learning from all three capacity development sessions



### Material:

Sticky notes & flip charts



### Instructions:

Hand each participant three sticky notes and ask them to write down their answers to the following questions: *What were your highlights from the CapDev sessions? What did you learn from this series of training? How can we improve the CapDev sessions?*

When they finish writing, have them place their sticky note under a flipchart labelled with the corresponding question. Once the flipcharts/whiteboards have been reviewed, open group/plenary discussion to answer the following questions.

Is there anything else you would like to share about your experience in the sessions? What support would you like to see as you work to implement your GTA accompaniment plan?

\*Note to facilitator: We recommend having individual mentorship sessions with participants after the CapDev to support the finalisation of the accompaniment plan and clarify any questions on future implementation, potential challenges, etc.

Session 3:  
GTA  
Accompaniment  
Plan

## 3.3 MONITORING, EVALUATION AND LEARNING (MEL)

*Now you have an organisational-wide plan to start your GTA journey!*

It is important to create a MEL framework to ensure that the different elements of the GTA are implemented, that you are able to measure the progress, adapt when necessary and learn from the process and outcomes — building on it in the next stages.

For that, everyone involved in the GTA should identify how they will monitor their own accompaniment plans, but it is also helpful to have dedicated sessions once or twice a year with the whole team to evaluate and re-strategise if necessary. Integrating these with existing MEL moments ensure they actually take place. While the GTA is a shared responsibility, it might be helpful to identify one person to keep it in the agenda, quarterly asking colleagues to review and update their plans. You can use [this tool](#) to have a holistic overview of the plans and progress.

It is important that the GTA CapDev doesn't become the only effort, but a kick-start. Make sure to support your team during the implementation by facilitating spaces where they can reflect on and share challenges, lessons learned, good practices. Whenever possible, also offer mentorship and further training.

As the GTA becomes more embedded in your working practices and organisational culture, you can be more ambitious in your dreams, pushing to transform beyond your organisation and work, also your community and society! Maybe introduce them to GTA?



Artist: Rozalina Burkova

A group of young women wearing hijabs are gathered together. One woman in the foreground holds a white sign with handwritten text. The image is overlaid with a semi-transparent purple filter. The text 'Part 4:' is centered in a white, sans-serif font within a dark purple brushstroke.

Part 4:

# Tools and Templates



*GTA encourages critical reflection, questioning and challenging gender norms. It also challenges the distribution of resources and roles based on a person's gender. It aims to foster an enabling policy, budgetary and institutional framework for gender equality, that adequately protects rights of diverse gender groups, tackles the barriers they face and meets their particular needs. It requires working at all levels (as individuals, within family and relationships, as communities, institutions and societies) and across a person's life course. On top of that, it involves active listening and continuous engagement with power holders, girls, boys, women, and men, and people of other gender identities. Of course, such a process is complex, highly context-specific and time consuming, but gender equality cannot be achieved by just one intervention, project or programme alone. Gender transformation can help us to accelerate change and tackle the root causes of gender inequality.*

**- PLAN INTERNATIONAL**

This is it! You've come to the part of the toolkit that you can use and adapt to YOUR own organisation. Congratulations on making it to this point!

These tools are meant to facilitate your own GTA journey. And the examples from UNOY's real GTA work can hopefully inspire you! Remember that these tools are currently being used by a real organisation and real people - which means that the inputs are realistic, but not perfect.

**At the end of this section, we have prepared BLANK TEMPLATES for you to use!**

# TOOLS

## TOOL 1: GENDER EQUITY CONTINUUM

### GENDER INEQUITY

#### **GENDER DISCRIMINATORY**

Intentionally or unintentionally takes advantage of gender stereotypes in programme outcomes and may reinforce gender inequalities.

#### **GENDER UNAWARE**

Ignores gender roles, norms and relations, and often assumes that the programmes or interventions will affect women, girls, men and boys equally, potentially worsening inequalities.

#### **GENDER SENSITIVE**

Acknowledges and addresses gender needs and vulnerabilities, without tackling the root cause that contribute to gender inequalities.

#### **GENDER RESPONSIVE**

Acknowledges gender dynamics and deliberately responds to women's, girls, men's and boys' specific needs to achieve positive outcomes.

#### **GENDER TRANSFORMATIVE**

Explicitly seeks to transform unequal gender relations to promote shared power, control of resources, decision-making, and support empowerment.

### GENDER EQUITY

Exploit

Accommodate

Transform

Adapted from UNICEF Office of Research

Source: <https://socialprotection.org/discover/blog/making-india%E2%80%99s-social-protection-gender-responsive-opportunities-post-covid-19-world>

## TOOL 2: GENDER EQUITY CONTINUUM ORGANISATIONAL ASSESSMENT TEMPLATE

ORGANISATIONAL ELEMENT	Which part of the Gender Equality Continuum would you assess this organisational element?	COMMENTS
<b>VMO and Strategy</b> Take a look at your Vision, Mission, Objectives and also your Strategic Plan		
<b>Organisational Policies</b> Review our organisational protocols and policies (can also be part of your strategic plan)		
<b>Programs</b> Example 1:  Example 2:  Example 3:		
<b>People</b> Leadership		
<b>People</b> Staff and Volunteers		
<b>People</b> Participants of your programs		
<b>Communications</b> (Internal)		
<b>Communications</b> (External)		
<b>Financial management</b> (including budget and fundraising)		
<b>PMEL</b>		
<b>Knowledge Management</b>		
<b>Partnerships</b>		
<b>Fundraising</b>		

### TOOL 3: POSSIBILITY TREE

YOUR GTA Goals	How can you make this happen?	What would you do?

Example Tool 3: Possibility Tree for PMEL

YOUR GTA Goals	How can you make this happen?	What would you do?
<p>Better understand how gender roles and dynamics underpin our work and that of our members.</p> <p>&amp;</p> <p>Better assess how we work on gender, along with any positive or negative outcomes emerging from this area of work.</p>	<p><i>Develop a way to assess the impact of UNOY's activities on gender issues, or where they are located on the continuum.</i></p>	<p><i>Adapt the continuum to form a base for discussion and assessment.</i></p>
		<p><i>Maybe adapt the GT Marker to fit UNOY's activities</i></p>
	<p><b>Building PMEL tools to allow us to move beyond the binary</b></p>	<p><i>Review the updated Gender Toolkit for guidance</i></p>
		<p><i>Liaise with the Board and partners who they have experiences with this.</i></p>
<p><i>Include Gender in existing PMEL processes &gt; Outcome harvests →</i></p>	<p><i>Prioritise outcomes (positive and negative) on gender in harvests and discuss them with the team</i></p>	
<p><b>SUPPORT NEEDED:</b> Team reflection on impact of gender of their portfolios; support with finding how to balance the moving away from collecting gender data that is binary while also ensuring privacy and protection of members.</p>		

### TOOL 4: PORTFOLIO-SPECIFIC GTA ACCOMPANIMENT PLAN

(this is basically your Possibility Tree specified to "accompany" a specific role/portfolio within the organisation)

Frameworks	Goals/Dreams	How can you make this happen?	What will you do? (Activities)
	<b>SUPPORT NEEDED:</b>		

EXAMPLE: Portfolio: Communications & Protection Coordinator

Gender Policy	Goals/Dreams	How can you make this happen?	What will you do? (Activities)
<p>Establish a gender focal point in the network and support the initiatives of GWG → links to 1</p> <p>Develop an evidence base of the impact of gender on UNOY's members' work? → links to 2</p>	<p>Strong understanding and evidence base of the impact of gender on protection of young people.</p> <p>+ Young people facing GBV within the network feel protected and supported by us.</p>	<p>1. Improve IS understanding of how members experience and understand gender</p>	<p>Consult the newly expanded gender toolkit to see what resonates with members and what doesn't (online session around gender toolkit?)</p>
			<p>Gender quiz?</p>
		<p>Partner with 1 member in each region who works on gender to gain insights into the diversity of gender contexts</p>	
		<p>2. Develop evidence base of how gender impacts protection of our members</p>	<p>Expand protection survey to focus on gender impact among members and/or include question(s) in AIR</p>

## TOOL 5: GTA CONTINUUM ASSESSMENT INTEGRATED WITH AI

(this is what we call the GTA Organisational Accompaniment Plan)

Below is an integrated matrix of the Gender Equity Continuum Assessment with the 4D Cycle of Appreciative Inquiry. This is an overarching tool that integrates the different elements of your GTA plan (policy, strategic plan, organisational management and operations). It can be used to monitor, evaluate and learn from your GTA journey.

CATEGORY + CONTINUUM ASSESSMENT	COMMENTS	DISCOVER (What works right now)	YOUR DREAMS/VISIONS	ACTION AREAS (DESIGN)	WHO WILL BE RESPONSIBLE and BY WHEN? (DESTINY)

*WOW! You've made it till the end!  
We hope this has been a useful tool for you!*

We aim to be responsive to the needs of youth organisations when it comes to GTA, and we'd like to have your feedback on this toolkit!

Please share your insights with us:  
[network@unoy.org](mailto:network@unoy.org)

