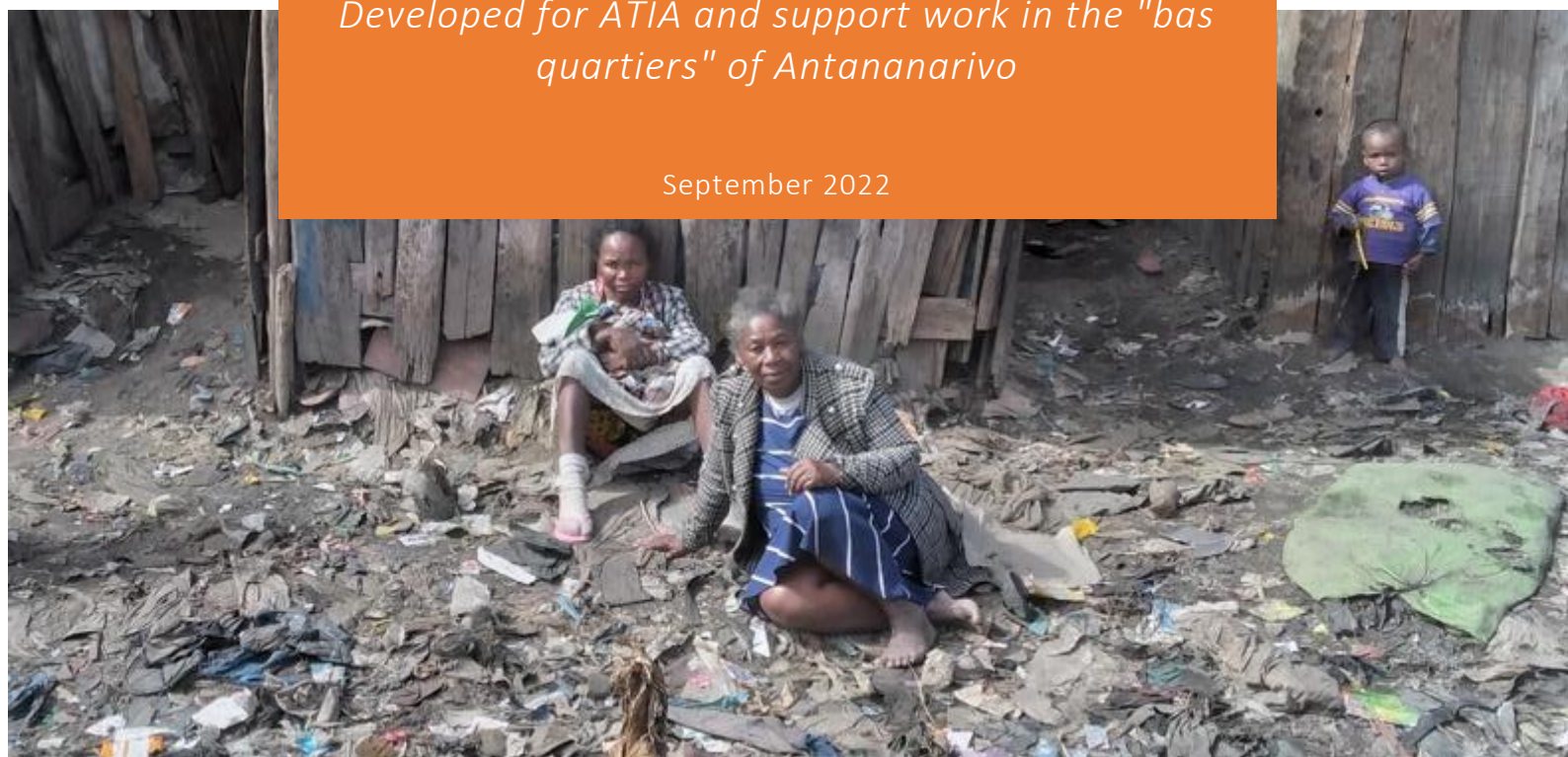# GENDER & EMPOWERMENT WORKSHOP

MANUAL PRACTICAL

Developed for ATIA and support work in the "bas quartiers" of Antananarivo

September 2022

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Preface

This document is a practical tool for conducting a gender and empowerment workshop. It was developed following a 3-day workshop conducted in September 2022 with Koloaina's psychosocial support teams who work in the most precarious neighbourhoods in Antananarivo, the capital of Madagascar. This workshop was conducted as part of the gender mainstreaming support provided to ATIA by Ethno Logik and with the support of the association F3E. The workshop took place following a gender diagnosis of the situation in these neighbourhoods, the work of the social workers and the monitoring tools.

The activities proposed in this implementation guide can be used together or individually. These activities are adaptable depending on the setting in which the workshop is conducted.

We thank the whole team of Koloaina and ATIA for their contribution to adjust and validate the activities of this workshop.

The support to gender mainstreaming was carried out by a team of consultants with Ethno Logik as the contractor.

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Methodology

The workshop is based on participatory methodologies. The objective is to build theory from the knowledge and practice of the participants. The activities propose participatory methodologies to bring out the concepts of gender and empowerment and then make the link with professional practice, the actions and objectives of the project and the tools. The workshop thus allows for the harmonisation of gender mainstreaming in each stage of the actions (case analysis, identification of work areas, case monitoring, thematic experience sharing, administration of tools and use of results...).

As this workshop is quite dense in group reflections, it is also essential to integrate animations (films, physical activity etc).

Organization

3-day course

This workshop was conducted over 3 days. The workshop is very thought-provoking and the teams were exhausted on the last day. **We recommend running this workshop in 2 days (day 1 + day 3)**.

The "findings" presented were based on the anthropological study conducted prior to the workshop.

Day 1

Activity	Duration	Start of the activity
Introduction	5 min	8h30
Presentations	5 min	
Objectives	10 min	
Agenda	5 min	
Expectations	15 min	
Rules of the game	5 min	
Stereotypes of women - in groups	40 min	9h15
Our findings	10 min	
Break		*10:00-10:15 am*
Word cloud - gender	45 min	10h15
Gender theory	10 min	
Word cloud - empowerment	30 min	11h10
Empowerment theory	10 min	
Preparation for analysis of professional practice - link between objectives/activities and gender	30 min	
Lunch		*12:30-13:30*
Analysis of professional practices	2h30	13h30
Break		*16:00 - 16:15*
Restitution	20 min	16h15
Distribution of feedback sheets		16h35

Day 2

Activity	Duration	Start of the activity
Analysis of feedback forms		
Agenda of the day + feedback synthesis	5 min	8h30
Theoretical review	20 min	8h35
Analysis of tools - 1ère part	1h30	8h55
In parallel: discussion on the APA method with the coordination	1h30	8h55
Break		*10.30-10.45 am*
Animation	5 min	10h45
Analysis of tools - 2ème part = APP	1h40	10h50
Lunch		*12:30-13:30*
Film about mothers-in-law	10 min	13h30
Stereotypes about the in-laws (brainstorming)	20 min	13h40
Findings on working with third parties	10 min	14h
Analysis of professional practices	2h	14h10
Break		*16h*
Restitution		

Day 3

Activity	Duration	Start of the activity
Analysis of feedback forms		
Agenda of the day + feedback synthesis	10 min	8h30
Theoretical review	30 minutes	8h35
Stereotypes about men	1h	9h05
At the same time: discussion on how to use the lessons learned from the workshop afterwards with the coordinators / management	1h	8h55
Restitution of stereotypes about men	20 min	
Pause - film about men	*20 min*	*10.30-11am*
Analysis of professional practices for men	1h10 min	11h
Restitution	30 minutes	12h
Lunch		*12:30-13:30*
Theoretical review	10 min	13h30
Review of lessons learned and expectations	20 min	13h40
Group work / brainstorming on how to use the lessons learned during the coaching	30 min	14h
Recap for the next part	10 min	14h30
Break		*14h45*

1-day option (introduction to gender - no prior introduction to gender)

| Activity	Duration	Start of the activity
Introduction	5 min	8h30
Presentations	5 min	8h35
Agenda	5 min	8h40
Activity 4: Stereotypes of women/men	1h	8h45
Activity 2: Division of labour	45 minutes	9h45
Pause - film about men	*20 min*	*10:30-10:50 am*
Activity 6: Gender theory	10 min	10h50
Activity 3: Gender barriers	45 min	11h
Activity 7: Empowerment theory	30 min	11h45
Lunch		*12:15-13:15*
Animation	5 min	13h15
Activity 8: Analysis of professional practices	2h25	13h20
Break		*15.45-16.00*
Activity 11: Looking back on the day & lessons learned (brainstorming)	30 minutes	16h

Key concepts: gender
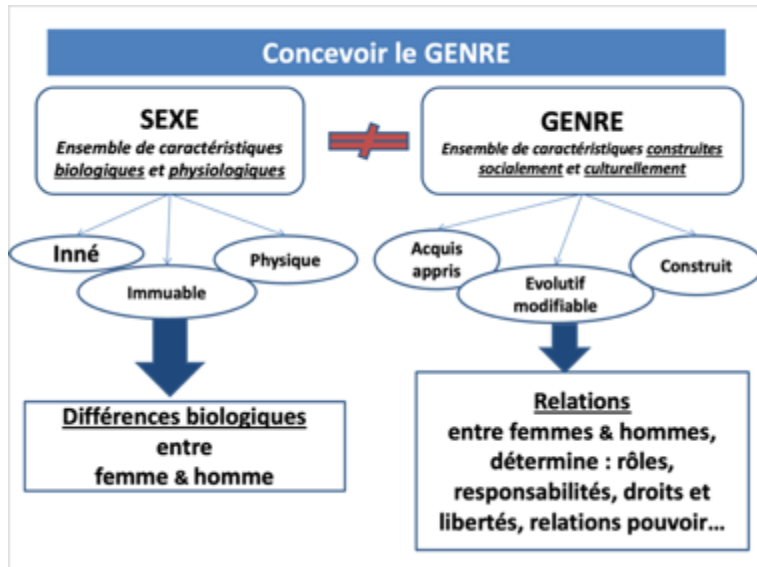
Gender is a **set of socially and culturally constructed characteristics** that can vary according to context, history and other social factors such as socio-economic status**.** Gender, and gender inequalities, influence relations between women and men in society.

Sex is a **set of biological and physiological characteristics** acquired at birth.

The diagram below illustrates the distinction between gender and biological sex and presents some gendered stereotypes about women's and men's roles, attributes and also inequalities in terms of access to rights.
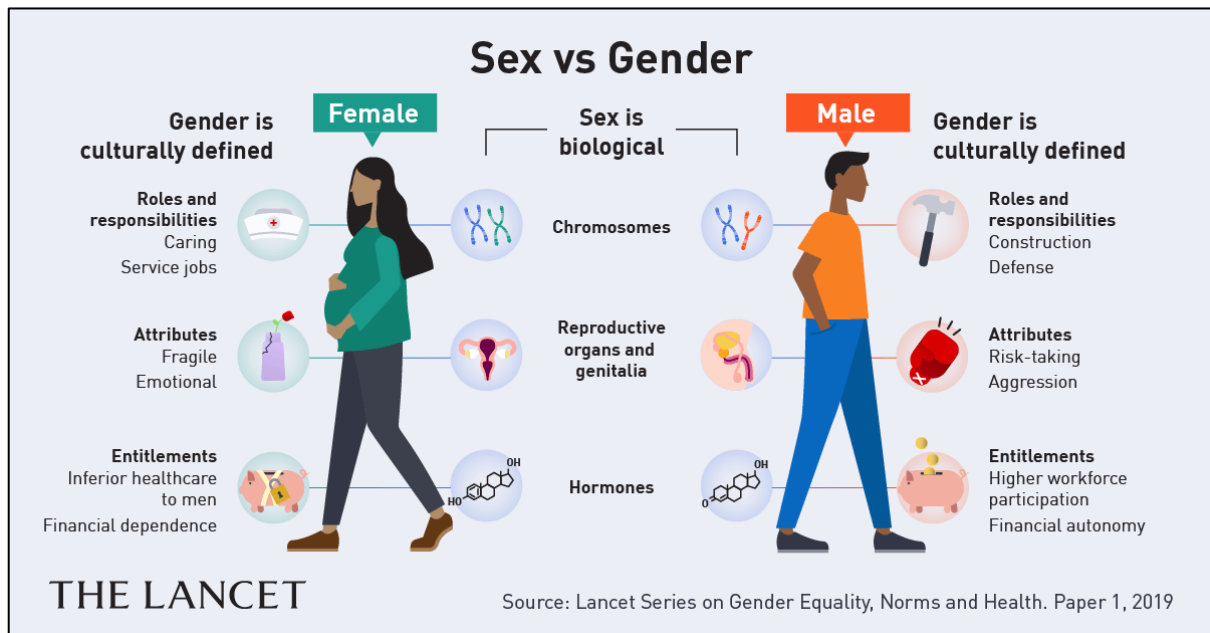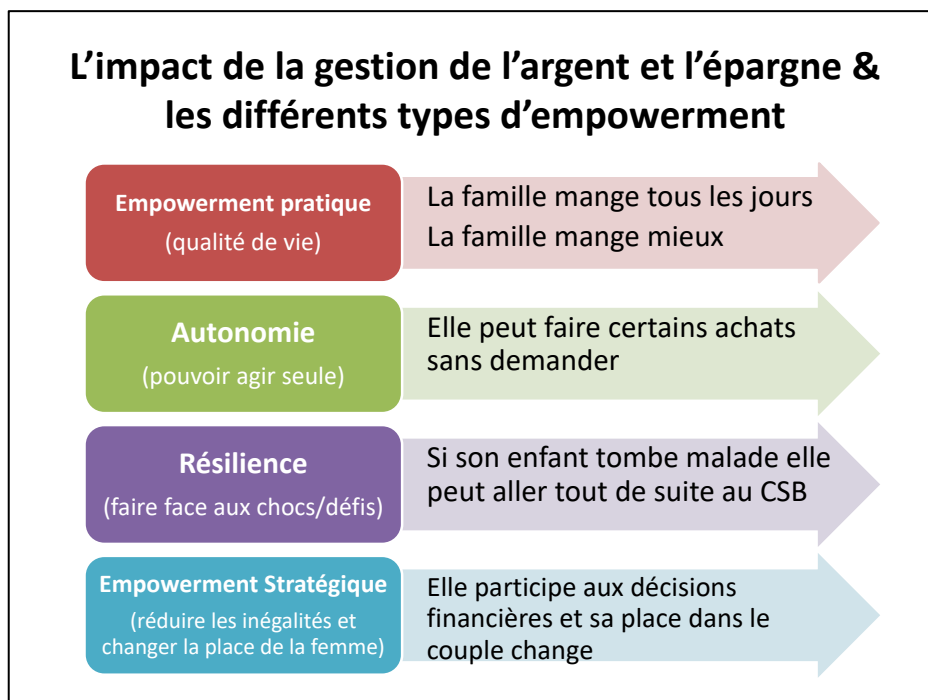

Key concepts: empowerment

The ATIA project is based on Nabila Kabeer's definition of empowerment, which identifies three main components: power to act, access to resources and results.
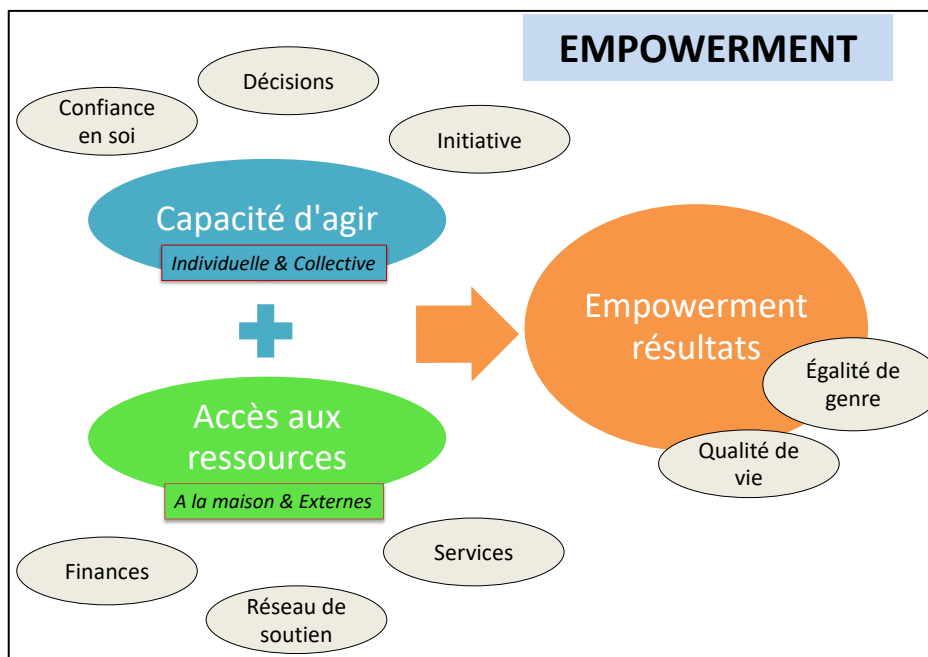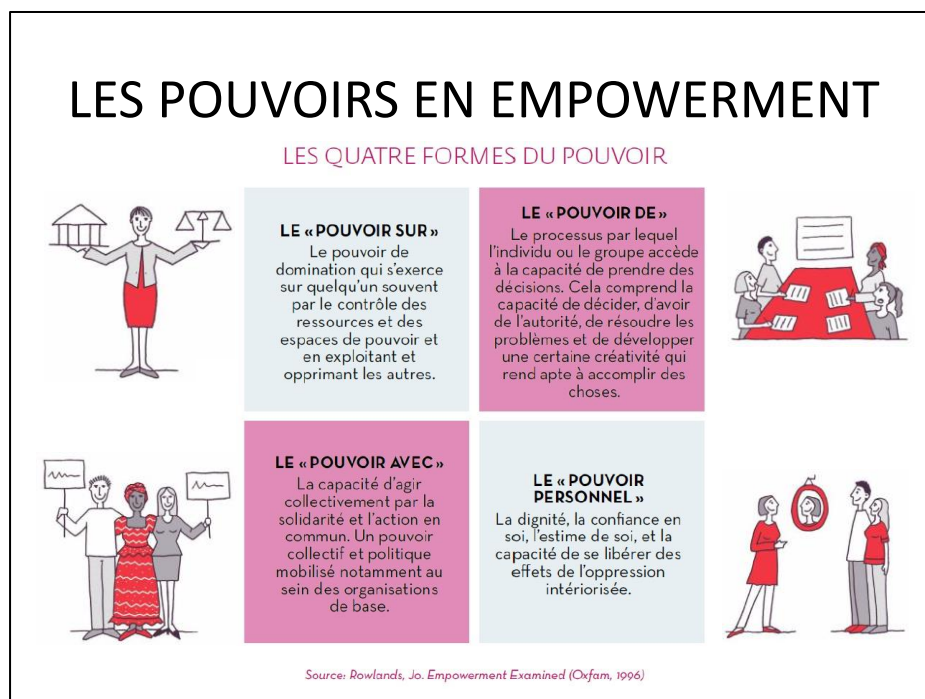

For Kabeer, empowerment is conceived at three levels: cognitive (the ability to analyse and plan, decision-making capacity), practical (implementation) and emotional (self-confidence, motivation). In terms of resources, financial or material resources are distinguished from human resources (the woman's support network, the help she can call upon) and social resources (access to information and external services). Finally, empowerment is constructed on the basis of practical and strategic outcomes, the distinction between which is summarised in the example below. This example also distinguishes empowerment from empowerment and resilience.

Empowerment can also be seen in terms of 4 forms of power; it is this definition and matrix that seems most easily assimilated and reusable for teams. We have tried to make these concepts concrete with coordination by

breaking down the different aspects of empowerment in Kabeer's matrix by power. This tool can be used as a basis for continuing the word cloud exercise which helps to identify terminology that speaks to the teams. The example is presented in French but can be completed in Malagasy.

LES POUVOIRS EN EMPOWERMENT
LES QUATRE FORMES DU POUVOIR

LE « POUVOIR SUR »
Le pouvoir de domination qui s'exerce sur quelqu'un souvent par le contrôle des ressources et des espaces de pouvoir et en exploitant et opprimant les autres.

LE « POUVOIR DE »
Le processus par lequel l'individu ou le groupe accède à la capacité de prendre des décisions. Cela comprend la capacité de décider, d'avoir de l'autorité, de résoudre des problèmes et de développer une certaine créativité qui rend apte à accomplir des choses.

LE « POUVOIR AVEC »
La capacité d'agir collectivement par la solidarité et l'action en commun. Un pouvoir collectif et politique mobilisé notamment au sein des organisations de base.

LE « POUVOIR PERSONNEL »
La dignité, la confiance en soi, l'estime de soi, et la capacité de se libérer des effets de l'oppression intériorisée.

Source: Rowlands, Jo. Empowerment Examined (Oxfam, 1996)

Pouvoir sur	Pouvoir de
Domination Contrôle 4 violences Tout ce qui restreint / qui impose Stéréotypes Dépendance	Capacité de faire Compétences Connaissances / information Accès aux ressources extérieur / services
Pouvoir avec	**Pouvoir Personnel / interne**
Tiers / famille / entourage Appui / soutien Réseau de soutien Acceptation Échange d'expérience Mise en relation Accompagner par un tiers Analyse des ressources (qui peut soutenir)	Confiance / estime de soi / se sentir forte Engagement / motivation / implication Autonomie / initiative Participation dans les décisions Valeur / importance / dignité Ressources internes Désir de changement Vision Gestion des émotions Perception / façon de voir

Resources

- Gender study Koloaina
- Presentation of the Koloaina gender workshop

Objective: Introduction

Presentations

Go around the room asking participants to share (participate yourself):

- Their name
- Their position
- Something they like (you can do this in relation to work but it creates more of a bond if it is outside of work)

Objectives

Objectifs

- Comprendre c'est quoi le genre
- Comprendre c'est quoi l'empowerment
- Trouver une terminologie en malgache
- Quel est le lien avec le travail d'accompagnement social ? Partage d'expérience et de stratégies
- Faire le lien entre objectifs et empowerment
- Revoir les outils (2 échelles)
- Réfléchir à l'implication des hommes / tiers
- Comment utiliser ces approches dans votre pratique professionnelle

- The aim of this workshop is to build on your knowledge, experience and skills to make the work you are already doing on gender mainstreaming and empowerment more explicit/aware;
- We will also define a terminology that speaks to you in the language that speaks to you (a mixture of French and Malagasy);
- Then it will explore the link between your daily work and gender and empowerment;
- We will also analyse the tools in terms of gender and empowerment and see how you can use the project tools to strengthen the work on gender and empowerment;
- Throughout the workshop, we will question preconceived ideas about women, men and in-laws, including your own;
- We will work on the involvement of people and third parties;
- At the end of the workshop we will review the lessons learned from the workshop and define together what you can use from the workshop in your daily work, in meetings, in follow-up, in relation to the tools;
- The aim of the workshop is to make your work more effective, to have more impact by being more aware of women's place, men's place in the work and by working more consciously on gender barriers and on women's (but also men's) empowerment.

Agenda

Present the workshop agenda and timetable

Expectations

1. Brainstorm with the team the expectations from this workshop - write each point on a flip chart paper
2. Clarify each point as you go along
3. Keep the expectations displayed throughout the workshop
4. Keep in mind the expectations and try to meet them during the workshop

5. At the end of the workshop go back to the expectations and ask if each point has been addressed

Rules of play

Les règles du jeu

1. Espace de partage, sans jugement ni à priori
2. Ecoute et respect mutuel (horaire et prise de parole)
3. **Participation active et inclusive**
4. Aucun sujet tabou
5. Téléphone en mode silence

1. Brainstorm with the team the rules to be respected during the workshop - write down each point on a flip chart paper (here is an example) - possibility to just present the rules
2. Clarify each point as you go along
3. Keep the rules posted throughout the workshop
4. If necessary, refer to it during the workshop

Activity 2: The division of roles

Objective: To make people think about the place of women, to show that gender is socio-cultural, to explore what is interchangeable and what is culturally acceptable

When to use this activity: This activity can be used at the beginning of a workshop or independently. It can be used with teams or the general public. When used with teams, it can be used as an introduction to the concept of gender in combination with the gender word cloud (Activity 5) or directly with gender theory (Activity 6).

Resources: The concept of gender in introduction

Materials: flip chart paper, markers, masking tape

Procedure :

1. Create groups: divide the group in two or if too many people, in four (have 6 people per group max)

2. Group work (20 min): ask the teams to take the sheet horizontally and divide it in two by a line. Mark "Women" at the top of the 1ère column and "Men" at the top of the 2ème column. Groups record the activities carried out by women and those carried out by men. Group 1 works on activities at home. Group 2 works on activities outside the home. Give them 20 minutes.

3. Analysis 1: In theory, are these roles interchangeable? (this step is only to be done with teams, go to the next step if the activity is conducted with beneficiaries)

When the activity is carried out with the teams the objective is to realise that the roles are interchangeable in theory but that culturally only certain changes are acceptable. When conducted with beneficiaries, the objective is still to question gender roles but to see only what changes are culturally acceptable.

- Show results
- For activities at home, go through each woman's activity and ask "is it possible for a man to do this activity? If yes, connect the activity with the word "man" in a line; encourage discussion
- Then go through each of the man's activities and ask "Is it possible for a woman to do this activity? (in theory)". If yes, connect the activity with the word "woman" on a line; encourage discussion
- Repeat the same process with activities outside the home
- Synthesise: the idea is to realise that in theory everything is interchangeable except giving birth etc. Make a short summary of this idea. Ask what the teams think about this idea.

4. Analysis 2: Can some of these roles be exchanged? Of the tasks generally assigned to women, what is acceptable for a man to do? Of the tasks generally assigned to men, what is acceptable for a woman to do?

- Show results

Teams :

- If this activity is carried out after the next step, put a circle / sign next to the activities that are socially / culturally acceptable for a woman to do / for a man to do
- Synthesise: to encourage women's empowerment, one can start with "men's activities" that are culturally acceptable to a woman. It will be more difficult to work on activities that are not yet culturally acceptable. If you want women to have more time to devote to their empowerment and to those tasks outside the home, it is good to encourage men to participate in tasks at home and

to start with what is culturally acceptable. It will be more difficult to work on activities that are not yet culturally acceptable.

General public :

- For activities at home, go through each woman's activity and ask "is it acceptable/possible for a man to do this activity? If yes, connect the activity with the word "man" in a line; encourage discussion
- Then go through each of the man's activities and ask "is it possible/acceptable for a woman to do this activity? If yes, connect the activity with the word "woman" in a line; encourage discussion
- Repeat the same process with activities outside the home
- Synthesise the results by pointing out that the gendered division of labour is not fixed; encourage men to participate in women's tasks to relieve them; encourage women to let men participate in tasks at home to give them more time and to do tasks outside the home.

Activity 3: Gender Barriers

45 min

Objective: To reflect on the difficulties faced by women as women and to identify the different categories of gender barriers in order to prepare for the notion of empowerment to overcome these gender barriers

When to do this activity: This activity can be done after the activity on role division (Activity 2) to understand why roles are not interchanged more**.** The activity also serves as an introduction to the concept of empowerment and can be done in combination with the empowerment word cloud (Activity 5) or directly with the empowerment theory (Activity 7) which helps to turn around gender barriers.

Resources: the gender concept and the empowerment concept presented in the introduction

Materials: A large whiteboard or flip chart paper, markers, masking tape

Procedure :

1. Brainstorming: ask the participants what difficulties women face as women, both in their lives and in relation to the work of the association.
2. Write down all the ideas on the whiteboard in any order or ask each participant to write down his or her idea (do several rounds if necessary)
3. Ask participants to group the barriers together to identify themes/categories; these categories may vary depending on the context but here are some examples:
    - Gender-based violence / domestic violence / relationship difficulties
    - Lack of information
    - Decisions
    - Lack of money
    - Lack of time / availability
    - Lack of support / help
    - Lack of self-confidence/self-esteem
    - No access to services
    - Lack of education

    Some ideas may refer to more than one category. When a theme has been identified it is possible to go round the ideas to ask what other ideas refer to that theme.

4. *Option to go further*: Then question the headings of the identified categories to identify aspects of empowerment, using for example Kabeer's empowerment matrix presented in the introduction. For example: "is it a lack of money or is it a lack of access to financial resources... what makes it so? (Exclusion from decisions, man managing money etc)". Explore what this means in relation to the woman's place in the couple/family/society.

1 h x2

Activity 4: Stereotypes

Objective: To reflect on social norms and the impact on the behaviour of men and women; to reflect on one's own stereotypes

When to do this activity: This activity provides an introduction to the concept of gender. It is advisable to conduct at least 2 sessions on stereotypes: one on women and one on men (or to combine them). The activity can be conducted as a brainstorm (consider removing part 3 about your own stereotypes) - in this case the activity takes 20 minutes. The activity can be carried out alone with the general public. For teams, it can be combined with the gender word cloud (Activity 5) and/or the gender theory (Activity 6).

Resources: Search for local sayings; this activity can also be carried out on the basis of songs

Materials: A projector, flipchart paper, markers, masking tape, hand out instructions

Procedure :

- Introduce the sayings, let the participants read them and laugh

Les stéréotypes sur les hommes

NY LEHILAHY	LES HOMMES
Ny vola no maha-rangahy	L'argent fait un homme
Toy ny Ray aman-dreny : ny iray niteraka, ny iray miampofo	Etre comme de vrais parents : l'un a mis au monde l'enfant, l'autre prend sur ses genoux
Ny lehilahy tsy boka erintaona	Les hommes ne restent pas faibles durant un an
Ny lehilahy kapain-tsy hita fery	Les hommes ne montrent pas leur souffrance
Rangahy niangolam-badikely ka nanary ny efa mihary	Un homme séduit par une maitresse abandonne sa femme qui a déjà collecté des biens
Ny lehilahy tsy mba ratsy	Les hommes ne sont pas laids

Dictons et stéréotypes

- Quelle est l'image des hommes dans ce dicton ?
- Quel est l'impact de cette image sur le comportement des hommes ?
- Quel est l'impact de cette image sur le comportement des femmes?
- Quel est l'impact sur l'accompagnement ?

- Trouvez un autre exemple de stéréotype qui impacte les comportements des hommes
- Quels sont vos stéréotypes sur les hommes : les hommes sont comment selon vous ? Quelle est leur place dans l'accompagnement ?
- Quel est l'impact de ces stéréotypes sur l'accompagnement ?

- <u>Explain the exercise</u>:
1. Each group will choose a saying (a different saying for each group)
2. They will analyse this saying in terms of stereotypes:
   - What are the prejudices about women in this saying? What is said about them? How are they viewed?
   - The group then reflects on the impact of this image on the community/beneficiaries - analyse separately the impact on women and the impact on men, on their feelings and behaviours
   - Then analyse the link between these feelings/behaviours and the work of the association
   - They will then look for another example of a saying or stereotype present in the target community
3. They are then asked to reflect on their own stereotypes about women/men/mothers-in-law: "What do you think men are like?
   - Then reflect on the impact of having these stereotypes on the work
4. Record your answers on a flip chart and present it to the audience
- <u>Divide the participants into groups </u>of 2 to 6 people
- <u>Give them 20 minutes</u>
- <u>Give a g</u>roup-by-group <u>presentation</u> (about 5 minutes per group)

Other examples of sayings

Les stéréotypes sur les femmes

NY VEHIVAVY	FEMME
Toy ny sahondra ambony vato, ka endrik'izay itoerany	Pareil à une plante d'aloès poussant sur un rocher, elle orne le lieu où elle se trouve
Aza manao akoho vavy maneno	Ne faites pas comme une poule qui chante
Mitari-bady tsy lasam-bodiondry	Emmener une femme sans avoir payé le dot
Mirehaka amin'ny be tsy ananana, toy ny vadikely	Se vanter des richesses qu'on n'a pas comme une maîtresse
Fanaka malemy	Des meubles fragiles

Les stéréotypes sur les hommes

NY LEHILAHY	LES HOMMES
Ny vola no maha-rangahy	L'argent fait un homme
Toy ny Ray aman-dreny : ny iray niteraka, ny iray miampofo	Etre comme de vrais parents : l'un a mis au monde l'enfant, l'autre prend sur ses genoux
Ny lehilahy tsy boka erintaona	Les hommes ne restent pas faibles durant un an
Ny lehilahy kapain-tsy hita fery	Les hommes ne montrent pas leur souffrance
Rangahy niangolam-badikely ka nanary ny efa mihary	Un homme séduit par une maitresse abandonne sa femme qui a déjà collecté des biens
Ny lehilahy tsy mba ratsy	Les hommes ne sont pas laids

Les stéréotypes sur les beaux parents

RAFOZANA	BEAUX PARENTS
Miasa jamba rafozana, herim-po very foana	Labourer pour des beaux-parents aveugles, c'est peine perdue
Ny vady no tiana, dia ny rafozana no tsy maintsy tiaviny	Si on aime sa femme, il faut chérir les beaux-parents
Ny hovadiana be ihany, fa ny rafozanana no tsy misy	Des personnes à marier, on en trouve assez, mais trouver des beaux-parents convenables se fait rare
Aleo tsy tiam-bady toy izay tsy tian-drafozana	Il vaut mieux de pas être aimé de sa femme (ou son mari), que de ne pas l'être par ses beaux-parents
Mba harabarabao ihany izay mpandalo fa tsy fantatra izay ho rafozana	Saluez toujours ceux qui passent car on ne sait jamais qui seraient vos beaux parents

Les stéréotypes sur le mariage

FANAMBADIANA	MARIAGE
Anambadian-ko namana, iterahan-ko dimby	On se marie pour avoir une compagne (ou un compagnon) et on a des enfants pour avoir des successeurs
Ny vady jerijery	Si on a une femme, c'est pour la regarder
Ratsy vady ka malai-mody	Avoir une méchante femme et ne pas aimer rentrer chez soi
Ny tokantrano tsy ahahaka	Les affaires de famille ne doivent pas être divulguées
Ny tokantrano fihafiana	Il faut beaucoup supporter dans un ménage
Toy ny Ray aman-dreny : ny iray niteraka, ny iray miampofo	Etre comme de vrais parents : l'un a mis au monde l'enfant, l'autre prend sur ses genoux
Misao-bady tanora ka manome zara ho an'ny sasana	Celui qui divorce d'une femme jeune fait le bonheur d'un autre
Ataovy ny lamban'akoho ny fanambadiana ka faty no hisarahana	Que le mariage soit comme les plumes de la poule (ou d'un poulet), on ne se sépare qu'à la mort
Raha tsy mifanaja ho mpivady, aleo mifanaja ho mpianadahy	Ceux qui ne s'entendent pas comme mari et femme, feraient mieux de s'entendre comme frère et soeur
Aza midera vady mahay mandihy, fa ao ny sandriny milaza azy	Ne louez pas votre femme qui danse, ses bras montrent assez ce qu'elle sait faire

Les stéréotypes sur les enfants

NY ZANAKA	ENFANTS
Valala tsy an-tanana tsy atolo-jaza	On ne peut donner à un enfant une sauterelle qu'on n'a pas
Ny hazo no vanon-ko lakana, ny ala naniriny no tsara	Si l'arbre est devenu une pirogue, c'est grâce à la qualité de la forêt où il a été planté
Ankizy lasa sakaiza ka milalao vovoka irery	Des enfants qui ont perdu leurs amis jouent tout seuls dans la poussière
Tsy misy mamy hoatra ny zanaka, fa raha manaikitra ny nono akifika	Rien n'est plus précieux qu'un enfant, mais quand il mord le sein on le repousse
Ny zoky be hoatry ny ray ihany	Un Ainé est comme un père
Raha zanaka tsy tia ray aman-dreny miteraha mba hahita	Si un enfant n'aime pas ses parents, qu'il enfante pour voir
Ny zanaka no mahafoy ray aman-dreny fa ny ray aman-dreny tsy mahafoy zanaka	Les enfants peuvent oublier leurs parents mais les parents ne peuvent pas les oublier

Activity 5: Word cloud

45 min

Objective: To develop terminology in Malagasy that speaks to the participants; to identify achievements; to identify different aspects of the concepts of gender and empowerment; to develop a mental image (matrix)
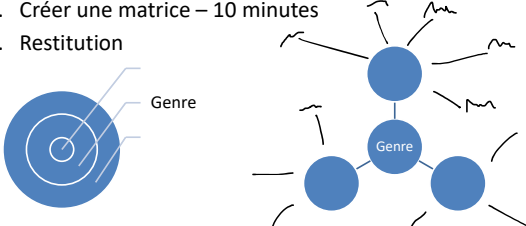
When to do this activity: This activity provides an introduction to the concept of gender and the concept of empowerment. It should be combined with the theory on gender (Activity 6) and empowerment (Activity 7). It should be used when the teams have some notion (however minimal) of the two terms gender and empowerment.

Materials: projector, flipchart paper, markers, masking tape, hand out instructions

Procedure :

1. Gender word cloud
2. Gender theory (Activity 6)
3. Break
4. Empowerment word cloud
5. Empowerment theory (Activity 7)

Gender word cloud

Le « Genre » c'est quoi ?
1er nuage de mots **en malgache**

En groupes :
1. Notez tous les mots auxquels vous pensez – 10 min
2. Identifiez les aspects clés – 5 min
3. Créer une matrice – 10 minutes
4. Restitution

Genre

Genre

Allow participants to choose the language: a mixture of languages is possible (some words come more easily in French, others in Malagasy).

Remember to explain the concept of a matrix, to organise the terms together, to create links between the words they have listed.

Participants can create the matrix of their choice.

Empowerment word cloud

Same exercise but based on their understanding of the word empowerment.

Activity 6: Gender theory

Objective: To briefly introduce the concept of gender

When to do this activity: This activity should be done after the participatory exploration of the concept of gender through Activity 2 (role division), Activity 4 (stereotypes) and/or Activity 5 (word clouds).

Resources: Read "Key Gender Concepts" in the introduction to this document

Materials: projector, handing out the slides presented

Procedure :

- If this activity is done after the word cloud (Activity 5) start with the word cloud matrices on gender and gender equality (slides 12 & 13) and then continue on slide 14 (gender and sex), 15 (the concept of GENDER) and 16 (equity)
- If this activity is done after activity 2 (role division), activity 4 (stereotypes) start with slide 14 (gender and sex) and 15 (the concept of GENDER), then slide 12 (gender word cloud), 13 (gender equality) and finally slide 16 (equity).
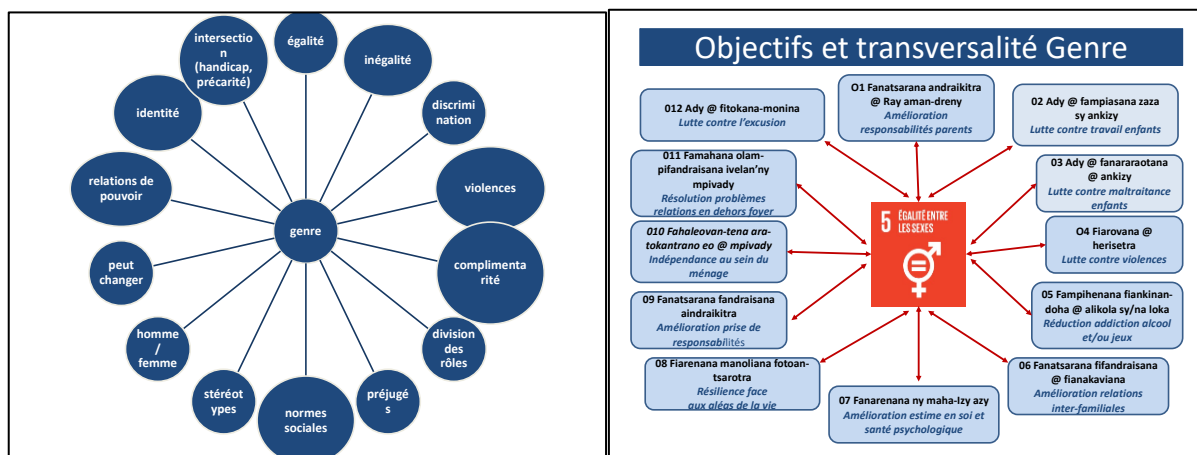
Slide: 12 - gender word cloud

Slide 13: Gender equality word cloud

Slide 12: Explain that the concept of gender is a social construct that refers both to identity and to social norms or stereotypes; these stereotypes can lead to prejudice which in turn can lead to discrimination and/or inequalities, known as gender inequalities. Gender refers to the power relations between the sexes that are more or less endorsed by society. Also explain the concept of gender-based violence of which there are 4 types (physical, sexual, emotional or psychological and economic).

Slide 13: This slide shows the different aspects of strengthening gender equality.
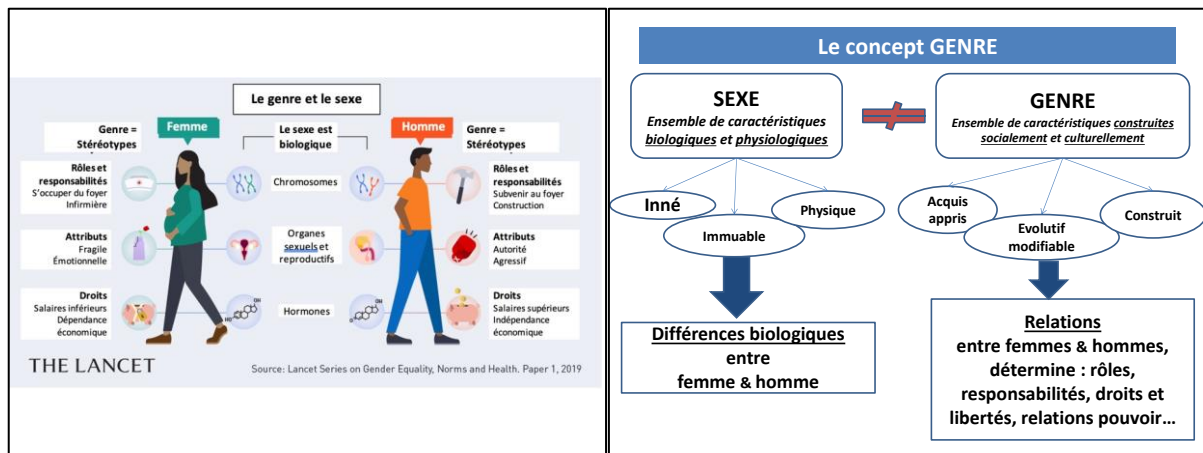
Slide 14 & 15: These slides distinguish gender (a social construct) from sex (biological) - *see key concept gender*
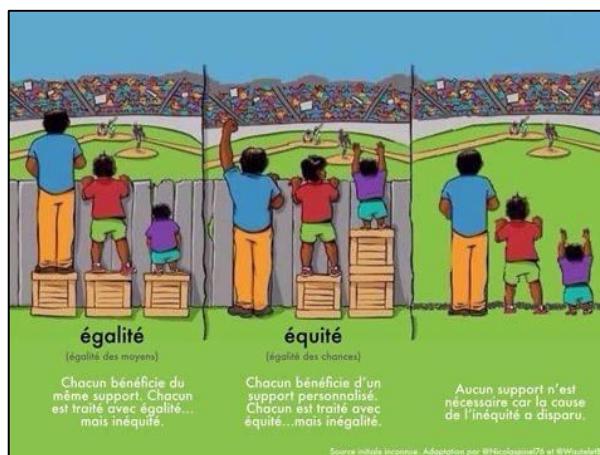
Slide 16: Equity aims at equal access by taking into account the specificities of each person. Gender equity takes into account gender inequalities in society by, for example, providing enhanced or targeted support for women.

Activity 7: Empowerment theory

**Objective: To introduce the concept of empowerment and the 4 powers**

When to do this activity: This activity should be done after the participatory exploration of the concept of empowerment (activity 5 - word clouds) or the exploration of gender barriers (activity 3), which allows the concept of empowerment to be understood in contrast to these barriers.

Materials: projector, handing out the slides presented

Resources: Read "Key concepts of empowerment" in the introduction to this document

Procedure :

- If this activity is not carried out after the word cloud on empowerment, brainstorm what empowerment is and what makes empowerment possible.
- Present slides 18 to 21: the empowerment matrix and the different forms of empowerment
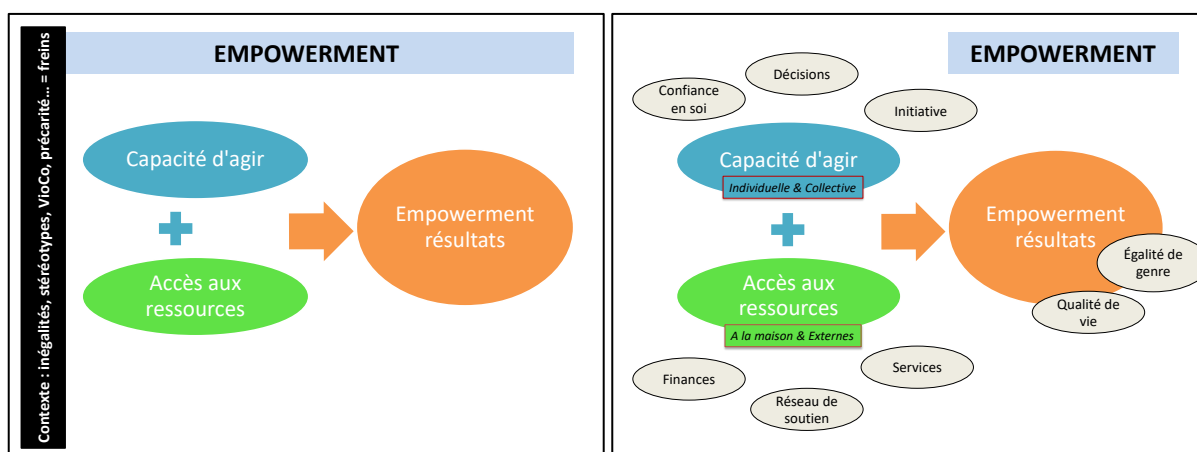
Slides 18 & 19: Nabila Kabeer's empowerment matrix

Show the first slide, say that ATIA uses Nabila Kabeer's definition (see key concepts) and have the participants guess the different aspects of empowerment ("what enables women to be able to 'do'?"). Show the 2ᵉ slide and explain the different aspects of empowerment and access to resources (see key concepts). Gender equality is also called strategic outcome and quality of life is also called practical outcome.

Slides 20 & 21: The different outcomes of empowerment, empowerment and resilience

Distinguish practical empowerment (quality of life) from strategic empowerment which changes the place of women and reduces gender inequalities. Distinguish empowerment from autonomy, which allows women to act on their own while the culture prescribes that all decisions be taken by men; empowerment is broader and acts on four aspects or powers which will be presented immediately after. Resilience is a psychosocial skill that allows women to cope with a situation, to adapt to a difficulty or a shock.

- Present slides 36 & 40: empowerment and resilience
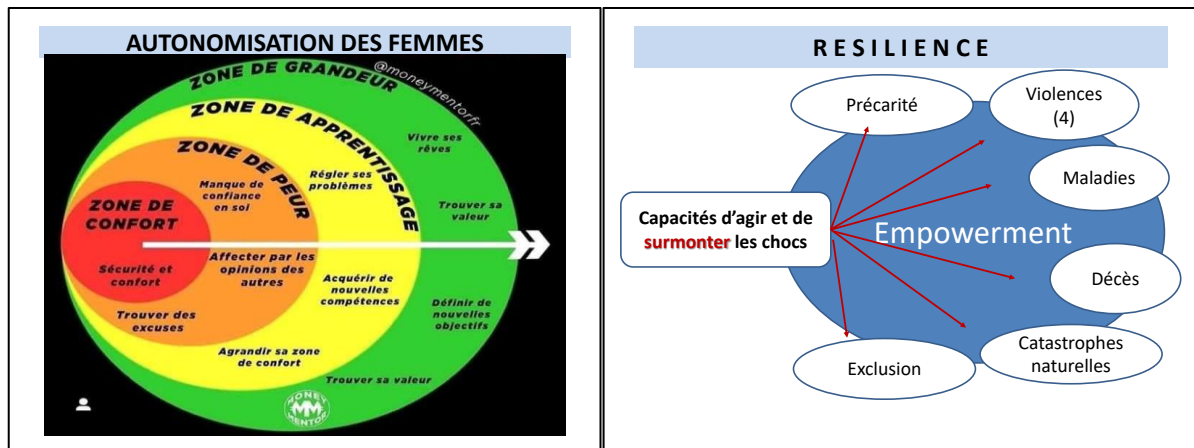
Develop the concepts of empowerment and resilience on the basis of the two slides.

- Present slides 22 on the 4 powers
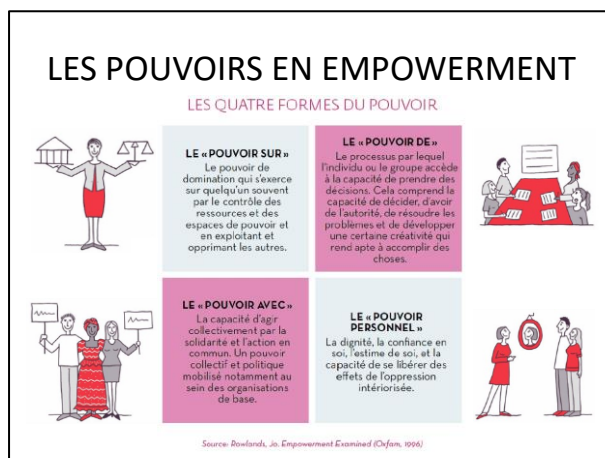
Explain the 4 types of powers:

- **Power over** who is a form of domination and therefore a power to be overturned in empowerment
- The **power of** which is the ability to act, to do things
- **Personal** or internal **power** which refers to inner strength, self-esteem
- **Power with which** refers to the collective aspect which sometimes allows to go further than individual empowerment
- The last 3 powers complement and reinforce each other

- Present slides 23 and 24

Pouvoir sur	Pouvoir de
Pouvoir avec	Pouvoir Personnel / interne

Pouvoir sur		Pouvoir de	
Domination Contrôle 4 violences Tout ce qui restreint / qui impose Stéréotypes Dépendance		Capacité de faire Compétences Connaissances / information Accès aux ressources extérieur / services	
Pouvoir avec		Pouvoir Personnel / interne	
Tiers / famille / entourage Appui / soutien Réseau de soutien Acceptation Échange d'expérience Mise en relation Accompagner par un tiers Analyse des ressources (qui peut soutenir)		Confiance / estime de soi / se sentir forte Engagement / motivation / implication Autonomie / initiative Participation dans les décisions Valeur / importance / dignité Ressources internes Désir de changement Vision Gestion des émotions Perception / façon de voir	

To make these concepts more concrete, brainstorm or work in groups to populate the 4 types of power with the words that come to mind: "What is power over? "What is the power of? The idea is to explore the concept in the language that comes to mind; it is often difficult for the teams to find translations of certain French terms into Malagasy. Both languages can therefore be used. Slide 24 presents an example but it is better to co-construct your own definitions based on your work.

Activity 8: Analysis of professional practic... identifying the link between objectives, practices and empowerment

Option 1: Linking objectives and empowerment

Objective: to explore the link between everyday work and the different aspects of empowerment; to strengthen and enhance skills through the sharing of positive experiences and success stories; to present a methodology for analysing work that can be reused later; to train the coordination in this practice

When to carry out this activity: This activity allows to apply the concepts of gender and empowerment at work and to start integrating these two concepts in the way of designing the project actions. This activity should be carried out after presenting the theory on gender and empowerment (activities carried out after a participatory exploration of these concepts).

This activity can be carried out outside the workshop, during team meetings. In this case the exercise will be conducted orally only, without feedback.

Duration: this activity lasts 3 hours the first time (10 minutes of explanation + 20 minutes of preparation + 2 hours of group discussion + 30 minutes of feedback); remember to insert a break after the preparation and/or before the feedback. The activity lasts 2 hours the next time (5 minutes of explanation + 10 minutes of preparation + 1h15 of group work + 30 minutes of feedback). If conducted during team meetings, the duration is estimated at between 1h and 1h30 if participants have prepared in advance.

Materials: projector, flipchart paper, markers, masking tape, hand out instructions

Procedure :

1. Adapting the activity to your work (before conducting the workshop)
2. Explanation: 10 minutes the first time, 5 minutes thereafter
3. Preparation: 20 minutes the first time, 10 minutes thereafter
   - Preparation of the participants
   - Parallel preparation of supervisors/coordinators/management (those who will be able to carry out this activity in the future)
4. Group work (groups of 4 to 6 people): Analysis of professional practices (APP) - 2 hours the first time, 1 to 1.5 hours thereafter
5. Restitution: 30 minutes

Adapting the activity upstream

- Identify actions or activities or objectives to be analysed from a gender perspective (we will talk about the place of women, men, stereotypes in relation to women within the framework of this action/activity/objective) and identify the empowerment aspects that have been strengthened
- It is a question of breaking down the action and choosing very concrete objectives or activities, as specific and precise as possible, on which the teams work on a daily basis (ATIA support objectives / Koloaina psychosocial objectives / concrete actions)
- You can also use this activity to analyse how one of the 4 powers or one aspect of empowerment is strengthened (self-confidence, decision making, strengthening the support network by involving others) or talk about the involvement of the husband

- Determine as many objectives or activities as the number of groups (groups of 4 to 6 people)

Explanation

Explain the principle

- This activity values the skills of each person by highlighting what worked in the work
- It is about sharing: all options are equally valid; it is not about determining one way of doing things but about getting new ideas by listening to all the different options
- The aim is to show that participants are already working on gender and empowerment and to make this work more conscious so that it can be analysed and strengthened

Explain the activity

- Each group works on an objective/action/theme
- You will reflect on a success story in relation to this objective / theme
- You will present this case
- In a group, you will look at this specific case in more detail
- Then the next participant presents, then we go into more detail in the group and so on
- When everyone has presented their case, there will be a group reflection
- In the course of this reflection, you will develop a flip chart to present
- Restitution
- While you are thinking about a case, we will discuss the methodology with the coordinators

Preparation of the participants

6. Determining the groups
7. Allow 10-20 minutes for individual preparation (no need to break into groups again)

Activité de préparation

- En groupes
- Chaque groupe choisit un objectif « pratique » parmi les options suivantes ou en propose un autre (un group par objectif) :
  1. Documents : (à choisir)
  2. Economie : Anticiper les aléas économiques
  3. Protéger les femmes de la VioCo
  4. Choisir un objectif parmi:
     - Renforcer l'intégration d'un membre de la famille
     - Améliorer la santé psychique
     - Augmenter la prise d'initiatives

Pour les AS :
- Individuellement choisir un cas de succès :
  - Un cas où il y a eu un changement positif chez la femme
  - Choisir plutôt des cas où il y a eu des difficultés à surmonter
  - Les sorties ++ même si l'objectif n'est pas atteint
- Noter individuellement :
  - Un résumé du cas (ce qui s'est passé)
  - Quelle était votre stratégie pour permettre à la femme d'atteindre l'objectif ?
  - Sur quels différents aspects avez-vous travaillé ?
  - Quels défis avez-vous rencontré ?
  - Comment avez-vous tenté de surmonter ces défis ?
  - En travaillant sur cet objectif, quels changements ont été constatés chez la femme / son entourage ?
  - Qu'est-ce qui fait qu'il y a eu ces changements positifs ?

Pour les CASED / coordos / psychologues (en groupe)
Réfléchir aux questions d'approfondissement que vous utilisez lors de la discussion des cas difficiles et les adapter pour une discussion sur comment atteindre l'empowerment

8. Taking coordination separately

Preparation of moderators

- Print instructions (see slides)
- Present the whole process

- Review together the principle of the exercise (sharing without judgement, positive cases, valuing...)

Presentation & deepening of each case

- After the individual reflection, get into groups
- Going around to make sure everything is going well
- If necessary, support the coordinators in the further development of the cases

Discussion of all cases presented

1. Analyse the place of women in relation to the objective
2. Prepare a flip chart (based on the analysis of a specific example or on all cases presented)

Restitution

Each group presents. There is not necessarily a need to comment on each presentation but rather to make a recap at the end to talk about the link between, in this case, the objectives and empowerment and the importance of taking into account the place of women, i.e. gender... and that it is already a work that is done but that can become more conscious to enable it to be reinforced.

Taking stock of the methodology

It is important to find a time to review with those who have carried out the activity to give feedback on the methodology and share the type of probing questions that can be used.

Going further

This exercise can be used as a basis for creating a gender reading grid of the objectives/actions that can continue to be constructed afterwards and serve as a reference during the work (Have I taken the different gender aspects into account? Which aspects of empowerment will I work on?)

Objective	Empowerment aspects reinforced / to be reinforced in the achievement of the objective	Gender aspect to be taken into account in achieving the objective

Other option of analysis of professional practices

- On the basis of an activity: the involvement of men in support

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Analyse de pratiques professionnelles
L'implication des hommes

Individuellement réfléchir à un cas d'implication positive de l'homme (mari / compagnon)

- Comment vous avez fait pour l'impliquer ?
- Quelle a été la réaction de l'homme par rapport aux visites ?
- Quelle a été la réaction de la femme, que vous parlez à son mari ?
- Quels défis avez-vous rencontrés ?
    - Comment avez-vous surmonté ces difficultés ?
- Quel a été l'impact positif de l'impliquer ?
    - Impact sur le couple
    - Impact sur la place de la femme
    - Impact sur l'accompagnement (objectifs et empowerment)
- Pourquoi vous pensez qu'il y a eu cet effet positif
- Il y a-t-il eu ou pourrait-il y avoir un impact négatif ?
    - Comment éviter un impact négatif / revirement ?

ANALYSE DE PRATIQUES PROFESSIONNELLES
LE TRAVAIL AVEC LES HOMMES

- Une AS présente son cas
- Approfondissement du cas en groupe (discussion) :
    - Qu'est-ce qui a permis d'impliquer l'homme dans ce cas ?
        - Quels sont les difficultés ? Comment surmonter ces difficultés ?
    - Pourquoi c'était important de l'impliquer ?
    - Quel a été l'impact positif ?
        - Sur l'atteinte des objectifs ? Qu'est-ce qui a permis d'avoir cet impact ?
        - Sur la place de la femme ? Qu'est-ce qui a permis d'avoir cet impact ?
        - Sur le niveau d'empowerment de la femme ? Qu'est-ce qui a permis d'avoir cet impact ?
    - Grâce à l'implication de l'homme, quels types de pouvoirs ont été renforcés ? Quels aspects d'empowerment ?
        - Chez l'homme
        - Chez la femme
- Il y a-t-il un impact négatif ? / Peut-il y avoir un impact négatif ?
    - Comment éviter un impact négatif / revirement ?
    - Quels difficultés ont été rencontrés ? Comment les surmonter ?
    - A quoi faire attention lors du travail avec les hommes ?
    - A quels stéréotypes peut-on faire attention ?

ANALYSE DES PRATIQUES PROFESSIONNELLES
Hommes

Noter sur un flip chart :

1. Lister toutes les stratégies pour impliquer les hommes (pour tous les cas présentés)
2. Choisir un exemple positif

- En quoi c'est important d'impliquer les hommes ? Dans quelles situations ça peut aider ?
- Quelle est la place des hommes dans l'accompagnement ?
    - Par rapport à l'atteinte des objectifs ? : Quels difficultés ils peuvent créer pour les femmes ? Quel soutien ils peuvent fournir?
    - Par rapport à l'empowerment des femmes ? : Quels difficultés ils peuvent créer pour les femmes ? Quel soutien ils peuvent fournir?
    - Quel peut être l'impact d'impliquer les hommes sur la place de la femme dans le couple / la famille ?
- A quoi faire attention lors du travail avec les hommes ?
    - Stéréotypes sur la femme / l'homme ?
    - Impact négatif ? Backlash ? Comment l'éviter ?
    - Quels difficultés ont été rencontrés ? Comment les surmonter ?

Activity 9: Analysis of tools

Objective: to identify blockages/difficulties in relation to the administration of the tools; to generate concrete suggestions on the tool; to reinforce practices in terms of administration of the tool and use of the answers

When to conduct this activity: This activity is proposed for the analysis of monitoring tools that take the form of questions to beneficiaries - it is not suitable for the analysis of other monitoring tools (resilience scale, empowerment scale).

This activity should be carried out after Activity 8, or at least introduced the theory on gender and empowerment (activities carried out after a participatory exploration of these concepts).

Duration: this activity can be divided into two 1.5 hour sessions (role-playing followed by analysis of practices)

Materials: projector, flipchart paper, markers, masking tape, hand out instructions

Procedure :

1. Role play: 1h30
2. Break
3. Analysis of practices: 1h30 to 1h40

Preparation

Divide the questions by major theme to have about 3 to 5 questions per group (groups of 3 people).

Role play

ECHELLES : EMPOWERMENT & RÉSILIENCE

- Distribuer à chaque groupe 3 questions Empowerment + 2 questions résilience
- En groupes de 3
  - Une pose les questions
  - Une répond
  - Une observe
- Comment vous vous êtes sentie (en posant la question, en répondant, en observant) ?
- En quoi est-ce que c'est pareille / différent quand vous faites l'échelle avec les bénéficiaires ?
- Que pensez-vous de la formulation des questions ?
- Que pensez-vous des sujets abordés ?
- Quel impact ça a d'aborder ces sujets avec les femmes ? (positifs et négatifs) ?
- Quelles sont les différences / similitudes entre les deux échelles ?
- En quoi c'est pareille / différent de poser les questions des deux échelles ?

Analysis of practices

ECHELLES EMPOWERMENT & RÉSILIENCE

2 groupes de 3 se regroupent

Prendre les 2 questions de l'**é**chelle d'empowerment que vous avez re**ç**u :

- Quels sont vous difficultés par rapport à cette question ?
- Comment mieux poser la question en pratique ?
- Comment utiliser la réponse à cette question dans l'accompagnement ?
- Quelles sont les différences / similitudes entre les échelles

Réflexion sur l'**u**tilisation de l'**é**chelle d'empowerment en **gé**néral :

- Qu'est-ce qui pourrait être fait mieux ?
- Quelle est l'utilité de l'échelle ?

Réflexion sur l'**u**tilisation de l'**é**chelle de r**é**silience :

- Qu'est-ce qui pourrait être fait mieux ?
- Quelle est l'utilité de l'échelle ?

Restitution

Restitution

- Identifier les concepts d'empowerment présents dans les questions
- Présenter comment les réponses aux questions peuvent être utilisées dans l'accompagnement
- Présentez vos suggestions :
  - Pour l'administration de l'échelle
  - Sur la formulation

Activity 10: Gender films

Objective: To lighten the atmosphere, make people laugh and react to gender stereotypes

When to conduct this activity: As an interlude

Equipment: projector, speakers, popcorn

Procedure :

- Showing the films
- Inviting feedback from the audience

Links :

-

Activity 11: Integrating lessons learned in everyday work

Objective: To identify lessons learned; to check whether the workshop met expectations; to suggest how lessons learned can be used in daily work

When to conduct this activity: at the end of the workshop

Materials: projector, flipchart paper, markers, masking tape, hand out instructions

Process: this activity can be carried out in discussion groups or brainstorming sessions

1. Review the expectations listed at the beginning of the workshop to decide with the participants
2. Ask what else they remember about the workshop
3. Brainstorming or group work on how to apply the lessons learned to everyday practice both in terms of concepts (questioning stereotypes) and methodology (analysis of professional practices)

An example of a gender mainstreaming / empowerment plan

Comment appliquer les leçons apprises dans le travail ?

Résultats du brainstorming avec les équipes :
- Identifier les pistes d'analyse pour l'approfondissement des cas
  - Utiliser les 4 pouvoirs d'empowerment
- Lien entre objectifs et empowerment / genre
- Implication des tiers sans dépendre d'eux
- Identification des pouvoirs à renforcer
- Identifier les pouvoirs et ressources personnels existants et à renforcer
- Identifier les ressources (entourage, réseau de soutien, services, matériel)
- Identifier et questionner les stéréotypes / préjugés
- Accompagner les femmes et les hommes de façon égale
- Conscientiser l'homme sur l'importance de l'appui psychosocial

Proposition des consultants

1. **Identifier et questionner les stéréotypes**
   - Source des conflits - roue de la vie
   - Explorer ce qui est convenable (travail)
   - S'appuyer sur les stéréotypes positifs
2. **Identifier ses propres stéréotypes**
3. **Impliquer plus l'homme**
   - Ajuster les horaires ? VàD l'après-midi ?
4. **Impliquer plus les tiers**
   - Identifier les ressources et les blocages (roue de la vie)
5. **Systématiser ce qui marche : l'éducation financière**
   - Un impact très important
6. **Systématiser ce dont toutes les femmes ont besoin**
   - l'information VioCo (toutes sont victimes ou connaissent une victime)
   - le travail sur la communication dans le couple / la famille (communication non-violente)

L'accompagnement
1. Identifier les pouvoirs et ressources existants et à renforcer
2. Identifier les pouvoirs à renforcer pour atteindre l'objectif
3. Identifier et questionner les stéréotypes
4. Identifier ses propres stéréotypes
5. Impliquer les tiers sans dépendre d'eux
6. Accompagner femmes et hommes
7. Systématiser l'éducation financière, l'information VioCo, le travail sur la communication dans le couple / la famille

Les outils
1. Administration au bon moment
Empowerment
3. Revoir la formulation en malgache (trop direct / impoli / trop fort)
4. Revoir la liaison entre les questions
5. Regrouper certaines questions E8/12 ?
6. Revoir la notation E13
Résilience
7. Donner à lire si littrée
8. Si illettrée changer « je » par « tu » ou sous forme de question… à valider

CZ / autres rencontres
Utiliser les 4 pouvoirs
1. Afficher les 4 pouvoirs et compléter (AS)
2. Structurer les informations sur les cas,
3. Pour suivre l'impact
4. Pour avoir plus l'impact (renforcer des aspects différents)
5. Utiliser les réponses aux échelles
Pistes d'analyse
1. Pour les CASED lors de l'exploration des cas
Analyse de pratiques professionnelles
1. 1 par trimestre sur les 4 pouvoirs
2. Refaire une APP sur l'utilisation des réponses aux échelles

Activités collectives
Pour changer la conception de ce qui est convenable pour une femme / un homme :
- Intégrer un travail sur les stéréotypes
- Intégrer un travail sur la division des tâches

Prévention (défis intersectionnels) :
- Intégrer l'éducation sexuelle
- Intégrer une information sur les drogues