



PATHFINDER



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Toolkit for Applying a Gender-Transformative Approach to Women-Led Climate Resilience



Pathfinder International, with generous support from the Takeda Pharmaceutical Company Limited's Global CSR Program, implemented the Advancing the Leadership of Women and Girls Towards Better Health and Climate Change Resilience in Bangladesh and Pakistan from 2022 to 2025. The project strengthened health systems, enhanced women's and young people's leadership in climate adaptation, and improved community resilience to climate change.

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Acronyms and Abbreviations

CBO	Community-Based Organization
CC	Climate Champion
CRA	Community Risk Assessment
CEFMU	Child, Early, and Forced Marriage and Union
DHO	District Health Officer
DRR	Disaster Risk Reduction
FP	Family Planning
GBV	Gender-Based Violence
GTA	Gender-Transformative Approach
IDI	In-Depth Interview
IEC	Information, Education, and Communication
MSC	Multisectoral Committee
MEL	Monitoring, Evaluation, and Learning
SEM	Socio-Ecological Model
SRH	Sexual and Reproductive Health
SRHR	Sexual and Reproductive Health and Rights
ToT	Training of Trainer
UDMC	Union Disaster Management Committee
WLCR	Women-Led Climate Resilience

Welcome to the **Toolkit for Applying a Gender-Transformative Approach to Women-led Climate Resilience**—a resource for donors, policy makers, international development practitioners, gender experts, and community-based organizations working at the intersection of gender, climate, and health.

About this Toolkit

This toolkit—informed by Pathfinder's implementation of the "Advancing the Leadership of Women and Girls Towards Better Health and Climate Change Resilience" project in Bangladesh and Pakistan—offers a practical guide for applying a **gender-transformative approach (GTA)** to efforts aimed at enhancing community resilience in the wake of climate change induced emergencies and disasters. The toolkit helps users develop GTA-based interventions to promote women's leadership in improving community resilience to climate change and expanding access to quality health care.

While climate change adaptation and mitigation programs often acknowledge the role of gender in differential outcomes for women and men, little guidance exists on how to develop programs that explicitly target these disparities while also promoting the leadership of women and girls. This toolkit provides practical resources, tools, and insights to fill this gap, based on Pathfinder's experience implementing a women-led climate resilience program in Bangladesh and Pakistan.

What You Will Find in this GTA Toolkit

This toolkit will walk you through the three phases of our GTA approach: **(1) Collaborative Design**, **(2) Co-Implementation**—with a distinct set of activities to address four levels of the Socio-Ecological Model (SEM)—and **(3) Monitoring, Evaluation, and Learning**. For each phase, you will find practical guidance, links to relevant tools and templates, and real-life examples of these concepts in action.

About Pathfinder International

Pathfinder envisions a world world that values and invests in leadership, health, and resilience for women and girls. We catalyze women-led, locally grounded sustainable solutions that strengthen communities—enabling women to navigate change, shape their own futures, and lead healthy lives. Our programs are rooted in a deep local understanding of the history, values, and skills that distinguish communities we serve. Our locally led programs advance health care access and climate resilience through various initiatives and approaches throughout Africa, the Middle East, and South Asia, supporting women and girls to make their own health decisions and serve as leaders within their communities.

Pathfinder in Bangladesh and Pakistan

Pathfinder has worked in Bangladesh and Pakistan for more than five decades. In Bangladesh, Pathfinder played a pivotal role in developing and implementing the country's national family planning (FP) and maternal and child health programs. Pathfinder strengthened the public health system. We developed digital health solutions; Information, Education, and Communication materials; job aids; training modules; and monitoring tools to better understand young people. In addition, we engaged community leaders in changing sexual and reproductive health and rights (SRHR) norms, introduced new contraceptive technologies, and strengthened linkages between private and public sectors.



In Pakistan, locally driven programs paired with strategic partnerships with federal and provincial government departments have expanded access to health services, particularly for underserved and marginalized populations. Pathfinder is known in Pakistan for its extensive work in SRHR, gender-based violence (GBV) prevention and response programming, and partnership with women and girls in climate action and health systems strengthening to integrate FP and reproductive health services within the health care system.

Advancing the Leadership of Women and Girls Towards Better Health and Climate Change Resilience

Pathfinder, with generous support from the Takeda Pharmaceutical Company Limited's Global CSR Program, implemented the "Advancing the Leadership of Women and Girls Towards Better Health and Climate Change Resilience" project in Bangladesh and Pakistan from 2022 to 2025. Referred to as the Women-Led Climate Resilience (WLCR) project in this toolkit, WLCR positioned women and girls as agents of change in contexts where gender inequalities and climate-induced disasters limit their capacity to thrive. It served to improve access to health services and built community resilience to climate shocks by promoting women-led initiatives that improved economic security, health system resilience, and management of climate-related health risks. The project's intervention sites, identified by disaster management authorities, included some of the most drought- and flood-prone regions in Pakistan and Bangladesh. This work builds on Pathfinder's growing portfolio of WLCR programming globally.

The Intersection of Climate Change and Gender Inequality

While climate change affects everyone, women and girls bear a disproportionate burden. The specific ways climate crises threaten women's and girls' livelihoods, health, and safety in turn exacerbate existing gender inequalities. Today, nearly 48 million more women than men face food insecurity and hunger.¹ By 2050, climate change could drive 158 million more women and girls into poverty—16 million more than the anticipated number of men and boys.² **Why are women and girls more affected by climate change?**

Across much of the world, women gather food, water, and fuel to support their families and tend to livestock.³ As climate change causes these resources to become scarce, women must work harder and travel farther to access them. This deprives women of time for economic pursuits and forces girls to leave school to support their households. Climate change also threatens health by disrupting access to care. For example, rising temperatures are linked to increased incidence of stillbirths and transmission of vector-borne diseases.⁴

Furthermore, depletion of environmental resources and economic stress fuels rising rates of GBV, including femicide, intimate partner violence,⁵ and child, early, and forced marriage and union (CEFMU). When already fragile settings experience

¹ UN Women. (2025, April 21). *How gender inequality and climate change are interconnected*. <https://www.unwomen.org/en/articles/explainer/how-gender-inequality-and-climate-change-are-interconnected>
² United Nations Women. (2024). *Progress on the Sustainable Development Goals: The gender snapshot 2024*. United Nations.
³ United Nations. (n.d.). *Causes and effects of climate change*. Retrieved May 21, 2025, from <https://www.un.org/en/climatechange/science/causes-effects-climate-change>
⁴ Seminars in Immunopathology. (2025). Mothers and mosquitoes: Climate change contributes to the spread of vector-borne pathogens posing a substantial threat to pregnant women. *Seminars in Immunopathology*, 47(1). <https://doi.org/10.1007/s00281-025-01050-z>
⁵ Haider, S. B. (2025, February 2). *How Pakistan's climate crisis is fueling violence against women*. DAWN.COM. <https://www.dawn.com/news/1877803>.

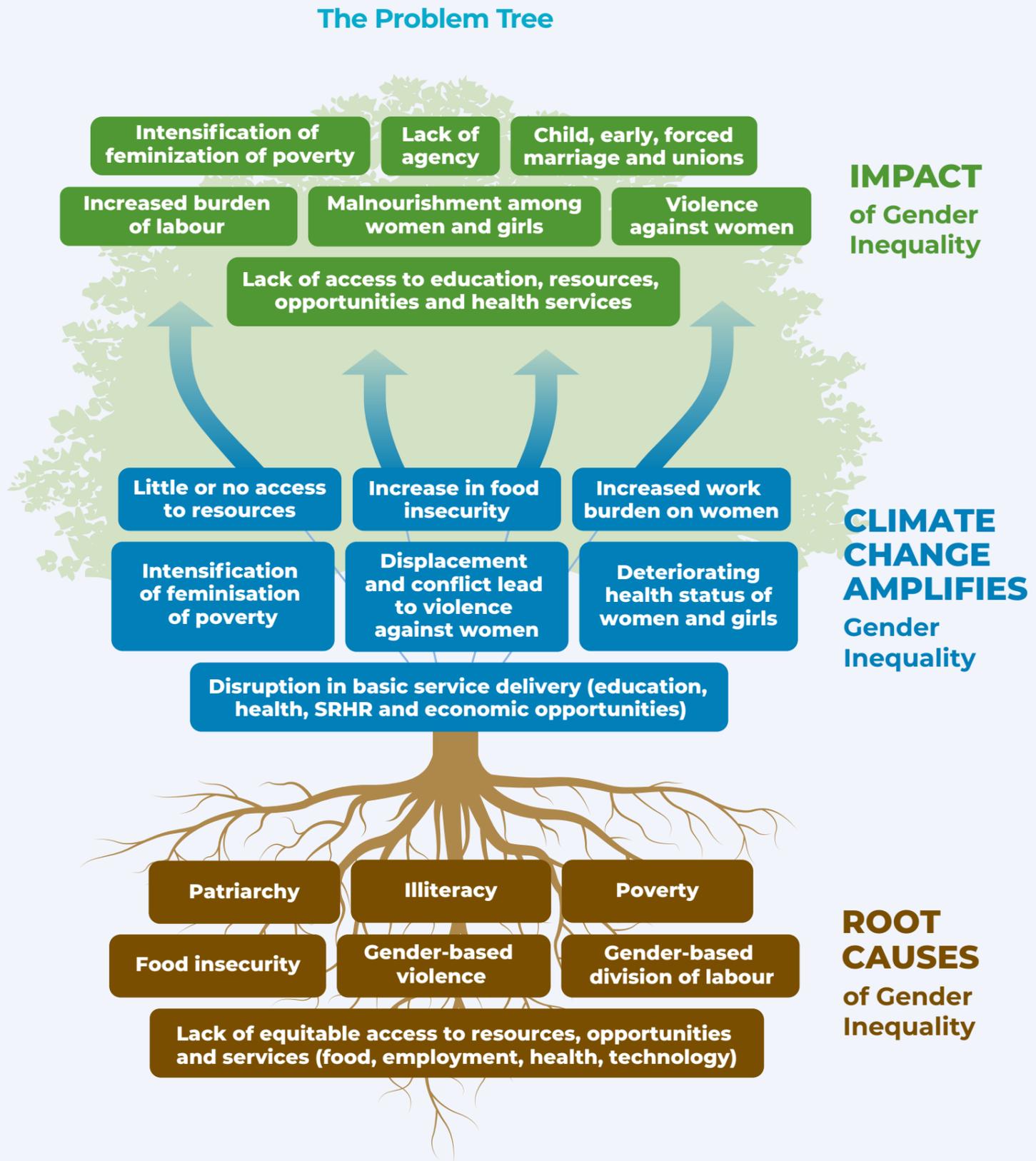


Figure 1. Problem Tree³

By 2050, climate change could drive 158 million more women and girls into poverty

conflict or natural disasters,⁶ and CEFMU increases. Entrenched social norms limiting women's mobility and decision making⁷ also create additional barriers for women in implementing climate mitigation and adaptation strategies. While all women and girls are impacted, indigenous populations, LGBTQ+ communities, religious minorities, persons with disabilities, migrants, and those in remote places are particularly vulnerable.

Climate and Gender Inequality in Bangladesh and Pakistan

Bangladesh and Pakistan are among the world's most climate-vulnerable countries.⁸ In Bangladesh, deforestation, heat waves, tropical cyclones, floods, and rising sea levels have contributed to \$3.72 billion in economic losses and caused massive internal displacement, crop loss, and drinking water contamination.⁹ In Pakistan, extreme heat has disrupted the monsoon cycle, triggering periods of intense flooding followed by prolonged droughts. Rising temperatures harden the soil and limit its ability to absorb rainfall, which creates a vicious cycle of flooding. In 2022, floods in Pakistan killed nearly 1,800 people, displaced 7.9 million, and caused \$15 billion in damages.¹⁰ In August 2025, during the development of this toolkit, Pakistan was hit by more flooding—the worst in more than four decades—which displaced nearly 250,000 people.¹¹

Gender inequity persists in both countries. Climate emergencies compound these inequities by exacerbating widespread GBV and CEFMU and severely limiting girls' access to education. Moreover, women and girls already contend with

“Bangladesh and Pakistan are among the world's most climate-vulnerable countries.”⁸

limited access to health care due to patriarchal structures that limit their decision-making power, restrict access to essential services and mobility, and reinforce stigma around reproductive and sexual health. As extreme heat, pollution, and rising sea levels lead to increases in vector-borne diseases, the health of women and girls becomes more vulnerable. Additionally, damage to health facilities caused by climate disasters pose further obstacles to care and heighten the risk of pregnancy and childbirth complications.¹²

In 2009, Bangladesh, a leading voice for climate-vulnerable countries, developed its Climate Change Strategy and Action Plan, one of several policies and investments that leverage community action to strengthen climate resilience.¹³ Pakistan followed with its first National Climate Change Policy in 2012,¹⁴ also focused on resilience and adaptation. In 2023, both countries released National Adaptation Plans that integrate climate adaptation into national development processes. For these plans and other related policies to be implemented, engagement is required at all levels—from national institutions to grassroots communities. Above all, the meaningful involvement of women and girls in designing and implementing solutions to the pressing climate challenges their countries face is crucial.

⁶ Hanmer, L., Ekhtor-Mobayode, U., Al-Ahmadi, A., & Rawlings, L. (2024). *Increasing gender equality in fragile, conflict, and violence settings*. World Bank. <http://hdl.handle.net/10986/41421>.

⁷ Mothers and mosquitoes: Climate change contributes to the spread of vector-borne pathogens posing a substantial threat to pregnant women. (2025, April). *Seminars in Immunopathology*, 47(1). <https://doi.org/10.1007/s00281-025-01050-z>.

⁸ Eckstein, D., Kunzel, V., & Schafer, L. (2021, January). *Global climate risk index 2021: Who suffers most from extreme weather events? Weather-related loss events in 2019 and 2000–2019*. GermanWatch. <https://www.germanwatch.org/en/crisis>.

⁹ Rojas, D. (2021, December 9). *How the climate crisis is impacting Bangladesh*. The Climate Reality Project. <https://www.climateRealityProject.org/blog/how-climate-crisis-impacting-bangladesh>.

¹⁰ Ahmed, A. (2023, March 20). *Natural disasters caused 30,000 deaths, \$22 bn losses in 2022*. DAWN.COM. <https://www.dawn.com/news/1743174>.

¹¹ U.S. News. (2025, August 28). *Floods affect 1.2 million, displace nearly 250,000 in eastern Pakistan*. U.S. News. <https://www.usnews.com/news/world/articles/2025-08-28/floods-affect-1-2-million-displace-nearly-250-000-in-eastern-pakistan>.

¹² European Foundation for South Asian Studies. (2023, July). *Climate change in South Asia: The cases of Pakistan, Bangladesh, and India*. European Foundation for South Asian Studies (EFSAS). <https://www.efsas.org/publications/study-papers/climate-change-in-south-asia>.

¹³ World Bank Group. (2022, October 31). *Key highlights: Country Climate and Development Report for Bangladesh*. <https://www.worldbank.org/en/news/feature/2022/10/31/key-highlights-country-climate-and-development-report-for-bangladesh>.

¹⁴ Ministry of Climate Change. (2012). *National climate change policy*. Government of Pakistan. <https://policy.asiapacificenergy.org/node/2911>.



Gender-Transformative Approach (GTA)

Our Gender-Transformative Approach directly challenges gender inequality via **five key strategies**:



Effective GTA often engages stakeholders at different levels of the Socio-Ecological Model (SEM) and diversifies programming with activities and perspectives that reinforce each other and foster critical awareness among affected community members.¹⁵

Applying a Gender-Transformative Approach to the WLCR Project

GTA for WLCR focuses on addressing the root causes of gender inequality by challenging harmful gender norms, redefining gender roles and responsibilities, and transforming power dynamics, structures, and systems that uphold gender inequalities. It builds on **Strategy 3: Elevating the position of women, girls, and marginalized groups**, by centering women and girls as agents of change—equipping them with the tools to

improve access to health care, build foundations for economic growth, and strengthen community and health system resilience to climate shocks and stressors. GTA also recognizes that lasting change is impossible to achieve without the active involvement of men and boys. This is particularly true when prevailing gender norms intensify in the wake of climate-related disasters, leading to increased GBV, additional gendered divisions of labor, and further restrictions on women’s decision-making power. Figure 2 illustrates how WLCR incorporates all five GTA strategies across four levels of the SEM.

The Socio-Ecological Model (SEM)

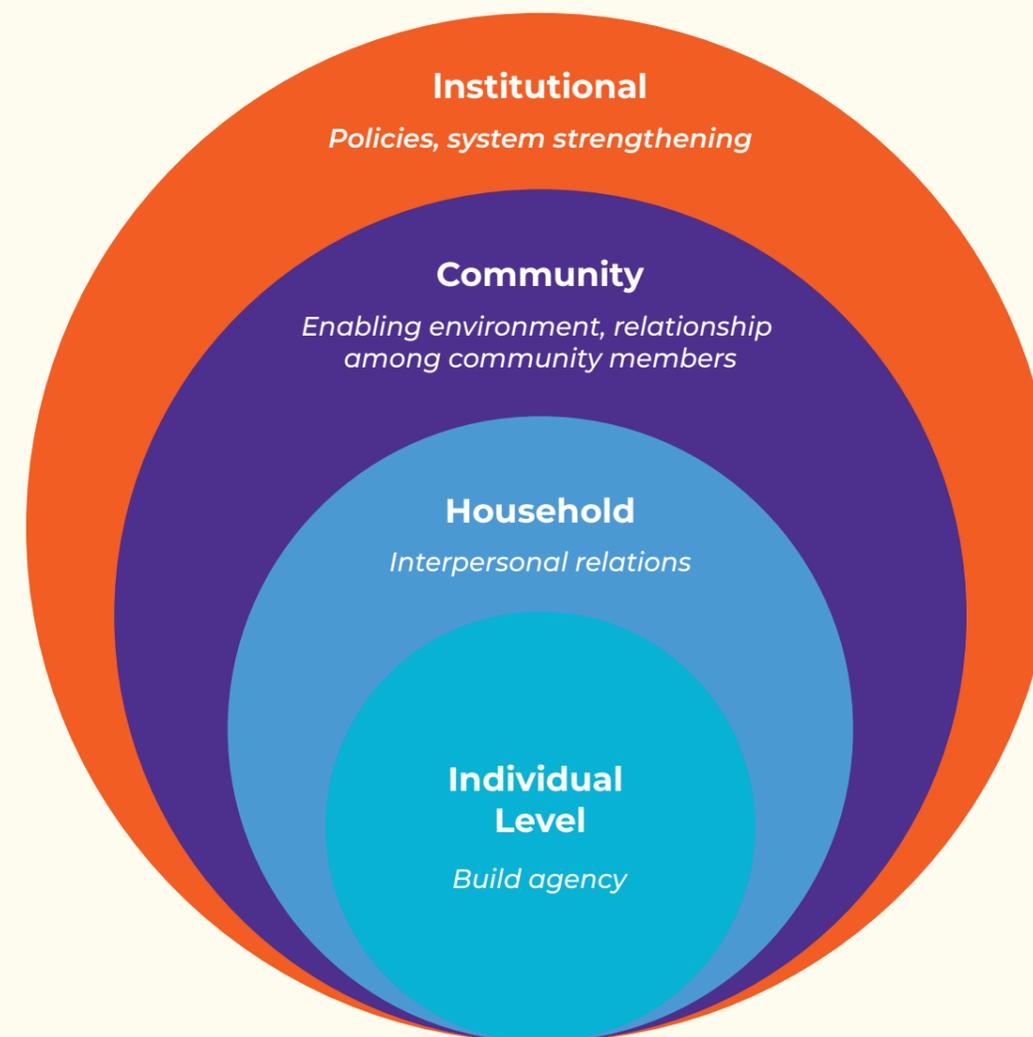


Figure 2: WLCR’s Gender-Transformative Approach Across the Socio-Ecological Model

The SEM articulates the relationships among different levels of our social system and the interactions among people and their environment within this system. While each level has a distinct sphere of influence, they are interconnected and mutually reinforcing. The SEM is useful for understanding how gender inequality is perpetuated,¹⁶ illustrating how individuals, households, communities, and institutions influence the attitudes and behaviors that lead to gender inequality. The SEM is also helpful in identifying the level(s) of the social system where GTA is likely to be most impactful.

¹⁵ Bartel, D., Alvarez, F., & Perlson, S. (2022, August). *Lessons learned in gender transformative health programming: A rapid literature review*. Population Reference Bureau.

¹⁶ Campbell, J. (2025). *Social ecological model*. EBSCOhost. <https://www.ebsco.com/research-starters/environmental-sciences/social-ecological-model>



Phase 1: Collaborative Design

This section introduces two approaches for grounding climate programming in women's experiences and co-creating interventions with participants. It offers guidance on inclusive design, based on WLCR's experience.



1

PHASE 1: Collaborative Design

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Gender Analysis

Gender analysis is a key tool to inform intervention design and should be conducted in partnership with individuals, communities, and institutions. Gender analyses explore differences in societal position and access to resources, opportunities, and power dynamics between women and men in a given context.¹⁷ Findings from gender analyses paired with the SEM are used to develop tailored interventions to reduce identified gender gaps. The framework for conducting a gender analysis addresses a set of domains related to law, policy, cultural norms, gender roles and time allocation, access to and control over resources, patterns of power and decision making, and personal safety.¹⁸

Risk Mapping

Risk mapping, a process of organizing and analyzing risks to understand their potential impact and likelihood, is another way to involve key community stakeholders in intervention design. Risk mapping can also help identify potential risks that may arise during the implementation of GTA based interventions. Applying a GTA has the potential to shift power dynamics and gender norms, which may have unintended consequences—including community backlash, punitive actions against women and girls, and even GBV. Risk mapping, in concert with a gender analysis, allows implementers to better anticipate these potential

unintended consequences and, in close coordination with program stakeholders, develop risk mitigation plans in advance. For the WLCR program, we conducted community risk assessments ([Annex 1](#)) that also systematically included components of a gender analysis.

We also designed a baseline questionnaire ([Annex 2](#)), which defined our data collection methods—in-depth interviews (IDIs) and focus group discussions (FGDs)—and managed data collection with district health officers (DHOs), community-based organizations (CBOs) representatives, and provincial disaster management authorities. FGDs with community health workers and their supervisors enriched the data collected from IDIs. This data helped the team to co-create the WLCR program.

Partnering with Individuals

A GTA is inherently participatory and emphasizes the importance of meaningfully involving both women and men in shaping activities to strengthen women's agency and create an enabling environment for women's leadership. GTA views women as active co-creators. While it is essential to prioritize women's voices, effective engagement methods depend on your specific context. You may wish to choose from the following methods:

- FGDs with women from participating communities
- Open dialogues with women's groups
- Community meetings with women, including influential figures and men who are allies
- One-on-one conversations with influential women leaders in the community
- Site visits and surveys with women

Women are not a homogenous group; it is essential to apply an intersectional lens to the co-design process. Women's diverse identities—race, age, educational level, marital status, sexuality, religion, ethnic or tribal background, disability status, language,



PRO TIPS for involving Women's Voices in Co-designing:

- If women do not feel safe expressing their views in mixed gender settings, consider organizing separate sessions specifically for them.
- If women are not comfortable speaking in a large group, provide alternatives such as asking them to share their thoughts in writing.

¹⁷ European Institute for Gender Equality., Gender Analysis. (LU: Publications Office, 2019), <https://data.europa.eu/doi/10.2839/129962>.

¹⁸ United States Agency for International Development. (2023). *USAID gender analysis and gender equality action plans: Toolkit for implementing partners*. USAID.

and socio-economic status—intersect in complex ways that lead to varying levels of marginalization,⁹⁹ making some women more vulnerable to climate and health risks than others. Representation of diverse community members through a thoughtful planning and design process helps ensure the project team considers potential risks and unintended consequences of the program to those most vulnerable.

For planning activities aimed at **individual-level change**—specifically, enhancing women’s sense of agency—the WLCR program used Worksheet 1 to guide the co-design process. See [Annex 3](#) for an editable template

Worksheet 1. Planning Individual-level GTA Interventions to Build Women’s Agency

	Insights from gender analysis/ women’s voices	Potential intervention	How this intervention builds agency	Link between women’s agency and leadership
Challenging gender norms	Community members (women and men) felt society thinks if a woman makes the decision, it will be the wrong one	Critical analysis of gender norms through access to knowledge and information	Access to knowledge builds women’s self-efficacy; critical thinking skills can shift attitudes, norms, and behaviors	Women’s new knowledge can fuel their leadership journeys Challenging gender norms can lead to greater respect for and recognition of women as leaders
Redefining gender roles and responsibilities	Community members (women and men) thought society believed women are solely responsible for household chores	SRHR education and skill-building, literacy, and livelihood activities	Access to and control over financial resources and household assets opens venues for economic opportunities	Economic empowerment helps women participate in decision-making processes across the SEM
Transforming power dynamics	No or limited acceptance and participation of women as leaders in private and public spheres	Individual growth and skill-building in interpersonal communication	Confidence level, negotiation skills, ability to speak knowledgeably about community issues, ability to set life goals, participation in decision making	Participation in the decision-making process changes the power dynamics at different levels of spheres

Partnering with Community-Based Organizations

A GTA necessitates engaging and strengthening CBOs, local networks, and grassroots movements. CBOs’ strong connections and established trust among communities and local stakeholders—rooted in shared geography, language, and culture—can help ensure the program is community-centered, contextually appropriate, and reaches its intended audience. In Pakistan, Pathfinder partnered with six CBOs: five partner organizations in Sindh—Hamdam Foundation (Badin); National Disability and Development Forum (Sanghar); Sukaar Foundation (Umerkot); NGOs’ Development Society (Kamber Shahdadkot); and Sindh Community Foundation (Thatta)—along with one partner organization in Khyber Pakhtunkhwa, HANDS (Charsadda). In Bangladesh, Pathfinder partnered with three CBOs: Friends in Village Development Bangladesh (Sylhet–Sunamganj); People’s Oriented Program Implementation (Kishoreganj–Netrokona), and Young Power Social Action (Cox’s Bazar). Through these partnerships, Pathfinder implemented WLCR at the district level, including interventions across all four levels of the SEM. We strongly recommend building a collaborative partnership with CBOs, grounded in the principles of equality, inclusion, knowledge sharing, and mutual respect.



PRO TIPS for Engaging CBOs in a Community-Level GTA

- Conduct community stakeholder mapping to identify actors who may directly or indirectly facilitate or hinder program implementation.
- Prioritize partnering with women-led organizations when possible.
- Build collaborative partnerships with CBOs grounded in mutual learning and knowledge exchange to strengthen CBOs’ systems and structures.
- Ensure transparency and encourage feedback through proper documentation and clear, open, regular communication and coordination among partners.
- Foster a culture of flexibility in partnerships to facilitate adaptation in the face of challenges.

⁹⁹ Crenshaw, K. W. (2017). *On Intersectionality: Essential writings*. The New Press. <https://scholarship.law.columbia.edu/books/255>

Co-designing Community-level Interventions

The strongest community-level interventions are co-designed through inclusive consultations with community members and CBOs. The co-design process incorporates community voices, fostering a stronger sense of project ownership and trust between the implementing project and communities. This collaborative approach also enables organizers to better anticipate risks and manage potential conflicts.

Once you have selected and oriented CBO partners, CBO representatives should hold meetings with diverse community members, intentionally engaging women and girls across climate-affected project implementation districts. In these sessions, the CBO representatives will document community responses to the following questions:

- Do you believe climate change is an issue that needs to be addressed?
- In what ways is climate change impacting your community?
- Do you think climate change affects women and girls differently from men and boys? If yes, how?
- What solutions do you propose to address the impacts of climate change?
- What types of climate resilience interventions could be designed to reduce the harm caused by climate change?
- How can proposed climate resilience interventions be effectively implemented at the community level?
- How can communities support women and girls in taking leadership roles in building climate resilient communities?
- What potential risks or challenges might arise if women lead climate resilience efforts?
- Are there any other thoughts or suggestions you would like to share?

The qualitative insights from these responses—with additional input gathered through one-on-one discussions with key stakeholders—can guide your team in designing gender transformative interventions that align with commitments made to the government and donor.



PRO TIPS for Engaging Relevant Institutional Stakeholders

- **For each institution, familiarize yourself in advance with the institutional hierarchies and relevant focal people to ensure effective and efficient collaboration.**
- **Identify similarities between program interventions and institutional mandates to demonstrate the project's willingness to complement and support institutional efforts and larger initiatives.**
- **Since heads of institutions often have limited availability due to demanding schedules, share meeting agendas in advance and in writing.**
- **Given the frequent rotation of government officials, maintain up-to-date contact details and stakeholder profiles in a master spreadsheet. Use the same sheet to document meeting notes and interactions to ensure consistent and streamlined engagement.**



Partnering at the Institutional Level

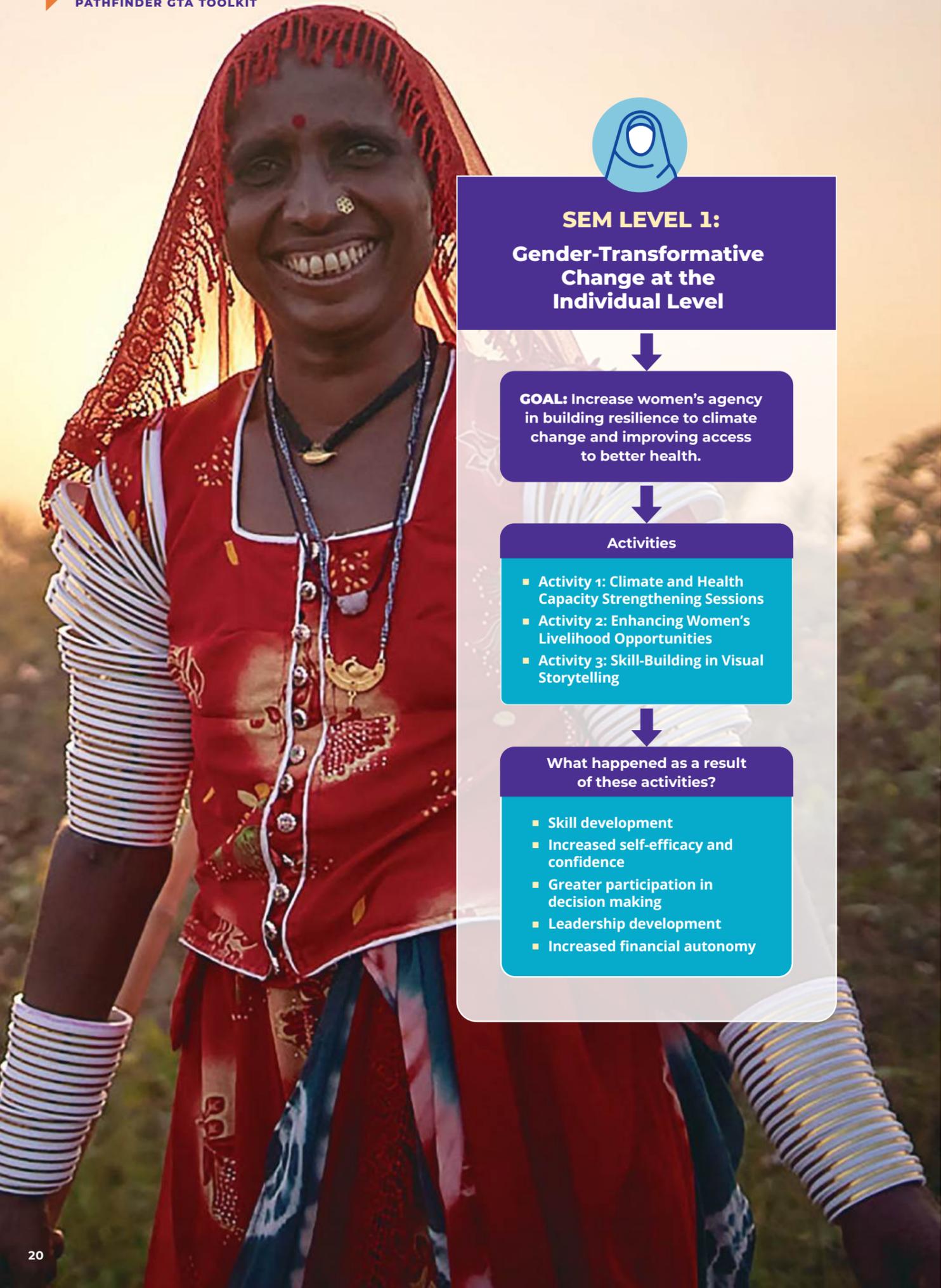
Achieving gender-transformative change at the institutional level is essential for sustainable progress. Policymakers and institutions involved in service delivery, such as health and climate emergency response, play a key role in creating an enabling environment to support community needs. When these frameworks fail to incorporate the voices of women and girls, they risk becoming gender-neutral and ineffective in meeting their specific needs. As such, our WLCR program not only worked at the individual, household, and community levels, but also actively collaborated with institutions working in climate change response, disaster risk reduction (DRR), and health systems in both Bangladesh and Pakistan. From these experiences, we suggest two approaches for understanding the institutional landscape and collaboratively developing programming with institutional partners:

1. Engage key stakeholders in the co-design phase through IDIs. Guided by structured questionnaires, IDIs offer an opportunity to better understand relevant health and climate disasters from the perspective of local experts, as well as the institutional systems in place for emergency response. In Pakistan and Bangladesh, conducting IDIs with DHOs as particularly helpful.
2. Conduct health facility readiness assessments to evaluate local health system's preparedness for potential health and climate-related emergencies ([Annex 4](#)). Our WLCR program used health facility assessment ([Annex 5](#)) as a tool for assessing the vulnerabilities and disaster preparedness of health facilities within implementation sites. Disasters often strike without warning and can severely damage health infrastructure, so it is essential to assess existing capacities and identify gaps in resilience at the facility level.



Phase 2: Co-Implementation

This section provides a step-by-step guide for co-implementing GTA for WLCR across four levels of the SEM—individual, household, community, and institutional—using real-world examples and activities from Pathfinder’s experience in Bangladesh and Pakistan.



Phase 2 | SEM Level 1

Gender-Transformative Change at the Individual Level

Under this section, you will find...

- A definition of women's agency.
- Activities to strengthen women's individual agency.
- An example of our GTA in action at the individual level from Pakistan.

Just as the SEM places the individual at its core, Pathfinder views strengthening individual agency as the foundation of gender-transformative change.

This toolkit is designed to guide climate resilience programs on advancing women's leadership in building resilient communities; therefore, women are the primary stakeholders at the individual level.

Activities for Strengthening Women's Individual Agency

Investing in a team with a deep understanding of gender, knowledge of cultural context, and ability to constructively manage conflict is critical to planning and conducting gender-transformative activities. As in Step 1, implementation should be carried out in collaboration with community members—especially women. Their involvement helps project staff allocate sufficient human and financial resources. Regular stakeholder feedback mechanisms are also essential for making real-time adjustments to improve project quality. Our WLCR program used multisectoral committee meetings (MSCs) as a mechanism for collecting feedback from participants at the institutional level. Staff should also be vigilant in applying "Do No Harm" and Safeguarding policies.

Defining "Women's Agency"

Transformative change is not possible unless women and allies truly believe in gender equality and in their ability to drive change. One cannot effectively inspire change in others without first embodying that change themselves. Social, economic, and gender expert Naila Kabeer defines agency as the ability to define one's goals and act on them.²⁰ Social scientist Deepa Narayan frames it as the ability to formulate strategic choices and to control resources and decisions that affect important life outcomes.²¹

²⁰ Kabeer, N. (1999). Resources, agency, achievements: Reflections on the measurement of women's empowerment. *Development and Change*, 30(3), 435-464. <https://doi.org/10.1111/1467-7660.00125>.

²¹ Narayan, D. (Ed.). (2002). *Empowerment and poverty reduction: A sourcebook*. The World Bank. <https://doi.org/10.1596/0-8213-5166-4>

Activity 1: Climate and Health Capacity Strengthening Sessions



OBJECTIVE: Through this training on climate change and its impacts on SRHR, nutrition, DRR, and GBV, women climate champions (CCs) will gain the knowledge and skills to collaborate with local governments, schools, and communities in identifying climate and health risks, and contribute to developing local climate resilience interventions, DRR action plans, and disaster preparedness and response efforts.



TIME REQUIRED:

At least 2 weeks of preparation between Training of Trainers (ToT) and CC trainings

Stage 1, ToT: 3 days (6 hours per day)

Stage 2, CC trainings: 3 days (6 hours per day)



MATERIALS NEEDED:

- Pathfinder’s Climate Change, SRHR, (Annex 6) and Nutrition (Annex 7) ToT manuals
- Pathfinder’s Climate Change, SRHR, and Nutrition Participants’ IEC Materials (Annex 8)
- Multimedia projector and laptop
- Flip charts (in different colors) and clips
- Permanent markers (in different colors)
- Glue sticks
- Scissors
- White board and markers
- Child height scale
- Mid-upper arm circumference tape

STAGE 1, Training of Trainers (ToT)

Facilitators: Project staff

Participants: CBO representatives



Steps:

1. **[Pre-training]** Adapt and translate Pathfinder’s Climate Change, SRHR, and Nutrition training manuals (both ToT and participant versions) into local languages, ensuring that case studies and practical examples are relevant to the local context.
2. Using the updated manual, facilitate the ToT by following the guidance and practical examples provided. Each day of training focuses on a distinct theme:
 - **Day 1:** Introduction to climate change, its root causes and consequences, and an overview of DRR.
 - **Day 2:** Exploring climate change’s effects on SRHR, FP, GBV, and nutrition.
 - **Day 3:** Developing action plans by CBO representatives to conduct CCs’ trainings at the district level.

PRO TIPS

- Create child-friendly spaces to accommodate participants during training.
- Favor visual and pictorial materials over text-heavy content.
- Schedule regular tea and meal breaks to keep participants refreshed.
- Provide a comfortable and private area for breastfeeding mothers.
- Use interactive training methods throughout, including icebreakers and energizers.



STAGE 2, Training of Climate Champions

Facilitators: CBO representatives

Participants: CCs



Steps:

1. **[Pre-training]** Revise the Climate Change, SRHR and Nutrition participant manual based on any changes made to content or facilitation design during the ToT.
2. Using the updated manual, CBOs cascade participant training with CCs in their districts. Similar to the ToT, each day focuses on a distinct theme:
 - **Day 1:** Introduction to climate change: causes, impacts, and overview of DRR.
 - **Day 2:** Exploring climate change’s effects on SRHR, FP, GBV, and nutrition.
 - **Day 3:** Community preparedness and response strategies for climate change.

FACILITATOR’S NOTES:

- Ensure a minimum of 2 facilitators per session.
- Encourage local context-specific adaptations of the content on the following topics: DRR, climate change and GBV, climate change and SRHR, safeguarding livelihoods during disasters, and post-disaster hygiene/nutrition.
- Deliver sessions in the local languages, especially with CCs.
- Establish training norms that encourage active participation by all participants.
- After the training, project staff should conduct community sessions rehearsals with CCs to build their confidence and preparedness.

How is this Activity Gender-Transformative?

Activity 1 strengthens CCs’ agency by improving access to information, boosting confidence in facilitation skills, and bolstering their ability to make decisions about their own lives. Under the WLCR program, the ToT significantly increased participants’ knowledge between pre- and post-tests. CCs also conducted rehearsals and practice sessions post-training and before delivering the actual community sessions, which further built their confidence as climate and health focal points in their communities.

Activity 2: Enhancing Women’s Livelihood Opportunities



OBJECTIVE: This livelihood component equips CCs with skills for adopting climate-resilient practices in food production and income generation. The aim is to bolster CCs’ self-reliance, strengthen household-level food security, and increase women’s economic resilience against climate shocks.



Steps:

1. Collaboratively identify livelihood trades that are climate-adaptive and relevant to local contexts for CCs and other key community stakeholders.
2. Share information about livelihood opportunities in GTA dialogue workshops (See household level).
3. Interested CCs reach out to their respective CBO representatives, and CBOs engage with CCs to identify essential livelihood skills based on their interests.
4. CBOs develop and submit comprehensive livelihood plans, including strategies for:
 - Building CCs’ capacity in selected trades
 - Procurement of training materials for selected livelihoods trades by CBOs
 - Sustainability, including establishing linkages with offline and online markets and institutions, such as the Women’s Chamber of Commerce
5. CBOs and CCs define the modalities of livelihood activities. These can be context-specific and carefully tailored to address the unique needs of participants.
6. Through an established review committee, project staff review the livelihood plans and offer guidance and suggested adjustments.
7. CBOs work with CCs to implement the reviewed livelihood plans.

FACILITATOR’S NOTES: Livelihood trades and training offered by a program should be tailored to local context and need. For example, in Bangladesh, the WLCR program focused on climate-adaptive trades such as cultivating climate-resilient crops, establishing fisheries, and practicing climate-adaptive animal husbandry. In Pakistan, the projects developed women’s skills in handicrafts and textiles, gardening, agriculture, and beautician trade.

PRO TIPS

- Always engage women and local climate change experts in the decision-making process before selecting trades for livelihood initiatives.
- Source local materials to support start-up of livelihood trades.
- Integrate sustainability planning into implementation, including access to offline and online markets.

Table 1. Illustrative Livelihood Activities from WLCR Programming in Pakistan and Bangladesh

Thatta-Sindh, Pakistan	
Trade	Stitching and embroidery with adult literacy classes
Duration	6 months for 3 business development centers
Material Required	Sewing machines, fabric, threads, scissors, embroidery kits, needles, design tools, measuring tapes, cutting boards, chalk, notebooks, pens, business training booklets, calculators
Steps	<ul style="list-style-type: none"> ▪ Establishment of 3 Skill Development Centers and Adult Literacy Centers ▪ A Literacy Center supports women with basic reading, writing, and math to build entrepreneurial capacity ▪ A Business Development School is established to build market linkages, facilitate raw material sourcing, and connect rural producers to buyers ▪ Two CCs integrate into the Karachi Women Chamber of Commerce to create market linkages and expand business opportunities
Badin-Sindh, Pakistan	
Trade	Stitching and Applique Work and Kitchen Gardening
Duration	6 months for Vocational Training and 2 Days Kitchen Gardening
Material Required	For stitching and applique work: sewing machines, thread, fabric, needles, scissors, embroidery kits, notebooks, pens Kitchen gardening: compost, containers, packaging items, seeds, gardening tools
Steps	<ul style="list-style-type: none"> ▪ A training facilitator is hired to conduct vocational training for CCs ▪ Participants learn sewing machine use, embroidery, hand stitching, ralli making, and appliqué work ▪ Training includes basic financial management skills ▪ A master trainer conducts a two-day kitchen gardening session ▪ Sessions covers importance of kitchen gardening for nutrition and livelihoods ▪ Participants are taught techniques to boost household income and linkages for selling surplus produce
Sanghar- Sindh, Pakistan	
Trade	Handicrafts (chairs, mats, table making with natural material)
Duration	15 days (5 days per craft)
Material Required	Cane bamboo, threads, scissors, weaving tools, knives, hammers, notebooks, pens
Steps	<ul style="list-style-type: none"> ▪ Skilled community artisans train CCs in handicrafts like basketry, mat weaving, and chair and table making ▪ Sessions focus on building entrepreneurial, marketing, and branding skills ▪ Eco-friendly materials are promoted as a unique selling point ▪ CCs develop and showcase their own locally crafted products
Umerkot- Sindh, Pakistan	
Trade	Ralli Making
Duration	3-4 months
Material Required	Threads, needles, fabric, embroidery hoops, notebooks, pen
Steps	<ul style="list-style-type: none"> ▪ A center is selected to conduct the training ▪ CCs are identified and trained in market-based embroidery techniques ▪ A professional trainer conducts training on ralli making with CCs ▪ Business plans are developed, and connections are made with local buyers

How is this Activity Gender-Transformative?

Two key pathways to strengthening individual agency include (1) improving sense of self-efficacy and (2) increasing access to resources. Creating relevant, climate-adaptive livelihood opportunities opens both pathways. Activity 2 goes beyond creating economic opportunities to focus on equipping CCs with the skills to succeed in their trade and maintain control over their newly generated income. CCs received training in business negotiation, business literacy, and marketing (at local markets and online).

Charsadda- Khyber Pakhtunkhwa, Pakistan

Trade Beautician

Duration 1 month

Material Required Threads, tweezers, complete makeup kit, waxing kit, mehndi, nail and facial kit, scissors set, combs set, straighteners, dryers, hair color, mirror, aprons

- Steps
- A local beauty salon is selected as the training venue
 - Salon staff members introduce techniques in threading, plucking, and hair cutting
 - Practical demonstrations are conducted on waxing, mehndi, manicure, pedicure, facial, hair coloring, and makeup
 - CCs practice each technique during hands-on sessions
 - CCs receive a complete beautician kit

Sylhet, Sunamganj, Kishoreganj, Netrokona and Cox's Bazar; Bangladesh

Trade Climate-Smart Agriculture for Flood Prevention

Duration 2-3 days

Material Required Flipchart, whiteboard, marker, flood tolerant seed, organic compost, spades, rope, measuring tape

- Steps
- Refer CCs to the Department of Agriculture and the sub-district level agricultural officer for training in climate-smart agriculture for flood prevention
 - Post training, provide agricultural incentives such as climate-resilient seeds and small-scale financial support to encourage application of learning
 - Project provides ongoing support alongside district agricultural officers and link CCs with local agricultural services for intervention sustainability

Sylhet, Sunamganj, Kishoreganj, Netrokona and Cox's Bazar; Bangladesh

Trade Poultry Rearing

Duration 2 days

Material Required Flipchart, whiteboard, marker, registration sheet, fertilizer, spades, rope, poultry farmhouse for demonstration

- Steps
- Refer CCs to the Government's Department of Livestock Services, which regularly offers poultry rearing training to help generate income and sustain livelihoods during emergencies and disasters
 - Organize trainings in partnership with district livestock office staff, including poultry demonstration areas
 - Conduct trainings with district livestock staff, including interactive sessions on poultry health management, feeding practices, shelter preparation, vaccination schedules, and disease prevention
 - Provide participants with direct resources to begin poultry rearing, including chicks, ducklings, feed, fertilizer and a small stipend to start their poultry farms
 - Post training, coordinate with district livestock office staff to offer monthly or bi-monthly follow-up visits for additional support and mentorship

Sylhet, Sunamganj; Bangladesh

Trade Block Boutique Tailoring

Duration 2 months

Material Required Sewing machine, fabric, ruler, measuring tape, thread, needles, scissors, chalk, notebook, pen, whiteboard, marker, decorative materials (laces, buttons)

- Steps
- Collaborate with the Department of Youth Development and Women Affairs to plan and schedule training for selected CCs
 - In partnership with these departments, conduct two-month training sessions at designated spaces within district-level Women's Affairs offices
 - Provide a daily stipend for training participants, as well as the necessary tailoring resources, refreshments, and meals
 - Training should include hands-on lessons on block boutique design, cutting, stitching, and finishing techniques
 - Award certificates to participants upon successful completion



Activity 3: Skill-Building in Visual Storytelling (Surmi ki Dastan, “Stories of CCs”)



OBJECTIVE: Upon completion of these skill-building sessions, CCs will be able to use visual storytelling and principles of participatory visual research to share their own and their communities’ experiences and perspectives on climate change and its effects on health, livelihoods, nutrition, and GBV. In Pakistan, WLCR led Surmi ki Dastan in partnership with The School of Writing (SOW) with 125 CCs across five districts of Sindh province.



TIME REQUIRED:

6 days, plus a 10-day gap between Days 3 and 4. We suggest 2–3 weeks of preparatory time ahead of training, and 2–3 weeks of post-training follow-up. Training is conducted in 2 cycles:

Cycle 1: A 3-day technical capacity-strengthening workshop for the CCs.

Cycle 2: Conducted 10 days later, consisting of a 3-day practical training workshop, culminating in district-level mini exhibitions on the final day.



MATERIALS NEEDED:

- | | |
|--|--|
| <ul style="list-style-type: none"> ■ Service contract established with a local visual storyteller partner ■ Conference room for each training cycle at district level ■ Training manual focused on photography, ethical storytelling, and visual reporting and documentation ■ Project-provided tablets (purchase a small number of tablets for the project) | <ul style="list-style-type: none"> to facilitate CCs who do not have their own smart phones) ■ Smart phones ■ Multimedia equipment & laptop ■ Flip charts and permanent markers ■ Whiteboard & markers ■ Glue sticks |
|--|--|

ORIENTATION AND PREPARATION

- Coordinate preparatory meetings between Pathfinder team members, CBOs, CCs, and the project’s visual storytelling partner.
- Hold online planning sessions with each district-level CBO to gather input and develop CC selection criteria.
- Share guidelines for the selection process.
- Carry out an exploratory visit to finalize logistical arrangements and assess participants’ skill levels.

Training Cycle 1 (Days 1–3)

Based on defined criteria, CBOs select 25 CCs per district and organize visual storytelling trainings for them. Engage 2 visual storyteller partner facilitators to lead each training alongside project staff, using the training manual as a reference.

- **Training Day 1:** Ensure that attendance sheets are filled out, consent forms for photos and videos are signed, and training norms are introduced.



- **Training Days 2 and 3:** Facilitators focus on the technical aspects of visual storytelling, including the basics of photography, story development through images, writing photo captions, and conceptualization of narratives.
- **Training Day 3:** CCs practice their newly acquired skills within their communities, stepping outside the training room to photograph a variety of subjects.

10-Day Interval between Training Cycles 1 & 2

- Give participating CCs 10 days between training cycles to select subjects, capture photographs, and virtually document stories from their communities using project-provided tablets and smartphones.
- Trainers and project staff provide on-demand coaching and support to CCs.

Continued on the next page...

Training Cycle 2 (Days 4–6)

- **Training Day 4:** CCs return to the training room with their virtual stories, which are showcased through multimedia presentations.
- **Training Day 5:** Facilitators review the stories and provide constructive feedback. CCs refine their stories in preparation for the mini exhibition.
- **Training Day 6:** Facilitators host a mini exhibition, where CCs present stories to government officials, local media, CBOs, and other community members.

FACILITATOR'S NOTE: Storytelling modes should be adapted based on local context. For example, WLCR in Bangladesh trained CCs on theatrical techniques, including the use of acting, movement, and props to raise awareness about the intersection of climate and health. CCs in Pakistan learned participatory visual research methods (reporting and photography) to document climate-change-related issues and resilience efforts within their communities.



PRO TIPS

- Be patient and encouraging, as the use of technology for storytelling might be unfamiliar or intimidating to CCs. Remember to create a comfortable environment for learning.
- Do not require CCs to document their personal journeys as part of the training workshop, as some women may not yet feel comfortable sharing personal stories in a group setting. Developing this confidence is a gradual process, and participants should always be in control of how and when their narrative is shared.

How is this Activity Gender-Transformative?



Activity 3 served both as a platform for skill development and an opportunity to showcase women's voices and individual experiences, establishing them as leaders in climate change conversations. Under WLCR, this activity had profound impact in areas where women's public engagement has traditionally been limited. The exhibitions became celebrations of women's leadership on the journey toward better health and climate resilience.

CASE STUDY

Gulshan Mirebehar —A Champion for Change in Pakistan

Ms. Gulshan Mirebehar lives in the Thatta District of Sindh, Pakistan. Gulshan has been a CC and advocate for women's rights since January 2024, and has been trained on GTA, SRHR, climate change, DRR, and nutrition.



Through WLCR-facilitated training, Gulshan developed a talent for visual storytelling. She uses her smartphone to document climate issues and community resilience efforts, capturing powerful personal stories of community members affected by climate crises. Her visual stories were showcased at a district-level exhibition for stakeholders to see the impact of climate change on the members of her community through her own lens.

Gulshan's impact on her village is immense. She ensures pregnant women receive antenatal care, information about perinatal nutrition, and FP counseling. In March 2025, Gulshan led a women's assembly under the theme "For All Women and Girls: Rights, Equality, Empowerment," bringing together more than 100 women and community leaders to advocate for gender equality and climate resilience. She also started an adult literacy and skill development center with a partner CBO, where 29 women enrolled in literacy programs and 25 enrolled to learn new artisan trades. Gulshan now manages the center independently, mentoring other rural women and girls, creating ripples of change through her leadership.



Phase 2 | SEM Level 2

Gender-Transformative Change at the Household Level

Under this level, you will find...

- An overview of Pathfinder's approach to GTA dialogue workshops.
- Step-by-step guidance for facilitating the eight activities that comprise these workshops.
- Insights from implementation in Pakistan.

Gender norms in households—where family members interact and establish gendered roles, responsibilities, and power dynamics—shape and influence the trajectories of women's, girls', men's, and boys' lives.

Gender-inequitable patterns established in childhood become further solidified, as identities develop during adolescence, and then transition to adulthood. While household members can drive inequitable gender norms, they can also be powerful agents of change. Strengthening women's and girls' individual agency is a foundational step, but addressing gender inequality at the household level is also critical. Cultivating shared knowledge and support for gender equality among all household members is essential to programmatic efforts that serve to strengthen women's agency.

Gender-Transformative Approach Dialogue Workshops for WLCR

Engaging entire households—including men and boys—in gender-transformative change requires a systematic approach. WLCR GTA dialogue workshops create a platform for CCs and their male allies to actively examine, challenge, and transform root causes of women's limited agency or absence from leadership roles. Participants explore gender roles and responsibilities—including gendered division of labor, GBV, and women's participation in individual-, household-, and community-level decision-making. They also participate in power

walks to understand the skewed power dynamics and collaboratively plan strategies to promote women's and girls' leadership to build climate resilient communities and improve access to health services. Dialogue workshops engage CCs, their male allies and influencers including relatives; representatives from the Ministry of Health, Education, Environment, Population, and Social Welfare; and members of local police departments, media, and CBOs.

Activities for Gender-Transformative Change at the Household Level

WLCR conducts GTA dialogue workshops in rural Pakistan in close collaboration with CBOs, women, and men who are allies—such as household members involved in household decision making who can support women's leadership in climate action. The WLCR program team designed eight interrelated activities for mixed gender or separate groups by gender to guide participants through a two-day workshop. The next section discusses how to conduct your own GTA dialogue workshops for advancing women's and girls' leadership for climate resilience and improved access to health services.

DAY 1

Before beginning Day 1 activities, ensure participants complete registration, pre-workshop questionnaires, and consent forms for photography and testimonials ([Annex 9](#)). Facilitators should make relevant logistical announcements and establish workshop norms with participants. Day 1 will cover four activities in total.

Activity 1: Gender Box Exercise



OBJECTIVE: Encourage critical reflection on gender norms, social expectations, and power dynamics through small group discussions (by gender), followed by presentations and plenary discussion. Activity 1 lays the foundation for further examination of the root causes of gender inequality, and restrictions on women's participation in decision making.



TIME REQUIRED:

2 hours



MATERIALS NEEDED:

- "Act Like a Woman" and "Act Like a Man" charts
- Flip charts and markers
- Notebooks and pens



Steps:

1. Split participants into same-gender groups of 5–6. Ensure participants in each group represent diverse identities (e.g., educational and marital status, religion, professions, etc).
2. Provide each women's group with an "Act Like a Woman" chart and each men's group with an "Act Like a Man" chart.
3. Give groups 30 minutes to fill their charts with keywords or phrases they associate with acting like a woman or man per societal norms.
4. Ask each group to select at least 2 members to present their findings to the group.
5. After the presentations are done, facilitate an open plenary discussion comparing the "Act Like a Woman" and "Act Like a Man" results. Encourage reflection on the following:
 - Participant's rationale behind the selection of words or phrases
 - Positive and negative connotations the selected words or phrases may have on women's and men's lives
 - Factors that influence or reinforce these selected words or phrases for women and men in society

FACILITATOR'S NOTES: To elicit meaningful reflections, use probing questions such as:

- What does it mean to "act like a woman" or "act like a man"?
- What do we explicitly or implicitly teach our children about "acting like a woman/man"?
- How are "real" or "good" women and men supposed to act in our society?



- How are women or men supposed to express their feelings?
- What are societal expectations for women or men in making decisions about reproduction and having children? How do these expectations relate to child nutrition and feeding?
- What are the societal expectations for women and men regarding financial management?
- What are societal expectations for women's leadership in climate-related DRR?



KEY INSIGHT

The Gender Box Exercise in Pakistan revealed that men are typically expected to lead, act as head of households, and take on economic responsibilities outside the home. In contrast, women are often expected to stay within the home, manage domestic tasks, and follow instructions rather than participate in decision-making processes.

Activity 2: Who Does What? The 24-Hours-a-Day Exercise



OBJECTIVE: Understanding the impact of findings on gender-based division of labor from Activity 1: Gender Box Exercise is essential to reveal societal expectations of men and women—including the unequal distribution of work within the household. Without addressing this imbalance, WLCR initiatives risk adding to women’s burden instead of empowering them.



TIME REQUIRED:

1 hour



MATERIALS NEEDED:

- Flip chart
- White board
- Markers



Steps:

1. Ask the women and girls to describe the tasks and activities a woman performs in a typical day, beginning when she wakes up, covering both personal and public spheres. Encourage them to think from an intersectional lens, reminding them of the definition of “intersectionality” in this context. Prompt them to include all activities, including those not traditionally considered formal work, including cooking, cleaning, and washing clothes. Record all tasks shared by participants on a flip chart.
2. As with the women and girls, ask the men and boys to describe the tasks and activities a man performs in a typical day, covering both personal and public spheres and encouraging an intersectional lens. Remind them to include all activities, including those not traditionally considered formal labor, such as grocery shopping or dropping off children at school. Record all tasks on a separate flip chart.
3. Once both charts are complete, open the floor for discussion. Some probing questions to encourage discussion are provided below:
 - What similarities and differences do you notice between the two charts?
 - Do you notice any similarities or differences between the Gender Box findings from Activity 1 and the observed divisions of labor between women and men in this activity?
 - What are your key takeaways from this gender-based division of labor?
 - What do you wish you could change about this division of labor?

“*The Gender Box Exercise is essential to reveal societal expectations of men and women.*”



KEY INSIGHT

During the sessions in Pakistan, men listed fewer tasks, and those they listed were focused on work outside the home. Women, on the other hand, listed a broad range of responsibilities encompassing both domestic duties and tasks outside the home. Participants saw a clear contrast between societal expectations outlined in the Gender Box activity and their real-life roles. Many participants recognized that, despite entrenched gender norms, women play an active role in productive work outside of their homes, often managing agricultural activities, livestock management, and traveling long distances to collect water, fuelwood, and fodder for livestock.

One key point raised during the discussion on the gender-based division of labor was that men often perform household-related tasks—such as cooking, cleaning, washing, and tailoring—outside the home, where they are well paid and take pride in this work as part of their enterprise. However, when it comes to performing these same tasks within the household, they are seen as women’s responsibilities, and men often feel ashamed to do them. In contrast, women are neither ashamed nor socially shamed for engaging in labor-intensive, time-consuming, and poorly paid work outside their homes.

Activity 3: Cotton Field or School?



OBJECTIVE: This exercise encourages participants to examine contradictions between gender norms, social expectations, and actual practices, showing how women's and girls' mobility is selectively controlled.



TIME REQUIRED:

1 hour



MATERIALS NEEDED:

- White board
- Markers



Steps:

1. The facilitator draws a picture on the white board depicting a girl standing on the road, in between a cotton field and a school. The facilitator then asks: **“In our society, where is this girl allowed to go? The cotton field or school?”**
2. Prompt participants with a thought-provoking question, such as: **“Why are women and girls often restricted from attending school, yet permitted to work in agricultural fields?”**
3. The facilitator refers back to the Gender Box Exercise where it was discussed that gender norms often dictate that women and girls should remain at home. However, the 24-hour work charts revealed that women and girls are, in reality, engaged in a variety of activities outside the home, including agricultural work, livestock management, and collecting fuelwood.
4. Encourage further discussion, using the following prompts as helpful:
 - What might happen if girls were permitted to attend school?
 - What if women were allowed to take up office jobs or visit government institutions?
 - How would these shifts affect the role of women and girls in their household?
 - How would these shifts affect the roles of men and boys in their household?
 - To what extent would these shifts affect household divisions of labor?



KEY INSIGHT

Across 44 GTA workshops in Pakistan, participants reflected on the contradiction between societal expectations and gender norms that mandate women and girls to stay at home. In reality, women frequently engage in activities outside the home, especially related to agriculture. Yet, many in society remain uncomfortable with girls attending school. Participants explored how this contradiction is tied to the purpose of women's and girls' mobility. They viewed going to the cotton fields as not enhancing girls' awareness of their rights nor empowering them to take control of their lives. In contrast, attending school equips girls with awareness of their rights, leading to independent decision making that challenges the existing social norms. This was a critical realization for participants, as they came to see that the issue was not with women's mobility itself, but rather with the intent to control that mobility.

Activity 4: Impact of Gender Box Findings on Gender-Based Violence

As women take on leadership roles, they challenge traditional power dynamics. This can positively disrupt established gender norms, but it may also present risks. Women stepping into decision-making spaces may face violence at both household and community levels. Engaging men and boys is crucial to addressing the toxic masculinity driving this violence and helps to explore ways of transforming harmful behaviors into positive expressions of masculinity.



OBJECTIVE: Analyze the relationship between Gender Box Exercise findings and GBV through an interactive, self-reflective exercise. The activity helps participants identify which groups in society typically experience violence, and how GBV restricts leadership opportunities for women. Understanding this linkage is crucial, as it is tied to shifts in household and community power dynamics.



TIME REQUIRED:

1 hour



MATERIALS NEEDED:

- Notecards
- Whiteboard and whiteboard markers



Steps:

1. The facilitator transitions from Activity 3 by asking: **“What might happen if women and girls attend school, take a job, or start advocating about climate change?”**
2. Facilitate a discussion on how participants perceive their communities would react, as well as how they themselves might respond. As part of these discussions, GBV may come up organically, along with social expectations that limit women's participation in decision-making processes.
3. The facilitator then asks: **“What impact does social stigma or gender norms have on individuals when women take on leadership or decision-making roles?”** Participants may openly discuss cases of violence in their own communities—including physical, emotional, financial, and sexual violence—especially toward women who challenge social norms, as well as men who support women's more active participation.
4. The facilitator then asks: **“What would be the impact of GBV on women's participation in leadership and decision making, and how does violence against women affect men, boys, households, and society as a whole?”**
5. The facilitator notes all responses on the whiteboard and continues the discussion by asking questions about the impact of climate change on violence against women.
6. The facilitator asks: **“How can men support women in becoming climate champions, considering social expectations and GBV that may arise in response to their changing role?”**

FACILITATOR'S NOTE: GBV is a highly sensitive topic that may trigger past trauma for participants. Latent trauma can surface during or after the session, affecting participants' emotional wellbeing. Facilitators should remain attentive throughout. If needed, pause the activity. Participants should also feel free to step out or take a break at any time.



DAY 2

On Day 2, facilitators can begin with a welcome note and reflections from Day 1. Revisit the workshop norms again to ensure the conversation remains inclusive and safe for everyone. Day 2 will cover four activities in total.

Activity 5: Problem Tree Analysis



OBJECTIVE: Examine differences between social expectations and personal beliefs related to CEFMU, SRHR, and FP to assess individual perspectives and readiness for change.



TIME REQUIRED:

1.5 hours



MATERIALS NEEDED:

- "Personal Beliefs Vs Social Norms" Worksheet ([Annex 10](#))
- White board
- Writing pads and pens
- Markers (variety of colors)



Steps:

1. The facilitator distributes worksheets to all participants for an individual exercise. Participants have 10 minutes to complete their responses.
2. The facilitator collects the worksheets and conducts a rapid analysis of responses during the morning tea break.
3. After the tea break, the facilitator asks whether participants believe child marriage is a problem in their given context. For all participants who respond "yes," ask them write down the root causes of CEFMU on their writing pads, according to their perspectives.
4. The facilitator then draws a tree on the white board and invites participants to share their thoughts on the root causes of CEFMU, while the facilitator records all suggestions on the white board. This allows participants to identify the underlying causes of CEFMU rather than solely its consequences.



KEY INSIGHT

Participants identified over 20 contributing factors to CEFMU across all GTA dialogue workshops in rural Pakistan. The three most consistently cited were poverty, lack of education, and deeply rooted gender norms. In flood-affected areas, participants also discussed the impact of climate-related disasters on child marriages particularly girls. They linked climate change to increased poverty, and early marriage of girls as a common response. Across 44 workshops, 95% of participants expressed disagreement with prevailing social expectations, particularly those related to CEFMU.

Activity 6: I Want to Change...

Following Activity 5, participants are invited to complete the "I Want to Change" worksheet, where they identify the gender norms they wish to change, and the potential risks associated with these changes. This exercise encourages participants to envision a more just and equitable society.



OBJECTIVE: Facilitate participants' reflection to identify gender norms they wish to change, consider the potential risks associated, and plan for safely challenging identified norms.



TIME REQUIRED:

1 hour



MATERIALS NEEDED:

- Notebook
- Pen
- "I Want to Change" worksheet ([Annex 11](#))



Steps:

1. Distribute "I Want to Change" worksheets to each participant, asking them to reflect on what gender norms they would like to change and identify the potential risks of challenging them. Encourage participants to complete the exercise independently without discussing with others. To keep responses anonymous, worksheets contain no identification information except for gender.
2. Allocate 45 minutes for participants to complete their worksheet.
3. Upon completion, invite participants to share any thoughts or reflections, though no group discussion or formal reflection is necessary, and participants should not feel obligated to share.
4. During the lunch break, facilitators conduct a rapid analysis of responses to inform the subsequent activity.



KEY INSIGHT

Many participants expressed a desire for their daughters to attend school instead of being married early. Many also indicated a wish to challenge gender norms excluding women from the formal workforce and decision making. They emphasized women should have the right to work, make independent decisions, and live free from violence.

Activity 7: Power Walk

Following Activity 6, engage participants in a “Power Walk” to explore who holds power in society. Men and boys are critical allies in achieving gender equality. For meaningful participation, engage them in honest conversations about privileges they are granted by default in society. Expecting women to change gender narratives without addressing underlying power dynamics can put women in challenging and unsafe situations.



OBJECTIVE: Participants will explore gendered power dynamics, identifying who holds the power to influence and shift gender norms in a given context.



TIME REQUIRED:

1 hour



MATERIALS NEEDED:

- Notecards



Steps:

1. Invite one woman and one man to stand at the front of the room, facing the workshop participants. The remaining participants are asked to act as “society.”
2. The facilitator reads aloud the 10 statements provided below.
3. After reading each statement, ask participants to call out the name of the man or woman that would be allowed to perform the stated action according to societal expectations and gender norms. The individual whose name is called steps forward.
4. If both names are called simultaneously, the person whose name is called out by more participants steps forward.
5. After all statements are read, note who has advanced the furthest.
6. Lead a discussion on men and women’s social status, asking participants to reflect on how society treats women compared to men and how disparities restrict women’s progress.

Sample Statements:

Education and Workforce Participation

- According to societal expectations and gender norms, who is more likely to pursue education up to 10th grade or beyond?
- Who is more likely to be allowed to own a smartphone?
- Who is more likely to enter the formal workforce?

Decision Making

- Who is more likely to be allowed to decide whom to marry and when?
- Who is more likely to receive information first about a climate emergency in the area?
- Who is more likely to meet with government officials if needed?
- Who is more likely to speak publicly at community events?

Health

- Who is more likely to visit a hospital or purchase medicine without another’s permission?
- Who is more likely to be allowed to make FP or SRHR decisions?
- Who is more likely to live a life free from violence?



KEY INSIGHT

In workshops in Pakistan, only men reached the finish line, demonstrating that gender norms often grant men the power and privileges to advance. This served as a starting point for a discussion on how men and boys can be allies in transforming gender norms and rebalancing power dynamics for advancing women and girls’ leadership for climate resilient communities and improving access to health services.

During the power walk exercise, participants discussed how women falling behind or not progressing impacts families in particular and society at large. It was also highlighted that women’s empowerment and gender equality are not just women’s issues but concerns for the entire society, especially future generations.

Activity 8: Collective Action Plans for Women's Leadership in Climate Resilience

Activity 7 naturally leads into the final activity of the GTA dialogue workshop. This concluding session focuses on developing collective action plans to strengthen women's and girls' leadership in building climate-resilient communities. This offers an opportunity for both women and men to come together to identify ways to enhance women's participation in decision-making and strengthen their agency to take greater control of their lives and lead their communities for climate action.



OBJECTIVE: Create collective action plans for advancing women and girls' leadership for climate change resilience.



TIME REQUIRED:
1.5 hours



MATERIALS NEEDED:

- Charts
- Whiteboard
- Markers
- Chart holder clips



Steps:

1. The facilitator distributes a worksheet that summarizes key points from the previous 7 activities (worksheet provided in the [Annex 12](#)).
2. Distribute charts and markers to 6 groups (mixed or segregated by gender).
3. Ask each group to discuss the worksheet and record their responses in their notebooks. Encourage each group to collectively agree on key points to include in their charts.
4. Ask each group to nominate at least 2 members (1 woman and 1 man) to present their group's work in plenary.

Example: A Collective Action Plan from a GTA Dialogue Workshop:

Gender Norms Restricting Women's Participation in Leadership	Consequences of Gender Norms	Steps to Increase Women's Leadership in Climate Action	Potential Risks	Risk Mitigation Plan
Women have brains in their ankles	Women are perceived as inferior or lacking wisdom	Create awareness among women	Social pressure	Conduct community meetings to educate them
If women start leading, what will men do? Leadership is considered a man's domain	We don't include women in decision-making processes.	Intentionally create space for women in decision-making processes alongside their men counterparts, especially at household level	People will question the manhood of male family members.	Talk to progressive men to take the lead



KEY INSIGHT

As discussed earlier, women's empowerment and their leadership roles benefit everyone in society, especially future generations. It was also emphasized that increasing women's participation in leadership is not solely women's responsibility but a shared effort between women and men. This is because harmful gender norms and social expectations place different pressures on both women and men, ultimately restricting women's role in decision-making.

During the group presentations, participants emphasized the importance of taking action at the individual, household, and community levels to remove barriers and promote women's leadership in building climate resilience. They highlighted that educating and raising awareness among women is crucial for boosting their confidence, which in turn enhances their access to information and understanding of community issues, especially climate change. Participants also stressed that men and boys should trust, communicate with, and actively listen to their women family members. A key takeaway from the group work was the need for men and boys to share household and parental responsibilities, allowing women more time to engage in community activities. Furthermore, participants agreed that men and boys have a responsibility to create an enabling environment where women can lead climate action efforts without fear of any form of violence.

Overarching Considerations for Engaging Men and Boys

- For generations, gendered social expectations have shaped women and men's behaviors. Rather than shaming individuals, it is important to support them in understanding, challenging, and transforming deeply rooted gender inequalities.
- GTA is a non-confrontational process. Instead, it fosters an environment that motivates collective action towards greater gender equality. Acknowledging the ways in which both women and men are negatively impacted by patriarchal gender norms can be a helpful tool in setting a non-combative tone from the onset.
- Men's and boys' involvement should serve to inculcate a safe and open environment that encourages women to lead. Since men are often encouraged to lead and be vocal about their opinions their active and intentional facilitation is essential to ensuring men practice active listening, hold space for women's opinions, and let them lead. This is especially critical at the household level, given the increased risk of intimate partner violence.



PRO TIPS

Engaging Men and Boys in GTA

- Identify influential men in the community to serve as ambassadors for gender equality.
- Create culturally resonant media campaigns portraying men as advocates and change agents.
- Encourage them to actively participate in gender-focused dialogues and workshops.
- Involve them in community and multisectoral meetings.

CASE STUDY

Chandi and Mohin, Change Agents in Pakistan

Chandi and Mohin, who live in Umerkot, Sindh, Pakistan, are a married couple who took part in a GTA dialogue workshop hosted by the WLCR program.

The workshop brought together women, girls, men, and boys to discuss and challenge harmful gender norms in their communities, with a focus on men as allies and women taking the lead in building climate action.

After the workshop, Chandi and Mohin began discussing these issues at the household level. These conversations led them to take part in broader community interventions. Men in their community started listening to women's voices at home, while women like Chandi volunteered to join **Surmi Key Sur**, a community theater initiative aimed at raising awareness about impact of climate change on women, girls, and communities through performance.

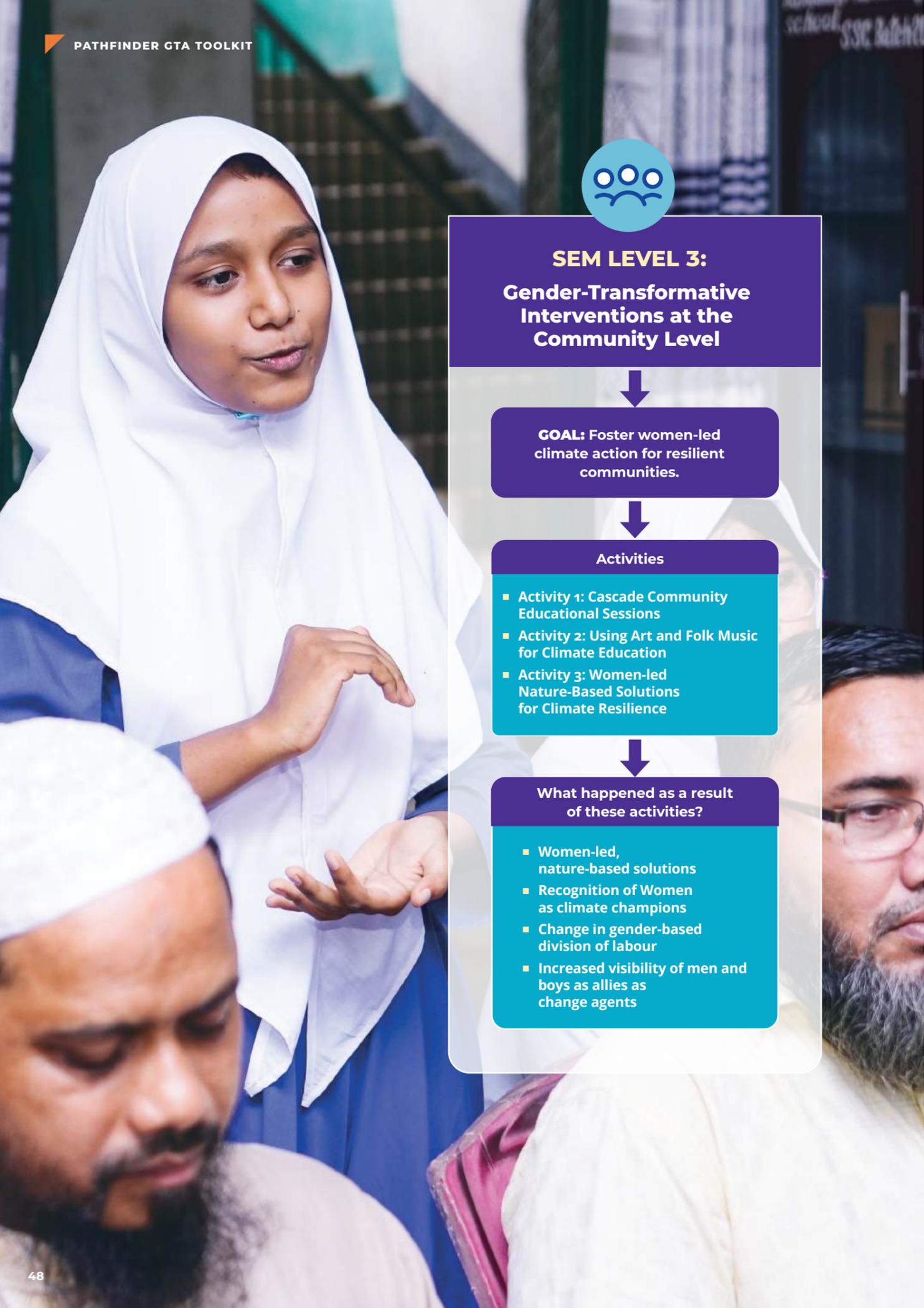


To reduce social resistance, men and women performed together. Their theater performances tackled issues such as climate education and how climate change contributes to CEFMU. This joint effort not only changed the way the community viewed traditional gender roles, where women were expected to stay within the home, but also visibly transformed the roles of men as allies for the cause of gender equality.

The impact was significant. Chandi emerged as a community leader, while Mohin's support became a model of allyship for others. Together, they performed in over 50 community outreach theater events, helping to drive forward important conversations and spark real change in attitudes and behaviors, reflecting the essence of GTA dialogue in shifting gender norms and social expectations for women's leadership for climate change resilience.

“To reduce social resistance, men and women performed together. Their theater performances tackled issues such as climate education and how climate change contributes to CEFMU.”





Phase 2 | SEM Level 3

Gender-Transformative Interventions at the Community Level

Under this level, you will find...

- Step-by-step guidance for facilitating three community-level gender-transformative activities.
- A case study from Bangladesh.

Climate change and its effects—including floods, droughts, and other disasters—impact the livelihoods and wellbeing of entire communities.

To ensure the success of WLCR initiatives, it is important to implement GTA-based interventions for climate resilience at the community level.

While efforts to build women’s agency at the individual level and engaging men and boys at the household level are essential, gender transformative change cannot occur without community involvement and buy-in. This is especially true in patriarchal societies, where communities uphold harmful gender norms and belief systems that reinforce gender inequalities. Even when men are supportive of increasing women’s agency or role in household decision making, community pressures can frequently hinder meaningful shifts in power dynamics. Individuals who challenge gender norms can face negative social sanctions. For example, during our GTA dialogue workshops in Pakistan, some men and boys reported that while they were willing to share household responsibilities with women in their families, they faced backlash from other community members. They expressed concern that if neighbors saw them cooking or cleaning, they would be mocked, labeled as submissive to their wives, or subjected to derogatory comments questioning their masculinity. This same pressure applies to women. Even when women are ready to lead and have male support, the most common concern that arises is: *What will people say?*

There are many ways to engage communities in GTA based interventions for example, facilitating community dialogues, celebrating International Women’s Day, implementing community media campaigns, advocating for women’s leadership through art and folk music, and organizing meetings with community stakeholders to develop and promote a WLCR agenda. The section below provides guidance for implementing three community-level activities conducted under the WLCR program in Bangladesh and Pakistan.

Activities for Gender-Transformative Change at the Community Level

CCs trained at SEM Level 1 (the individual level) and engaged at SEM Level 2 (the household level) through GTA dialogue workshops will now serve as facilitators for SEM Level 3, the community level. Activities conducted thus far strengthen the disaster preparedness and response capacity of CCs, readying them to aid their communities in disaster planning and crisis response. CCs are now equipped to increase climate and health awareness within their communities and bolster climate change resilience. In leading the following three activities, CCs play an important role in informing communities about the frequency and nature of climate disasters, their effects on families and communities, and how to stay safe during climate emergencies.

Activity 1: Cascade Community Educational Sessions

OBJECTIVE: To increase community awareness about climate change and its impact on SRHR, GBV, livelihoods, and nutrition, while fostering collective climate mitigation efforts and enhancing visibility of CCs' leadership role in these community initiatives.



TIME REQUIRED:

Varies by location and availability of participants—women and girls often have less availability due to workload. On average, each session lasts between 90 minutes and 4 hours.



MATERIALS NEEDED:

- IEC Material ([Annex 13](#))
- Large booklet for display during community sessions
- Charts
- Banners
- Standees
- Pathfinder's training manual on Climate Change, DRR, GBV, Nutrition and SRHR. ([Annex 14](#))
- Markers



Steps:

1. Begin by establishing a safe space and ensuring that community members—especially women and girls—feel comfortable participating. One way to do this is by making seating arrangements for facilitators and participants uniform to reinforce equal status between facilitator and participant. Another option is to provide childcare and designated child-friendly spaces for participants who need to attend with their children.
2. CCs organize community sessions by three main topics:
 - **Understanding Climate Change:** Sessions begin by providing information on climate change, climate-induced disasters, and various types of climate-related events. CCs use graphics to support explanations and engage participants by asking about climate disasters they have experienced in the past two years.
 - **Impacts of Climate Change:** CCs facilitate discussion on how climate change affects community life, focusing on livelihoods (primarily agriculture and animal husbandry), access to basic health and education services, and specific impacts on women and girls.
 - **Potential Solutions:** CCs invite community members to share ideas for community-level solutions to climate events. The discussion also explores how communities can support women to lead these climate actions.
3. To improve future sessions, CCs collect voluntary verbal feedback from community members at the end of each session via the five guiding questions below. CCs record responses, collate them, and review in advance of future sessions.
 - How would you describe your overall experience of this session?
 - What did you find most valuable or enjoyable?
 - Was there anything you didn't like or felt could be improved?
 - Do you have any suggestions for how I can improve my facilitation?
 - What ideas or recommendations do you have for future sessions?



PRO TIPS for Hosting Inclusive Community Sessions

How to Create Women-Friendly Spaces during Community Sessions

- Conduct sessions in physically safe locations, close to women's homes and communities, and away from crowded public places.
- Obtain informed consent before taking any photos or videos.
- Do not share any personal information about women and girls with other community members.
- Establish session norms based on inclusion, respect, and confidentiality.
- Use local languages to ensure participants feel comfortable and understood.
- Listen actively and respectfully. Do not interrupt women or girls when they are speaking.
- Ensure seating arrangements are flexible and comfortable. Allow participants to choose whether to sit on chairs, on the floor, or stand—based on their own comfort.

How to Create Child-Friendly Spaces during Community Sessions

- Do not restrict women's participation because they bring their children.
- Avoid shaming or criticizing parents if a child becomes upset or cries during the session.
- Allow parents to comfort or attend to their children in whatever way they feel is appropriate.
- Choose venues that include open spaces where children can play under the supervision of their parents.
- Provide simple toys, coloring books, or drawing materials to keep children engaged.
- Offer light snacks for children to make the environment more welcoming.
- Include children in ice-breaker activities where appropriate to help them feel involved.
- Arrange seating for parents with children in well-ventilated, open areas to prevent discomfort.



FACILITATOR'S NOTES:

- CCs are well positioned to select the venue for their specific audience. In Bangladesh and Pakistan, CCs chose not to hold sessions near main roads, markets, or places of worship, preferring instead to conduct women's sessions within community members' homes and men's and mixed-gender sessions in community centers.
- Work with CCs to design a flexible schedule and tailored format for community sessions to ensure maximum participation. Flexibility is particularly important for ensuring the participation of women and girls, so that their attendance does not place undue burden on them given their other household and familial roles. For example, in Pakistan, some villages held a single full-day session, while others spread sessions over 2–3 days. In Bangladesh, community sessions are spread over a period of eight months with the same group of community members.



KEY INSIGHT

In Pakistan, the development of women-led community climate action plans resulted in initiatives such as mangrove planting in coastal areas, installation of lightning rods, and strengthening sources of alternative livelihoods. In Bangladesh, implementation of community sessions led to the adaptation of climate-smart agricultural practices through the active participation and collaboration between community members.

How is this Activity Gender-Transformative?

Women-led community sessions on climate change resilience served as a powerful demonstration of women's leadership in climate action at the community level. These activities highlighted CCs' expertise and positioned them as valuable resource persons in addressing climate challenges. Witnessing women in such leadership roles also inspires young girls, offering strong role models within their communities.



Activity 2: Using Art and Folk Music for Climate Education



OBJECTIVE: To raise community awareness about climate change, climate events, and their disproportionate impacts on women and girls, as well as promote community-led climate resilience actions, all while enhancing the visibility of CCs as leaders and men as allies.

This activity is carried out in 2 stages.

STAGE 1: Skill building with CCs and male allies to prepare for performance in community interactive theatres and folk music events



TIME REQUIRED:

2 days (6 hours per day) of training for theatre group participants;
5 days (6 hours per day) of training for musical group participants.



MATERIALS NEEDED:

- Suggested venue: Partner CBO offices
- Scripts for interactive theater performance
- Folk music compositions
- Costumes for performers
- Banners and standees for event branding
- Notebooks and pens for facilitators



Steps:

1. Identify and onboard organization with experience in using music and art for social change.
2. Conduct orientation sessions for project district coordinators and CBOs on the objectives and implementation requirements of the activity at the community level.
3. Develop a theatre script and songs in relevant local languages, in collaboration with the CBOs and CCs. We recommend multiple rounds of review and finalization before the activity starts.
4. Identify 6 individuals per district (3 CCs and 3 male allies) to form theatre groups.
5. In collaboration with the art and music organization, conduct a 2-day training for selected participants, covering:
 - Dialogue delivery
 - Use of costumes
 - Facial expressions and body language
 - Voice modulation and pauses
 - Audience engagement techniques for interactive performances
6. Select 5 CCs for the folk music group through auditions
7. Conduct a 5-day training for the music group led by local folk singers, covering:
 - Vocal training and singing techniques
 - Use of musical instruments
 - Coordination and stage presence for community performances



STAGE 2: Delivery of community interactive theatre performances and folk music events



DURATION AND TIME REQUIRED:

1 hour for interactive theatre performance; 30 minutes for folk music segment.



MATERIALS NEEDED:

- Scripts (developed prior to implementation of Stage 2) for interactive theater performance
- Folk music compositions
- Costumes for performers
- Traditional decorative items for stage design
- Banners and standees for event branding
- Arm ribbons for tracking community attendance

FACILITATOR'S NOTES:

- The performance venue should be a public space that can accommodate 50–60 people.
- CCs and male allies should complete SEM Level 1 and 2 activities before conducting this activity.



Steps:

1. Select appropriate venues in each community for theatre and music performances.
2. Schedule events in the evening when more community members are available.
3. Invite community members at least one day before the scheduled performance.
4. Conduct rehearsals prior to the actual event to ensure performance quality.
5. Decorate the stage using traditional items for a culturally resonant environment.
6. Perform interactive theatre plays and folk music events focused on climate change and its specific impacts on communities—particularly on women and girls.
7. Engage the audience post-performance by inviting community members to share their thoughts on the play, characters, and key messages received.
8. Hold the folk music event immediately after the interactive theatre performance to maintain engagement and flow.

How is this Activity Gender-Transformative?

Art and music are powerful yet highly sensitive tools for raising awareness and shifting community perceptions. To ensure meaningful impact, it was crucial to plan these public performances thoughtfully and strategically.

CCs demonstrated their leadership in promoting climate education among diverse community members in public spheres. This visible demonstration of women's leadership was a shift from traditional roles and responsibilities assigned by gender norms and social expectations. CCs effectively utilized interactive theatres to amplify their voices and leadership for climate action.

A significant transformative shift was the active participation of male allies as change agents who had previously engaged in GTA dialogues. They performed alongside women climate champions in interactive theatres and promoted women-led community engagement on climate issues by challenging gender norms and defying the odds.

Activity 3: Women-led, Nature-Based Solutions for Climate Resilience

GTA emphasizes collective community actions in achieving sustainable solutions. In the context of building climate-resilient communities, GTA advocates for community-led campaigns focused on environmental protection. Across the globe, indigenous communities are leading nature-based solutions to mitigate climate change. The guidance below is informed by nature-based interventions led by CCs in Bangladesh and Pakistan. This activity features a mangrove planting campaign the WLCR program conducted in Pakistan.



OBJECTIVES:

- Introduce and promote nature-based solutions for climate resilience, such as mangrove planting to prevent erosion, and sustainable fishing practices and climate-smart agriculture to provide food security and livelihood.
- Strengthen CCs’ skills in transferring theoretical knowledge to practical action.
- Actively involve communities in implementation of collective climate action plans.
- Shift gender norms by elevating women as climate leaders in climate resilience efforts.



TIME REQUIRED:

Varies by intervention.



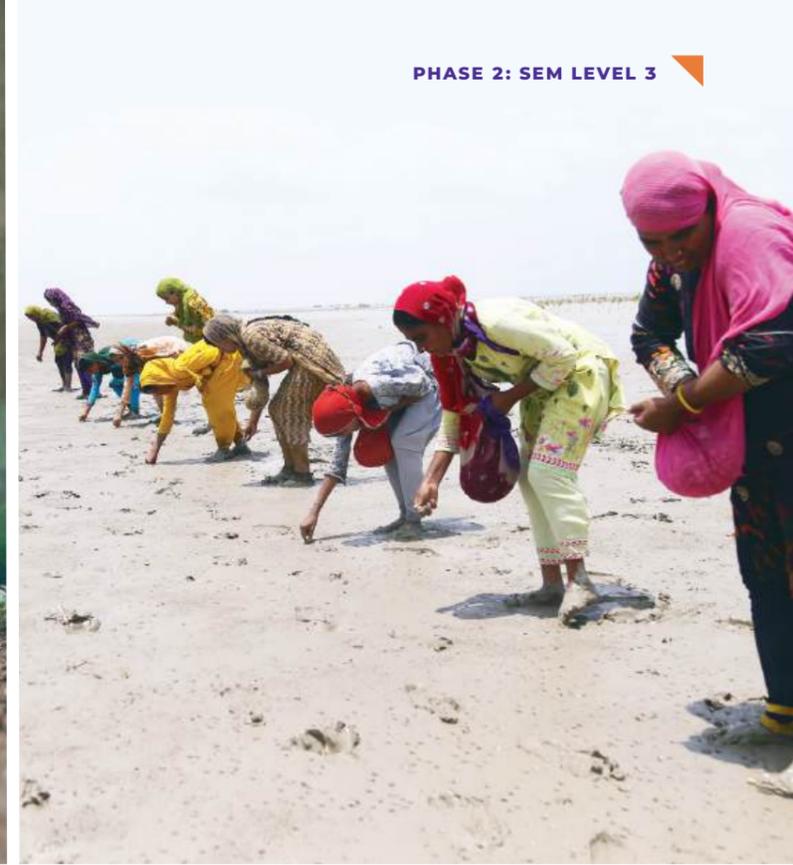
MATERIALS NEEDED:

- Mangrove seeds
- Agricultural crop seeds and inputs
- Guidance for planting and cultivating chosen crops and mangroves



Steps:

1. Collective Climate Resilience Action Plans are developed as part of SEM Level 1 and during Activity 1 at the community level. Identify plans that focus on nature-based or environmental protection efforts and select one for implementation.
2. CCs engage with project District Coordinators and CBO representatives with expertise in mangrove planting to review and refine the proposed interventions.
3. CBO includes the intervention as an agenda item in district-level coordination meetings to obtain support from local government officials.
4. CCs present the proposed mangrove planting campaign intervention to the district administration during multisectoral committee meetings, ensuring integration of the intervention into formal district planning.
5. With approval from the district administration secured, CCs return to communities to begin planning.
6. CCs schedule mangrove planting days once they obtain seeds from CBOs, in close coordination with community members, the WLCR team, and the district administration, especially the forest and environmental protection departments.
7. CBO makes local arrangements such as renting vehicles and boats to reach coastal areas.
8. CCs, along with community members and government officials, lead the mangrove planting campaign.
9. The community monitors mangrove shoots to protect them from pests and livestock, especially camels.





Key Considerations when Co-Implementing GTA Interventions at the Community Level

- Implement community-level GTA interventions in close coordination and collaboration with community-based organizations, grass-roots movements, and key program stakeholders.
- If resources permit, carry out community stakeholder mapping. This exercise will help the program team identify various actors who may positively or negatively influence the implementation of the program, either directly or indirectly.
- Maintain regular coordination and communication with CBOs to gather feedback on program progress and effectiveness.
- Ensure flexibility within the partnership with CBOs, so that if any unforeseen developments arise, both parties can jointly revise and adapt their plans accordingly.
- Program implementation should ensure that CBOs and direct stakeholders are not exposed to any form of risk. A clear risk mitigation plan must be developed, guided by the principles of "Do no harm" and safeguarding.
- Develop a communication strategy for community-level advocacy campaigns, ensuring careful consideration of cultural sensitivities, local languages, and socio-political and economic dynamics of the community.

How is this Activity Gender-Transformative?

GTA emphasizes the significance of collective community action in achieving sustainable solutions. In the context of building climate-resilient communities, GTA advocates for community-led campaigns focused on environmental protection. Across the globe, local and indigenous communities are leading climate-smart agricultural practices and mangrove planting campaigns to mitigate the effects of climate change.

CASE STUDY

Beauty's Empowerment through Climate-Resilient Agriculture in Bangladesh

Beauty Rani Sutradhar, 28, lives in a climate-vulnerable village in Sylhet.

Five years ago, Beauty married her husband, who soon after migrated away in search of work. Distance put strain on their relationship, and her husband stopped sending money home. As a result, Beauty had to move back into her parents' home, where she resolved to learn how to manage her own financial livelihood.

For the next two years, Beauty participated in courtyard sessions and community group activities organized by the WLCR program. These sessions focused on improving health and climate-resilient livelihoods and soon proved to be pivotal for Beauty. During one session, Sub-District Agriculture Officer Nomita Rani Sarkar fostered collaboration between community members and local agricultural authorities by sharing insights on climate-resilient agricultural methods. Through Nomita's outreach, Beauty learned about available support programs and initiatives for land cultivation. Through the program's guidance, Beauty learned the basics of climate-smart home agriculture, such as sack gardening for vegetable cultivation, which increases yields and protects crops from damage caused by heavy rain and floods during monsoon season.

Beauty and her fellow community members received 5kg of rice seeds, 20kg of fertilizer, and various vegetable seeds from the local agriculture office to support their new gardens. Today, Beauty is a champion homestead gardener. Her garden allows her to better sustain her family, improve their nutrition, and reduce food costs. Furthermore, Beauty sells her surplus rice and vegetables to her community. Last year, Beauty earned enough to provide for herself



and her parents, plus a profit of 40,000 taka (approximately US\$ 360). Beauty has inspired many more women in her community, who come to her to learn how to start their own backyard gardens.

Reflecting on her journey, Beauty emphasized, "We did not know anything about the support and safety net programs of the government offices. We connected to the nearby agriculture office through WLCR program and learned about these services. Now, 20 people from my village have received the services. I hope that in the future more people can access these services."





**SEM LEVEL 4:
Gender-Transformative
Interventions at the
Institutional Level**

GOAL: Improve institutional preparedness for responding to health emergencies and deliver gender-inclusive services during climate-induced disasters

Activities

- Activity 1: Multisectoral Committees (MSCs)
- Activity 2: Development of District-Level Contingency Plans
- Activity 3: Minimum Initial Services Package (MISP) for SRHR and Prevention of GBV during Climate Crisis
- Activity 4: Launching an Incubation Hub in Partnership with Universities
- Activity 5: Collaborative Partnership with Policy Institutions
- Activity 6: School-Based Disaster Risk Management (SBDRM)
- Activity 7: Developing School Safety Plans in Bangladesh

What happened as a result of these activities?

- Development of contingency plans
- Women's participation in stakeholders' meetings
- Acknowledgment of women's leadership role at the institutional level

Phase 2 | SEM Level 4

Gender-Transformative Interventions at the Institutional Level

Under this section, you will find...

- Step-by-step guidance for implementing seven gender transformative activities that also strengthen institutions and health disaster response.
- A case study from Bangladesh.

As with the household and community levels, institutions play a key role in shaping individual beliefs about gender and social expectations for women and men.

Government institutions and policymakers have significant influence in determining public service responsiveness to the needs of diverse constituents, including women and girls. They also hold the power to promote broader shifts toward greater gender equality within society.

implemented across both Bangladesh and Pakistan. Rather, lessons learned from implementing a combination of these interventions inform the guidance below. Across all of them, CCs continue to play a central role in implementing institutional interventions after laying the groundwork through GTA interventions at SEM levels 1, 2, and 3.

Activities for Gender-Transformative Change at the Institutional Level

Pathfinder has a strong record of engaging diverse, relevant institutions in efforts to promote women-led climate resilience, youth empowerment, and access to SRHR services. This includes supporting governments in developing gender-sensitive policies and contingency plans. Drawing on this extensive experience, WLCR implemented seven institutional interventions as part of its overarching GTA. Not all interventions described below were

Activity 1: Multisectoral Committees (MSCs)

WLCR implemented this approach at the district level in collaboration with a broad range of stakeholders, including district officials, local NGOs, and community members, establishing MSCs in Pakistan and revitalizing existing Union Disaster Management Committees (UDMC), which is the lowest administrative tier below sub-district in Bangladesh. Our GTA ensured women's and community voices were included in setting the agenda and discourse for climate resilience and access to better health at the institutional level.



OBJECTIVES:

- Strengthen collaboration among relevant stakeholders, including government departments, local organizations, and CCs to enhance community preparedness for health emergencies and climate-induced disasters.
- Establish a platform for CCs to advocate for and facilitate inclusion of women's voices in shaping gender-inclusive policies and services at the institutional level.



TIME REQUIRED:

1 hour per meeting; 1 meeting per quarter recommended.



MATERIALS NEEDED:

- Venue: District Health Office Conference Hall
- Banners and standees
- Notepads and pens
- Printed agenda and registration sheets

SUGGESTED PARTICIPANTS:

- 2 CCs (rotating from different communities quarterly)
- Project and CBO representatives
- Representatives from INGOs
- Representative from NGOs and local stakeholders
- Representatives from district government administration



Steps:

1. Engage representatives from diverse district government departments, such as: Health, Population & Social Welfare, Agriculture, Environment, and Women's Development.
2. Organize introductory meetings with district administration, giving district officials the chance to become familiar with WLCR program goals and outcomes.
 - In Bangladesh, UDMCs should exist in all climate-vulnerable districts per the Bangladesh Government's Standing Orders on Disaster.
 - If revitalizing existing UDMCs, we suggest working with district and sub-district level officials to identify inactive UDMCs and reform them following existing government policy.
3. Following introductory meetings, establish MSCs and issue official notifications with Terms of Reference to guide MSC functioning.
4. In consultation with district officials, designate the appropriate district representative as MSC chair for leadership and continued institutional support. In Pakistan, the Deputy Commissioner generally serves as MSC chair.

5. Actively engage CCs in MSC planning and execution. In Pakistan, two CCs lead planning and participate in meetings, rotating every meeting for diverse representation.
6. Establish communication channels with relevant district officials, inviting them to regular project meetings and onsite supervisions, to ensure alignment with district goals and sustained support.
7. Develop a detailed agenda for each MSC meeting in consultation with CCs, CBO partners, and district officials. We recommend standing time in these agendas for project staff, CCs, and CBO partners to present quarterly WLCR program updates.
8. Support CCs to build their confidence to regularly participate and share feedback from communities during MSC meetings, focusing particularly on community concerns related to health and climate change.

OPTIONAL STEP:

In some settings, MSCs may choose to serve as a community-level mechanism for disaster response. If in this situation, we suggest the following steps:

- Assess and strengthen participants' current capacity for disaster response.
- MSCs conduct community risk assessments (CRA) and vulnerability mapping.
- Prepare a risk reduction action plan, using data collected from the CRA and including key action items and members responsible for each action item.



PRO TIPS for Inclusive MSC

- Include CCs in developing and finalizing meeting agendas.
- Ensure CCs have prominent seating. Presence does not equate meaningful participation.
- Pay attention to meeting dynamics: observe who is interrupting women and who is actively encouraging participation. Ensure adequate time for CCs to share without interruption.
- Invite at least two CCs to each meeting to build confidence, solidarity and collective agency.
- Encourage women to speak in their preferred language. If not widely spoken, have an interpreter present.

How is this Activity Gender-Transformative?

In rural settings, interaction between women and district administration is not common due to entrenched gender norms. MSCs are a platform for women to engage directly with district level government representatives. In both Bangladesh and Pakistan, we noticed shifts in gender norms and local power dynamics at the district level as a result of these meetings. For the first time, CCs entered district government offices and voiced community concerns directly to government officials. This approach was a culmination of the WLCR's multi-level interventions to reduce barriers to women's agency and leadership. Beginning with strengthening individual agency, followed by building support among men in households and communities, CCs eventually felt comfortable leading discussions with district officials. This broke long-standing barriers and served as a model for young girls, who now have tangible examples of women as climate action leaders.

Activity 2: Development of District-Level Contingency Plans



OBJECTIVES:

- Strengthen the climate emergency preparedness of health facilities.
- Ensure coordination between health facilities and district disaster response units for timely action during climate-induced emergencies.
- Equip health workers with emergency response protocols and structured referral pathways to ensure effective coordination during climate disasters.



TIME REQUIRED:

6 months



MATERIALS NEEDED:

- Printed surveys for data collection



Steps:

1. Organize coordination meetings with district health and disaster management authorities to establish contact and strengthen collaboration.
2. Conduct assessments of each health facility in project districts, evaluating location, catchment population, and level of preparedness to provide basic health care services during climate disasters.
3. Draft contingency plans for each facility type based on facility profile and assessment results. Ensure plans cover essential elements, such as:
 - Basic facility information
 - Catchment population breakdown using MISP indicators
 - Emergency supplies status
 - Availability of essential services
 - Duty rosters with contact numbers
 - Shift-wise medical camp planning
 - Referral hospital details
 - Emergency contact directories
 - Linkages with NGOs and private healthcare providers
 - For uncovered areas, add contact details of CCs
4. Produce a detailed facility booklet that includes all relevant information and guidance for use at health facilities.
5. Formally submit contingency plans ([Annex 15](#)) to relevant authorities for review and endorsement.
6. Organize orientation workshops alongside DHOs, District Managers, facility in-charges, and provincial stakeholders to institutionalize the contingency planning process.



How is this Activity Gender-Transformative?

Many rural and low-resourced health facilities operate without formal emergency protocols, leaving them vulnerable during disasters. WLCR addressed this gap by equipping each facility with a clear, actionable contingency plan with step-by-step guidance on how to respond during climate emergencies and the chain of communication within the health system. The plans also included an overview of women and girls in the catchment area and established pathways for coordinated community response. CCs also served as first responders for currently underserved areas, reinforcing their leadership and ensuring crisis preparedness and response is women-led.

Activity 3: Minimum Initial Services Packages (MISP) for SRHR and Prevention of GBV during Climate Crisis

The WLCR program focuses on strengthening health service delivery during climate-related disasters, ensuring that essential SRHR, FP, and health services, including gender-responsive counseling, and prevention of GBV, are accessible particularly in climate-vulnerable areas during times of emergency. It is designed to effectively meet the needs of vulnerable groups, particularly women and girls during times of crisis.



OBJECTIVE: Strengthen capacity of health department personnel on MISP to prepare the health workforce for climate-related health emergencies, with a focus on SRHR and GBV.



TIME REQUIRED:

8 days



MATERIALS NEEDED:

- MISP & Gender training modules (Annex 16)
- Guidebook and cheat sheet
- Presentation
- White board and markers
- Flipchart



Steps:

1. Identify gaps in the MISP specifically related to sexual and reproductive health services (SRH) via a disaster preparedness and service readiness assessment in supported health facilities. In Bangladesh, this assessment includes IDIs with facility managers and providers.
2. If your organization does not have direct service delivery capabilities, consider engaging UNFPA or another global service delivery partner to address these gaps through strategic partnership.
3. Collaboratively design and conduct an intensive 8-day Master Trainers MISP training, with emphasis on SRH and GBV service delivery in climate emergencies, as well as gender-transformative approaches for delivering services.
4. Select and train participants from supported district and sub-district facility level health service providers to become Master Trainers, establishing a cohort of qualified MISP Master Trainers.
5. Support deployment of these trainers in climate crisis-affected communities. This will require coordination with the health system to ensure coverage of trainers' routine roles and responsibilities while they travel to crisis-affected areas.
6. Monitor implementation of MISP across supported districts to assess effectiveness.

How is this Activity Gender-Transformative?

Strengthening the health system's capacity to support emergency response was inherently a transformative shift in Bangladesh and Pakistan. In WLCR program, Pathfinder trained community health workers—including a diverse group of doctors, nurses, managers, Lady Health Visitors, Family Welfare Workers, Lady Health Supervisors, and Lady Health Workers. The training focused on strengthening the capacity of health sector clusters to implement the MISP, with an emphasis on emergency preparedness and response in key areas such SRHR and GBV.



Activity 4: Launching an Incubation Hub in Partnership with Universities

The WLCR Pakistan team launched an Incubation Hub to engage students from two universities to design gender-transformative climate solutions. The initiative provided a structured space for youth to explore climate risks and effects on vulnerable communities. Using design thinking methodologies, students co-created solutions addressing the intersections of climate change and SRHR while strengthening women and girls' agency.



OBJECTIVES:

- Develop a learning space that strengthens youth leadership for climate action.
- Co-create sustainable, community-driven, and gender-transformative climate solutions.
- Promote learning on climate change and SRHR for students with diverse academic backgrounds.



TIME REQUIRED:

5 days per workshop per university (we engaged 2 in Pakistan)



MATERIALS NEEDED:

- Printed coursework
- Whiteboard and markers
- PowerPoint Presentation



Steps:

1. Develop a tailored Incubation Hub concept to align with project objectives of fostering innovation and capacity strengthening.
2. Develop a 6-day curriculum incorporating modules on climate change, gender, sustainability, and design thinking ([Annex 17](#)).
3. Coordinate with universities to engage business, humanities, and agriculture students, ensuring gender balance and regional representation. The 6-day workshop content covers:
 - Day 1: Introduction to sustainability, climate risks, and disaster response
 - Day 2: Research and documentation
 - Day 3: Synthesis, problem framing, and ideation
 - Day 4: Prototyping
 - Day 5: Testing and user feedback
 - Day 6: Presentations, feedback, and reflection
4. Engage facilitators and mentors from public health and design fields to offer tailored support to students during the workshop to design solution prototypes on reducing climate vulnerabilities, with emphasis on the specific challenges for women and girls.
5. Conclude the workshop with students presenting their solutions with stakeholders and faculty.
6. The Incubation Hub serves as a foundation for multisectoral dialogue and a platform for integration of selected solutions into community-level pilots



“Using design thinking methodologies, students co-created solutions addressing the intersections of climate change and SRHR while strengthening women and girls' agency.”

How is this Activity Gender-Transformative?

The Incubation Hub created a space for students to lead and design solutions grounded in the realities of climate-vulnerable communities. In most academic settings, gendered climate risks and SRHR are rarely part of academic discussion. This intervention placed young voices at the center, encouraging students not only to learn but to lead. By introducing SRHR, gender, climate adaptation, and sustainability within one learning cycle, the initiative fostered a new generation of climate advocates. It also created visible entry points for young women's voices in institutional discourse.

Activity 5: Collaborative Partnership with Policy Institutions

Pathfinder's WLCR program worked very closely with policy institutions like National Commission on the Status of Women, Ministry of Climate Change, Directorate General of Family Planning, Directorate General of Health Services, Ministry of Women and Children Affairs, Department of Fire Service and Civil Defence, National Disaster Management Authority, Provincial Disaster Management Authority, and District Disaster Management Authority to facilitate integration of gender-inclusive climate resilient policies and programs at institutional level. As the timeline, process, and specific steps we took to engage policy institutions varied greatly by stakeholder on local context, we present a short case study on the next page to demonstrate how we implemented this activity under the WLCR program in Bangladesh.



“...specific steps we took to engage policy institutions varied greatly by stakeholder on local context...”



CASE STUDY

Mojadila—Championing Change for Health and Climate Resilience in Bangladesh

Mojadila Begum, a Family Welfare Visitor, has been dedicated to serving the people of Hathkhola Union in Sylhet, Bangladesh for more than 30 years.

Recently, after completing specialized training through Pathfinder's WLCR project, her role has expanded into a new dimension.

Through her training in MISP and gender-transformative approaches in climate change adaptation, Mojadila learned how to prepare her community for health risks not only during normal times, but also during emergencies like floods, cyclones, and other natural disasters that disrupt essential healthcare in Bangladesh.

“Before, I mainly advised pregnant women and adolescents on health and family planning, but now, I also make them aware of how to stay safe if a disaster strikes—what to pack, how to seek urgent care, and where to go if the local facility is temporarily inoperative.”

By combining her counseling on nutrition, safe pregnancy, and family planning with discussions on disaster preparedness, Mojadila has inspired families to become more aware, cautious, and, ultimately, more climate-resilient.

Pathfinder's WLCR project also supported the formation of a Facility Management Committee at the Hathkhola Union Health and Family Welfare Center, which brings together union disaster management committee and the local community members, and health facility officials. The formation of the Facility Management Committee created a platform where Mojadila saw an opportunity to address the challenges of the facility.

Mojadila took the lead in identifying the most important gaps in the facility. She informed the civil surgeon, who is the head of the district

level health program, during a supervisory visit that the center required basic furniture, such as chairs, tables, an almirah, as well as essential equipment, including a doppler machine. She also pointed out that the Instant Power Supply needed to be repaired immediately, and the deep tubewell required attention as well. These problems directly affected the quality of care for patients, especially women and children.

Her perseverance made it possible for these needs to be formally brought up during the Facility Management Committee meetings. Together with the committee, Mojadila created a contingency plan that outlined the



facility's immediate needs and suggested ways to keep services running in case of emergency. Appreciating her commitment, the chairman of the Facility Management Committee, who is also the chairman of the Union Parishad which is the lowest tier of local government, accepted her suggestions and directed that the requirements be formally submitted with the contingency plan. The outcomes were tangible. As a result of the meeting, the chairman allocated budget to address the gaps, following the priorities highlighted in the contingency plan. For Mojadila Begum, this achievement was more than just an improvement—it was proof that a frontline health worker could mobilize an institution by securing resources if they had the necessary advocacy, dedication, and knowledge.

Activity 6: School-Based Disaster Risk Management (SBDRM)

Children are among the most vulnerable to climate disasters yet often lack the knowledge and resources to protect themselves. The WLCR program implemented SBDRM trainings in schools, equipping students with essential knowledge and tools to prepare for climate disasters. Students were introduced to practical strategies across the 4 phases of disaster management: prevention, preparedness, response, and recovery, with a focus on vulnerable groups such as women and girls.

This activity is conducted in 2 stages.



OBJECTIVES:

- Educate young people on climate disasters and key actions across disaster phases.
- Raise their awareness about climate risks and preparedness.
- Promote collective responsibility and action within communities.

STAGE 1: CBO Capacity Strengthening



TIME REQUIRED:

1 day (approximately 5 hours)



MATERIALS NEEDED:

- Venue: CBO training hall
- White board and markers
- Flipcharts and permanent markers
- SBDRM guidebook



Steps:

1. **[Pre-training]** Identify individuals from each CBO who will become master trainers for the SBDRM sessions.
2. Divide CBO participants into small groups to ensure open discussion and interactivity.
3. Introduce master trainers to the objectives and structure of the SBDRM sessions.
4. Distribute guidebooks for reference during their training and for facilitating their school sessions.
5. Facilitators review guidebook modules in small groups on key climate hazards: heatwaves, drought, floods, earthquakes, fire, lightning, and smog. Each module covers the 4 phases of disaster management and includes interactive, hands-on activities tailored to helping students understand disaster preparedness.
 - We suggest conducting the hands-on activities with CBO master trainers, so they better understand intent and design.
 - In reviewing each module, ensure time for group discussion.
 - Both approaches help participants understand the nature of disasters and associated activities, equipping them to facilitate the same sessions with youth.
6. Participants return to full plenary for discussion on how to adapt content for district or more localized disaster risks.

FACILITATOR'S NOTES: The guidebook serves as a teaching aid, providing detailed breakdowns of each activity and background information on each type of disaster. Activities can be adapted based on the district's unique risks and the trainer's context.



STAGE 2: SBDRM Sessions in Schools

Following Stage 1, master trainers conduct sessions in schools across the target districts, focusing on girls and boys in secondary school. Students receive content and strategies related to the 4 phases of disaster management, with additional emphasis on protecting the most vulnerable. Facilitators use an interactive storybook that translates complex disaster risk concepts into relatable narratives.



TIME REQUIRED:

1 day (approximately 5 hours)



MATERIALS NEEDED:

- Venue: Schools at district level
- SBDRM guidebook and storybook (Annex 18)
- Charts and permanent markers



Steps:

1. Facilitators introduce students to disaster risk concepts through storytelling.
2. Facilitators use the guidebook to explain each disaster type and corresponding safety strategies. The guidebook includes a section on emergency responses, which is explained to students to prepare them for real-life situations.
3. Each session includes an interactive activity to reinforce learning.

FACILITATOR'S NOTES:

Adjust content based on local risks and cultural contexts. Encourage student participation and link theoretical knowledge to real-life situations.



PRO TIPS

- Ensure content is age-appropriate and interactive.
- Use visual aids, stories, and activities for better retention.
- Adapt examples and hazards based on the local context, attempting to highlight concrete examples in student's daily lives that demonstrate how women and girls are uniquely affected.
- Consider the specific needs of vulnerable groups within your specific youth population. Design school sessions with the needs of girls and people with disabilities in mind.

How is this Activity Gender-Transformative?

This initiative gave young people practical knowledge and skills to respond effectively to disasters. It also helped to understand the structural vulnerabilities of women and girls during the time of disaster and emphasized the importance of inclusive risk management. This activity can create safe spaces where students—including girls—can engage openly, ask questions, and take ownership of disaster preparedness efforts.

Activity 7: Developing School Safety Plans in Bangladesh

In this activity, girls and boys in secondary school develop comprehensive, gender-responsive school safety plans that address the needs of the schools and incorporate the voices of all students, particularly those of adolescent girls. Facilitators use a session manual adapted from a partner organization to guide the development of the school safety plans.



TIME REQUIRED:

2 days



MATERIALS NEEDED:

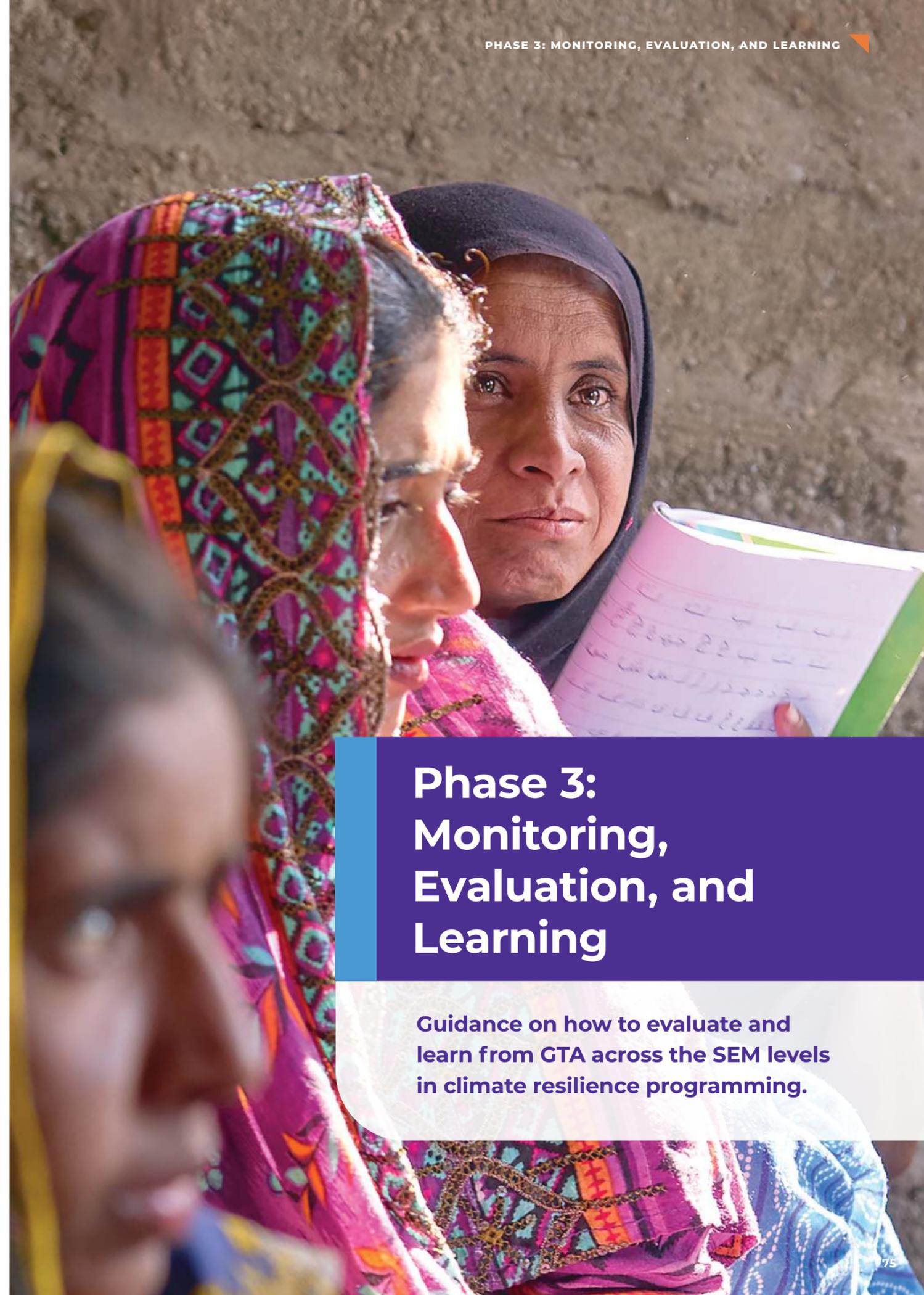
- Venue: District/sub-district school
- School safety plan manual ([Annex 19](#))
- Attendance sheet
- Name cards
- Brown paper/poster paper
- Marker
- Masking tape



Steps:

1. Facilitator conducts a 2-day school safety plan training where the student council members learn about climate change, DRR, preparedness, and mitigation measures. The training includes practical sessions on risk assessment, drills, first aid, and roles during emergencies, enabling them to actively contribute to developing and implementing the school safety plan.
2. Students develop the school safety plan through participating in collective risk assessment exercises, identifying hazards within and around the school and surrounding community, prioritizing risks, and outlining preparedness and mitigation actions with the assistance of the facilitator.
3. The facilitator assists in obtaining endorsement of school safety plans by local government officials and community leaders.

FACILITATOR'S NOTE: This training equips students with practical skills to identify risks, prepare mitigation measures, and develop a comprehensive school safety plan, ensuring safer learning environments.



Phase 3: Monitoring, Evaluation, and Learning

Guidance on how to evaluate and learn from GTA across the SEM levels in climate resilience programming.



3 PHASE 3: Monitoring, Evaluation, and Learning (MEL)

This section provides guidance on how to evaluate and learn from GTA across the SEM levels in climate resilience programming. MEL is a vital component of GTA, in which change occurs across multiple levels with diverse stakeholders. It is essential to systematically monitor, evaluate, and document these changes, as GTA can result in both positive outcomes and unintended negative consequences. Capturing these dynamics within each dimension is key for continuous learning, knowledge sharing, and adaptation. As part of gender-transformative approach to MEL, we developed key indicator tables to measure change across all four levels of the SEM in advancing women's and girls' leadership for improved health outcomes and climate-resilient communities.

MEL at the Individual-Level

It is crucial to measure how enhancing women's agency contributes to dismantling gender inequalities, particularly by shifting gender norms, redistributing roles and responsibilities, and changing power dynamics. This measurement is essential for generating evidence to support the trajectory of women's leadership and empowerment. Develop indicators that capture both qualitative and quantitative dimensions using various assessment tools such as questionnaires and baseline, midline, and endline assessments. Table 2 provides example indicators for individual-level change.

Table 2. GTA Indicators at Individual Level

Type	Illustrative Indicator
OUTPUT	# of women climate champions trained (disaggregate by age)
OUTPUT	# of participants in GTA activities (disaggregate by sex)
OUTCOME	<p>% of individuals who report strong self-efficacy</p> <p>Based on the following questions:</p> <p>Can you tell me how confident you are (strongly, fairly, somewhat, OR not at all) with the following:</p> <ul style="list-style-type: none"> Achieving life goals despite challenges Achieving desired education Accessing healthcare if ill Accessing psycho-social support if needed Leaving home if needed without permission Speaking about women's and girls' problems in community Refusing marriage if not desired Working for money or in income generation if wanted Working for money or in income generation if family objected²²
OUTCOME	<p>% of individuals who report strong agency</p> <p>Based on the following questions:</p> <p>To what extent (high, medium, small, OR not at all) do you decide when and the amount of time you spend on the following activities:</p> <ul style="list-style-type: none"> Your daily schedule Your agricultural activities Your job or other paid work Household duties, such as cooking, cleaning, washing clothes, or collecting water or cooking fuel Caring for household members, such as children or elderly family members Visiting a friend or family member Shopping, such as going to the community market Attending a social gathering within the community, such as a wedding or other celebration Attending a community meeting Leisure activities other than resting, such as watching television, using social media, listening to music or chatting with friends Sleeping or resting²³
OUTCOME	<p>% of individuals who report strong climate change awareness</p> <p>Based on the following questions:</p> <p>Can you tell me whether you agree (strongly agree, agree, neutral, disagree, OR strongly disagree) with these statements:</p> <ul style="list-style-type: none"> Permanent changes in the environment are one of the consequences of global warming I am aware that floods will occur if the temperature of the world increases I am aware that most of the CO₂ (carbon dioxide) emissions by humans are caused by the use of fossil fuels I am aware that N₂O (nitrous oxide) from gasoline or engine used in vehicles increases global warming I would like to improve my knowledge on combating climate change²⁴
OUTCOME	% of individuals who accessed reproductive health services for themselves in the last 30 days

²² Parvin, K., Nunna, T. T., Mamun, M. A., Talukder, A., Antu, J. F., Siddique, A. A., Kalra, S., Laterra, A., Sprinkel, A., Stefanik, L., & Naved, R. T. (2019). *Tipping Point project: Report of the baseline study findings from Bangladesh*. CARE.

²³ Sinharoy, S., Cheong, Y. F., Seymour, G., Heckert, J., Johnson, E. R., & Yount, K. M. (2023). *The Time-Use Agency Scale: Development and validation of a measure for Ghana and beyond*. *Feminist Economics*, 29(4), 103-132. <https://doi.org/10.1080/13545701.2023.2262476>

²⁴ Gönen, Ç., Deveci, E. Ü., & Aydede, M. N. (2022). Development and validation of climate change awareness scale for high school students. *Environment, Development and Sustainability*, 25(5), 4525-4537. <https://doi.org/10.1007/s10668-022-02213-w>

To measure individual change, WLCR conducts quantitative baseline and endline surveys, interviewing CCs to assess their knowledge, perceptions, and practices related to climate change, women’s agency, self-efficacy, and SRHR at two different timepoints during the life of the project. However, other data collection approaches can include the use of pre-post knowledge tests or participant interviews.

Household-Level

To document household-level change, you can measure the impact of men’s and boys’ engagement in supporting women’s leadership using both qualitative and quantitative methods. These might include collecting data on men’s and boys’ participation in workshops or gender dialogues, using pre-and post-workshop questionnaires to assess shifts in attitudes, or employing the Gender Equitable Men (GEM) Scale. Change in gender norms, behaviors, attitudes, and practices can be further monitored through FGDs, surveys, self-reporting tools, and direct conversations with women, girls, men and boys. These methods help assess changes in men’s and boys’ behaviors within household—such as their involvement in domestic chores, parenting and fatherhood roles, attitudes toward GBV, SRHR, and their perceptions about women’s leadership roles—and the impact of these changes on the lives of girls and women. Table 3 provides additional illustrative indicators for household-level change.

“These methods help assess changes in men’s and boys’ behaviors within household—such as their involvement in domestic chores, parenting and fatherhood roles, attitudes toward GBV, SRHR, and their perceptions about women’s leadership roles...”

WLCR team used pre-and post-questionnaire for GTA dialogue workshops to assess changes in perceptions, beliefs, and attitudes of participants—both CCs and male allies—regarding GBV, access to resources and opportunities, and the role of women in decision making and leadership (Annex 20).



Table 3. GTA Indicators at the Household Level

Type	Illustrative Indicator
OUTPUT	# of GTA trainings
OUTPUT	# of participants in gender workshops (disaggregate by sex)
OUTCOME	<p>% of men who report positive masculine norms</p> <p>Can you tell me whether you agree (strongly agree, agree, neutral, disagree, OR strongly disagree) with these statements:</p> <ul style="list-style-type: none"> Boys do not remain faithful to their girlfriends for long Boys lose respect if they talk about their problems Boys need to be tough even if they are very young It is bothersome when boys behave like girls There are times when a boy needs to beat his girlfriend Only men should work outside the home²⁵
OUTCOME	<p>% of men who report positive views on women’s role</p> <p>Can you tell me whether you agree (strongly agree, agree, neutral, disagree, OR strongly disagree) with these statements:</p> <ul style="list-style-type: none"> Girls cannot do well in Math and Science It’s a girl’s fault if a male teacher sexually harasses her A wife should always obey her husband If a girl says no, it naturally means yes Violence against girls is perpetrated by strangers Since girls have to get married, they should not be sent for higher education A woman should tolerate violence in order to keep her family together Girls like to be teased by boys Girls with less clothes provoke boys²⁶

²⁵ Das, M., Ghosh, S., Verma, R., O’Connor, B., Fewer, S., Virata, M. C., & Miller, E. (2014). Gender attitudes and violence among urban adolescent boys in India. *International Journal of Adolescence and Youth*, 19(1), 99–112. <https://doi.org/10.1080/02673843.2012.716762>

²⁶ Das, M., Ghosh, S., Verma, R., O’Connor, B., Fewer, S., Virata, M. C., & Miller, E. (2014). Gender attitudes and violence among urban adolescent boys in India. *International Journal of Adolescence and Youth*, 19(1), 99–112. <https://doi.org/10.1080/02673843.2012.716762>

MEL at the Community Level

Community-level GTA interventions transform the narratives that uphold gender inequalities. Increased visibility, voice, and participation of women as community leaders are key outcomes of GTA interventions. While tracking such shifts at the community level can be more challenging than at individual or household level, it is still possible using a mix of qualitative and quantitative methods. Consider the following methods:

- Tracking participation numbers for those participating in gender & climate dialogues
- Conducting knowledge, attitude, and practice (KAP) studies on climate change and gender
- Facilitating IDIs with key community stakeholders
- Taking observational notes
- Hosting FGDs
- Administering community surveys

Through these methods, we aim to capture the evolving narrative around women’s leadership in climate action. This shift in perception can be assessed through questions such as:

- Do community members respect women in leadership roles?
- Are women’s contributions to climate resilience valued by the community?
- Do women face backlash from communities while leading climate resilience campaigns?
- What approaches have been successful in promoting women’s leadership in your community?

Table 4 provides additional illustrative indicators for community-level change.

Table 4: GTA Indicators at the Community Level

Type	Illustrative Indicator
OUTPUT	# of participants in gender & climate dialogue (disaggregate by sex)
OUTPUT	# of community leaders that are women (disaggregate by age)
OUTCOME	% of women who report positive gender norms
	Can you tell me whether you agree (strongly agree, agree, neutral, disagree, OR strongly disagree) with these statements:
	<ul style="list-style-type: none"> ■ Taking care of children is only the woman’s job. ■ Only men are the ones who earn money for the family. ■ There are times when a husband beats (hits) his wife. ■ Women obey their husbands in all matters. ■ Only men make decisions about household income and expenses. ■ Husbands make the decision about buying major household items (e.g., television, refrigerator, bicycle, motor bikes). ■ Women eat last, after all the family members have eaten. ■ Women eat whatever is left over after the rest of their family has finished eating.²⁷

²⁷ Sedlander, E., Bingenheimer, J. B., Long, M. W., Swain, M., & Rimal, R. N. (2022). The G-NORM Scale: Development and validation of a theory-based gender norms scale. *Sex Roles*, 87(5–6), 350–363. <https://doi.org/10.1007/s11199-022-01319-9>

MEL at the Institutional Level

MEL for the institutional level of WLCR programming focused on assessing change through the engagement of policymakers in developing gender-inclusive climate policies and contingency plans. It also included monitoring adaptations within the health system, including facilities and providers, to address the primary health needs of low-resource communities and enhance resilience to emergency shocks. Table 5 provides a list of illustrative indicators for institutional-level change.

Table 5. GTA Indicators at Institutional Level²⁸

Type	Illustrative Indicator
OUTPUT	# of health workers trained in MISP, gender, and climate (disaggregated by cadre)
OUTPUT	# of communities with multi-sectoral committees
OUTPUT	# of government representatives participating in gender-inclusive meetings
OUTCOME	% of health facilities with climate contingency plans
OUTCOME	% of health facilities with gender-inclusive policies
OUTCOME	# of district / provincial approved gender-inclusive polices

²⁸ People in Need. (n.d.). *GEM Scale*. IndiKit. Retrieved June 9, 2025, from <https://www.indikit.net/indicator/325-gem-scale>



KEY CONSIDERATIONS FOR EFFECTIVE MEL PLANNING

- Consider the findings from your gender analysis and incorporate the perspectives of women and other community members in your MEL plan.
- Design context-specific short-term (output-level) and long-term (outcome-level) gender transformative measures.
- Disaggregate data by sex and other intersectional aspects of identity.
- Uphold ethical principles like data confidentiality, privacy, and informed consent.
- Look out for, document, and address unintended program outcomes.
- Monitor and evaluate the process of transformative change and not just the end results.
- Qualitative measurement is just as important as quantitative measurement. Assess changes in self-efficacy, confidence, self-worth, beliefs, and aspirations using FGDs, surveys, IDIs, and observation.
- Establish a clear, structured feedback mechanism. Regular stakeholder input can help ensure program sustainability and long-lasting impact.

Using the Social and Behavior Change Communication (SBCC) Framework for GTA-Based WLCR

WLCR program team also developed SBCC framework which provides support to GTA in advancing women and girls' leadership for access to better health and climate change resilience in Bangladesh and Pakistan.

The framework is structured around five interconnected strategy outcomes.

OUTCOME 1: Increased Agency of Women for Climate Resilience and Access to Better Health Services

This WLCR outcome focuses on empowering women and girls to develop agency, confidence, and skills to actively participate in climate resilience efforts and gain better access to health services. Women are supported to take charge of their sexual and reproductive health (SRH), enhance their decision-making capacity, and access resources to lead climate change resilience. Activities include training, leadership development, and economic empowerment initiatives that strengthen women's autonomy and resilience.

OUTCOME 2: Increased Communication and Shared Decision-Making between Women and Men at Household Level:

At the household level, this outcome builds stronger communication channels and shared decision-making practices between partners through improved participation of men and boys as allies in shifting harmful gender norms. This outcome aims to transform family and household dynamics, encouraging men to create enabling environment for equitable decision-making, respect women's contributions, and share responsibilities. It encourages couples and families to jointly plan for climate-related risks mitigation, health care, and resource management. The goal is to ensure that women's voices are equally valued in household decisions, leading to more coordinated and resilient family responses during climate emergencies and beyond. Activities include dialogue sessions, awareness campaign, and men and boys' engagement programs promote healthier relationships, shared caregiving, and greater acceptance of women in leadership roles, particularly in climate change resilience

OUTCOME 3: Strengthened Community-led Climate Actions:

This outcome emphasizes collective community action to support women's leadership for climate change resilience. It focuses on building platforms where women's voices are heard in local planning, climate adaptation strategies, and community action campaigns. Community leaders, champions, and stakeholders are mobilized to create an enabling environment that address barriers faced by women. By promoting inclusion and amplifying women's participation, communities become more resilient and better prepared to respond to future climate shocks.

OUTCOME 4: Provider Behavior Change for Better Access to Health Services during Climate-Induced Disasters

Health system responsiveness is critical for resilience, especially during climate emergencies. This outcome strengthens the knowledge, skills and preparedness of health service providers to deliver high-quality, gender-inclusive services, including SRH and emergency care. It promotes continuity of care even during climate crises by fostering respectful, client-centered practices and by strengthening systems of supply, coordination, and service delivery.

OUTCOME 5: Institutional-Level Change for Women-Led Climate Resilience and Access to Better Health

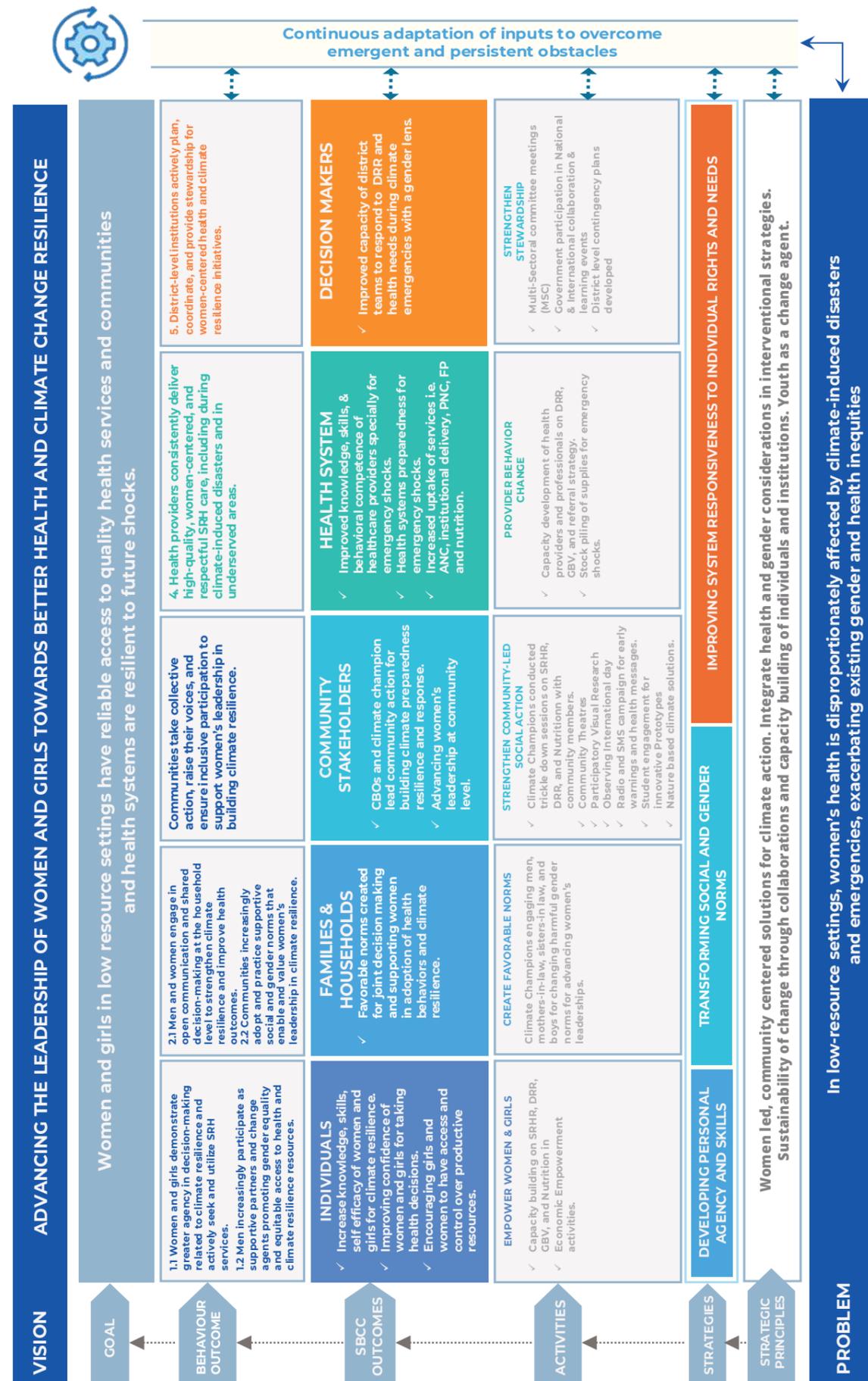
Institutional and policy-level awareness and actions are pivotal for women-led climate resilience and access to better health. This outcome aims to strengthen the knowledge, skills, and preparedness of district, provincial, and national-level institutions to respond to health emergencies and deliver gender-inclusive services during climate emergencies. District-level institutions also provide a platform for women to lead the WLCR agenda. Activities include establishing multisectoral committees, ensuring government officials' participation in provincial and national collaboration and learning events, and developing district-level contingency plans.

Conclusion

Together, these five outcomes create a multi-layered framework that operates at the level of individuals, household, communities, systems and institutions. By simultaneously building women's agency, transforming gender norms, active engagement of men and boys, strengthening community actions, and improving service responsiveness, the SBCC framework drives sustainable social and behavior change through a gender-transformative approach.



Figure 3: Approved Sindh SBCC Strategy for FP/RH Reference.



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