

PATHFINDER



**Manual for Applying
Gender-Transformative
Approach for
Dialogue Workshop**

**Advancing the Leadership of Women and
Girls Towards Better Health and Climate
Change Resilience - WLCR Program**

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ACRONYMS

CC

Climate Champion

FP

Family Planning

GBV

Gender-Based Violence

GTA

Gender-Transformative Approach

SRHR

Sexual and Reproductive Health and Rights

WLCR

Women-led Climate Resilience

Introduction of Pathfinder International



Pathfinder envisions a 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.

Introduction of Pathfinder's WLCR Program:

Pathfinder's Women-led Climate Resilience (WLCR) program, with generous support from the Takeda Pharmaceutical Company Limited's Global CSR program, implements the project "*Advancing the Leadership of Women and Girls Towards Better Health and Climate Change Resilience*" in Bangladesh and Pakistan from 2022 to 2025.

In Pakistan, the WLCR program's overarching aim is to empower women and girls in low-resource, climate-vulnerable communities across five districts in Sindh and one district in Khyber Pakhtunkhwa by ensuring reliable access to quality health services and strengthening community and health system resilience.

Project activities are implemented at four levels of socio-ecological model (individual, household, community, and institutional) and focused on community engagement for climate resilience, improvement of health facilities, and the development of partnerships with line departments, community-based organisations, and local stakeholders. The project sought to create sustainable and adaptable solutions that benefit target communities, enhance decision-making processes, promote positive social impact, and foster the leadership of women and girls for climate-resilient communities.

Gender-Transformative Approach (GTA):

Gender-Transformative Approach (GTA) does not focus only on the symptoms of gender inequality; it also addresses the root causes by challenging harmful gender norms and unequal power relations among women and men.

GTA enables implementers to examine, challenge, and transform negative gender norms into positive ones that promote gender equality. GTA challenges gender inequality via five key strategies:

- Critically examining how harmful gender norms, social expectations, collective beliefs and perceptions about appropriate behaviour for women and men lead to disparities in power relations and access to resources.
- Working with communities to promote more equitable gender norms.
- Elevating the position of women, girls, and marginalized groups.
- Going beyond individual and community-level efforts to target the social structures and policies that perpetuate gender inequality.
- Meaningful engagement of boys and men as allies for achieving gender equality.

Pathfinder Women-led Climate Resilience (WLCR) team will use the Gender Transformative Approach (GTA) to conduct dialogue workshops with women and men aimed at advancing the leadership of women and girls for improved health and climate resilience.

Objective of the GTA dialogue workshop manual:

The objective of the workshop manual on “Applying Gender-Transformative Approach (GTA) for “Advancing the leadership of women and girls for better health and climate resilience communities” is to provide a step-by-step guidelines for identifying and assessing the impact of social expectations, gender norms, power dynamics, and gender-based division of labor on women’s leadership and their role in decision-making at individual, household, community, and institutional levels.

This manual will demonstrate how to analyze the power dynamics between women and men, and how power imbalances lead to gender inequalities across different levels of society. It will help participants (both women and men) examine and question the harmful effects of gender norms on women, men, boys, and girls. The manual will encourage participants to reconsider the notion of a “typical” woman and “typical” man in our societies and how these ideas negatively impact their lives. It is intended to support participants in rethinking and developing new gender roles for one another based on the principles of equality and inclusiveness.

This dialogue manual is specifically designed for project participants (Women Climate Champions and their male allies) in five districts of Sindh (Thatta, Sanghar, Umerkot, Badin, and Qambar Shahdadkot) and one district in Khyber Pakhtunkhwa (Charsadda), under WLCR program in Pakistan.

To develop a basic understanding of the different dimensions of the gender-transformative approach (agency, power relations, and social institutions), participants will complete a two-day GTA dialogue workshop. This manual aims to enhance participants’ critical awareness of the impact of climate change on communities and of WLCR program’s efforts to advance the leadership of women and girls through various sustainable, community-oriented interventions.

Key Considerations for planning of GTA workshop:

Before the dialogue workshop, the facilitator and co-facilitator will complete their preparation based on the following key considerations to ensure smooth and effective implementation of the activity.

- Understand the audience.
- Be aware of the cultural sensitivities and gender norms of the district in particular, and of the province in general.
- Have knowledge of the local language of the province and local dialect of the district.
- Be familiar with the main sources of livelihood in the district.
- Have knowledge about religions practiced in the district.

- Take note of participants’ food preferences.
- Be aware of the local dress code.
- Possess an in-depth understanding of Pathfinder International’s “Do No Harm” and safeguarding policies and principles.

Nature of Workshop Audience:

The dialogue workshop will engage the WLCR program’s Women Climate Champions (CCs) and their male family members across six districts of Sindh and Khyber Pakhtunkhwa. The WLCR program team will conduct the workshops either with mixed groups (women and men participants together) or single-sex groups (women and men participants separately), following consultations with the program partners (community-based organizations) and community members

Note for Workshop Preparation:

The 2-day workshop will run from 10:00 a.m. to 4:00 p.m., including two 15-minute tea breaks and a one-hour lunch break.

The workshop is designed for an in-person audience of no more than 25 participants. The workshop content will be clearly divided by day, with specific learning objectives for each session to ensure the achievement of desired outcomes.

A participatory, dialogue-based approach will be central to workshop delivery. This approach encourages all participants to share their perspectives, life experiences, and unique expertise.

During gender-related sessions, particularly those addressing gender-based violence (GBV), participants may feel emotionally exhausted or uncomfortable. Facilitators should remain flexible and reassure participants that it is acceptable to refrain from participating or to leave a session unfinished.

All necessary materials for the training sessions such as flip charts, whiteboards, markers, meta cards, colored charts, and permanent markers should be prepared in advance. Carefully select a suitable venue for participants, ensuring that separate restrooms are available for women and men.

Gather information about participants with special needs (e.g., persons with disabilities, pregnant women, or lactating mothers) and make the necessary arrangements prior to the workshop.

Provide a safe, private, and comfortable environment for lactating mothers.

Day 1 of GTA Dialogue Workshop:

Welcome and Introductory Session:

The workshop will begin with formal introductions of the WLCR program team, representatives from program partners, and the participants.

A representative from Pathfinder will provide a brief overview of the organization, including its geographic and thematic areas of work. The objectives and interventions of the WLCR program then be presented in detail. Following these introductions, the workshop objectives and agenda (Annex 1) will be shared with all participants. Before starting the activities, the workshop team will invite all participants to establish the workshop norms. Ideally, the following points should be included in these norms:

- Be on time.
- Be respectful and kind.
- Use gender-inclusive language.
- Do not speak when others are talking.
- Do not record (audio/video/photo) others without their prior permission.
- Be an attentive listener.
- Do not force anyone to speak if they do not want to.
- Respect each other's opinions and ideas.
- Keep mobile phones on vibration mode.
- Ensure equal participation opportunities for all.
- Foster an inclusive and supportive learning environment.
- Recognize and respect the diversity within the group.
- Establish effective communication channels to address misunderstandings and concerns in a timely manner.

Before beginning Day 1 activities, ensure participants complete registration, pre-workshop questionnaires (Annex 2), and consent forms (Annex 3) for photography and testimonials. Facilitators should make relevant logistical announcements. Day 1 will cover four activities in total.

START **1.** **Activity 1:**
Gender Box Exercise

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

7. **Activity 7:**
Impact of Gender Norms on
the Status of Women and
Men in the Society

6. **Activity 6:**
I Want to Change

2. **Activity 2:**
Impact of Gender
Norms on Gender-
Based Division of Labor

3. **Activity 3:**
Impact of Gender Norms
on Women's and Girls'
Access to Resources:

4. **Activity 4:**
Impact of Gender Norms
on Gender-Based Violence
(GBV)

5. **Activity 5:**
Problem Tree Analysis

**Roadmap for Applying
Gender-Transformative
Approach for Dialogue
Workshop**

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

Activity 1: Gender Boxes



Act like a women

Society thinks women shouldn't be part of decision-making processes

Society thinks that women shouldn't be educated

Society thinks women shouldn't speak loudly

Society thinks that women shouldn't work in the offices

Society thinks women shouldn't have smart phones



Act like a men

Society thinks men should take decisions

Society thinks men should be educated

Society thinks men should have good manners

Society thinks men should have good source of income

Society thinks men should be responsible for the protection of his family



Objective: Encourage critical reflection on gender norms, social expectations, and power dynamics through small group discussions, 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 and leadership roles.

Time Required: 1 hour

Materials Needed

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

Steps

- ▶ Split participants into same-sex groups of 5-6. Ensure participants in each group represent diverse identities (e.g., educational and marital status, religion, professions, etc).
- ▶ Provide each women's group with an "Act Like a Woman" chart and each men's group with an "Act Like a Man" chart.
- ▶ Give groups 30 minutes to fill their charts with keywords or phrases they associate with acting like a woman or man per societal norms.
- ▶ Ask each group to select at least 2 members to present their findings to the group.
- ▶ 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 disaster risk reduction?

Expected Outcome:

This is an interactive, self-reflection-based exercise designed to initiate work on GTA. By the end of this exercise, participants (CCs and their male family members) will understand gender as a social construct and be able to identify gender norms related to the roles, responsibilities, standards, and expectations for women, men, girls, and boys within a specific context.

Reflections of Activity Learning:

Within our social context, these gender boxes illustrate how society assigns different roles and responsibilities to women, men, girls, and boys, and how these expectations influence the social standing of women and men. Following an open discussion of both charts, the next step is to categorize the content of the gender boxes into four main headings. This categorization will help us understand how gender norms shape gender dynamics at multiple levels: the individual level; the family, household, or relational level; the community level; and the institutional or organizational level, in line with the socio-ecological model. It will also highlight the connections between these four levels. This process lays the foundation for deeper discussion on the root causes of gender inequality, enabling participants to understand the impacts of harmful gender norms across different levels of society

Document the key insights from this activity and use them to guide further discussion. The following key insights were added to the manual after the activity was completed.

Key Insight:

The “Gender Box” activity in Pakistan revealed that men are typically expected to lead, act as head of the household, 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.

Additional Notes for Facilitator:

Definition of Sex:

‘Sex refers to “the different biological and physiological characteristics of males and females, such as reproductive organs, chromosomes, hormones, etc.”

Definition of Gender:

Gender refers to “the socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men. It varies from society to society and can be changed.”¹

Definition of Gender Norms:

Gender norms are ideas about how men and women should behave: the expectations and standards that are set for each gender in different societies, cultures, and communities. We internalize these ‘rules’ at an early age, in the beginning of a cycle of gender socialization and stereotyping that continues for the rest of our lives. Gender norms thus not only become individuals’ expectations of others, but also of themselves.²

1. World Health Organization. (2021, May 24). Gender and health. <https://www.who.int/news-room/questions-and-answers/item/gender-and-health>
2. UNESCO. (2022). Glossary: Understanding concepts around gender equality and inclusion in education (Tool 1). UNESCO Digital Library. <https://unesdoc.unesco.org/ark:/48223/pf0000380971>

Activity 2: Impact of Gender Norms on Gender-Based Division of Labor



Activity Title: Who Does What?

The 24-Hours-a-Day Exercise

Men

1. Labour/income-generating activities

2. Agricultural work

3. Grocery-related work

4. Playing games and using mobile phones

5. Taking children to school and parks



1. Household chores

2. Labour/income-generating activities

3. Agricultural work

4. Livestock-related work

5. Taking care of sick and elderly family members

Women



Objective: To understand the impact of “Gender Box” activity findings on gender-based division of labor is essential to reveal societal expectations for men and women including the unequal distribution of work within the household. Without addressing this work imbalance, WLCR initiatives risk adding to women’s burden instead of empowering them.

By the end of this exercise, participants (CCs and their male family members) will be able to understand and identify the link between gender norms and conventional patterns of gender-based division of labor.

Learning Rationale:

This is an interactive, self-reflection-based exercise designed to build understanding of social expectations and standards that shape the division of labor (reproductive, productive, and community-based) among women and men. The exercise enables participants to examine how gender norms influence the allocation of roles, responsibilities, and specific tasks in both personal and public spheres, and to explore the connection between gender-based division of labor and women’s access to leadership opportunities and participation in decision-making processes.

Time Required: 1 hour

Materials Needed

- Flip chart
- Markers
- White board

Steps

- 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 etc. Record all tasks shared by participants on a flip chart.
- 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.
- 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?

Probing questions (daily schedule and time allocation) for participants:

- At what time do you wake up in the morning?
- Do you take care of sick children or elderly family members?
- Are you involved in agricultural activities?
- Do you participate in livestock-related activities?
- Are you involved in household chores such as cooking, cleaning, washing clothes, fetching water, or collecting fuelwood?
- Do you engage in any paid work or income-generating activities?
- Do you visit friends or family members during the day?
- Do you go shopping, such as visiting the community market?
- Do you attend social gatherings within the community, such as weddings, celebrations, or other social events?
- Do you attend community meetings?
- Do you take part in leisure activities other than resting, such as watching television, using social media, listening to music, or chatting with friends?
- At what time do you sleep or rest?

After completing the task, the facilitator will open the floor for discussion and ask participants to reflect on how both men and women contribute at home and in society. Participants will consider who is doing formal work, who is doing informal work, whose work is undervalued or more valued, whose work generates income, whose work saves money, the monetary value of different types of work, whose life is more challenging, and who bears the greater work burden.

A discussion will be initiated on issues related to the division of labor in both public and private spheres, such as: why is work done by women often labelled as 'unproductive'? Is the difference in the division of labor based on biology, or is it socially constructed? Do traditional patterns of gender-based division of labor vary across societies due to different social expectations and standards?

Key Insights:

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 labour-intensive, time-consuming, and poorly paid work outside their homes.

Additional Notes for Facilitator:

Gender-based division of labor:

The way work is divided between men and women according to their gender roles is usually referred to as the 'gender division of labour'³. This does not necessarily concern only paid employment, but more generally the work, tasks and responsibilities that are assigned to women and men in their daily lives, and which may, on their turn, also determine certain patterns in the labour market.

Different Forms of Gender-Based Division of Labor:

Before designing any development intervention, it is critically important to understand the gender norms underlying the gender-based division of labor. New interventions can unintentionally increase the workload of one gender compared to the other. Understanding the gender-based roles of women and men provides insight into prevailing gender norms, in which unpaid and manual work is often assigned to women, while paid, income-generating, and mostly mechanical activities are assigned to men. An understanding of the gender-based division of labor also explains inequalities in access to and control over resources between women and men in a given context. Designing interventions that increase women's community roles without addressing their reproductive and productive responsibilities can further increase their workload. Therefore, it is essential to adopt a gender-transformative approach to create a more equitable society by redistributing productive and reproductive work more equally between women and men.

Reproductive Role:

Reproductive work is the care and maintenance of the household and the family. It includes bearing and caring for children, cooking, collecting water and fuel, cleaning, shopping, mending and looking after the disabled, old or sick members of the family. In all class and race groups this work falls mostly on women's shoulders.

Most women work long hours in and around the house, get less sleep than men and have little time for leisure. Although every household needs a lot of housework, it is not valued - it is not seen as real work and is not paid for. Most poor women work almost twice as many hours per day as their male partners.

Productive Role:

Productive work is making things or providing services that can be traded for money. Both men and women are involved in productive work, but the types of work they do are very different and are often divided according to their gender roles.

Professional jobs are very divided - most of the people in management are men, most clerical workers are women. Most teachers and nurses are women, most principals and doctors are men.

Most skilled workers and artisans are men, most cleaners and domestic workers are women. Most paid farm workers are men, while the women who grow crops for their families to eat are unpaid. In all sectors of the economy, men occupy the majority of the higher paid jobs. Even when men and women have the same jobs, men are usually paid more.

The informal sector is a very important one for economies of developing countries since it is often the fastest growing sector. Women are the majority of the producers in the informal sector. This sector lacks support and infrastructure and is usually not represented in local decision-making forums.

Community Role:

Community work is the collective organising of social events and services, including local political activities.⁴ Things like funerals, churches, welfare organisations, civics, community meetings, campaigns, self-help projects and water committees. Community work can be split into two main roles:

- Community managing - doing the work to make the events and services succeed.
- Community politics - playing a leadership role and making the decisions.

Activity 3: Impact of Gender Norms on Women's and Girls' Access to Resources:



SUKAAR
FOUNDATION



مستعمل کریو
طریقے سان وچا پیل پائپ لائن ذریعے فراہمی، ٹیوب ویل، صحیح طریقے سان
ساف پانی جا چشمہ شامل آهن۔ ہود کانپوہ چشمی جو پانی خراب فی ویندو آہی،
محفوظ ذریعہ، مثال طور دریا، تلاء وغیرہ مان حاصل ٹینڈر پانی اوباری محفوظ
رہی سگھن تا

Activity Title: Cotton Field or School?

School

1. If she goes to school, she will become out of control.

2. If she goes to school, it will be a financial burden on her parents.

3. If she goes to school, she will be able to make her own decisions, especially regarding her marriage.

4. If she goes to school, she will gain awareness of her rights.

school

**Agriculture/
Cotton Field**

1. If she works in the cotton fields, she will earn some money.

2. If she works in the cotton fields, she will not gain awareness or knowledge about her rights.

3. There are no schools in the village for girls and/or no female teachers.

4. Due to agricultural practices, the tenant's entire family is involved in agricultural labor.

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

- ▶ 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?"
- ▶ 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?"
- ▶ The facilitator refers back to the "Gender Box" activity 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.

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?

Key Insight:

Across 44 GTA workshops in Pakistan, participants reflected on the contradiction between societal expectation and gender norms that mandate women and girls to stay home. In reality, women frequently engage in activities outside the home, especially related to agriculture and livestock management. Yet, many in society remain uncomfortable with girls attending schools. Participants explored how this contradiction is tied to the purpose of women 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.

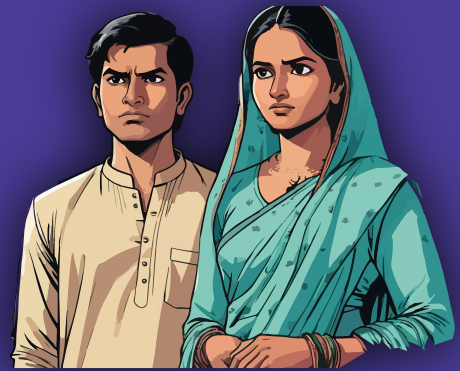
Activity 4: Impact of Gender Norms on Gender-Based Violence (GBV)



1 Physical violence



2 Sexual violence



3 Economic violence



4 Psychological and emotional violence

5 Technology facilitated 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

- 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?”
- 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.

- 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 in the decision making and leadership roles.
- 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?”
- He facilitator notes all responses on the whiteboard and continues the discussion by asking questions about the impact of climate change on violence against women.
- 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 among participants. Latent trauma may surface during or after the session, potentially affecting participants’ emotional wellbeing. Facilitators should remain attentive at all times and pause the activity if needed. Participants should also feel free to step out or take a break at any time.

Reflection of Activity Learning:

The session discussion will help the participants to understand the impact of gender norms on GBV, which is one of the major reasons of gender inequalities in our societies. Violence against women and girls severely affects their leadership role in decision-making about their own lives. GTA aims to change the harmful gender norms that promote violence against women and girls. Under GTA, gender practitioners strongly recommend working with both women and men in order to address the root causes of violence against women and girls.

Additional Notes for Facilitator:

Gender-based Violence (GBV):

Gender-based violence defines as any act of gender-based that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women whether occurring in public or private life.⁵

–

Types of Gender-Based Violence⁶:

Physical Violence:

Any act which causes physical harm as a result of unlawful physical force. Physical violence can take the form of, among others, serious and minor assault, deprivation of liberty and manslaughter.

Sexual Violence:

Any sexual act performed on an individual without their consent. Sexual violence can take the form of rape or sexual assault.

Psychological Violence:

Any act which causes psychological harm to an individual. Psychological violence can take the form of, for example, coercion, defamation, verbal insult or harassment.

Economic Violence:

Any act or behaviour which causes economic harm to an individual. Economic violence can take the form of, for example, property damage, restricting access to financial resources, education, or the labour market, or not complying with economic responsibilities, such as alimony.

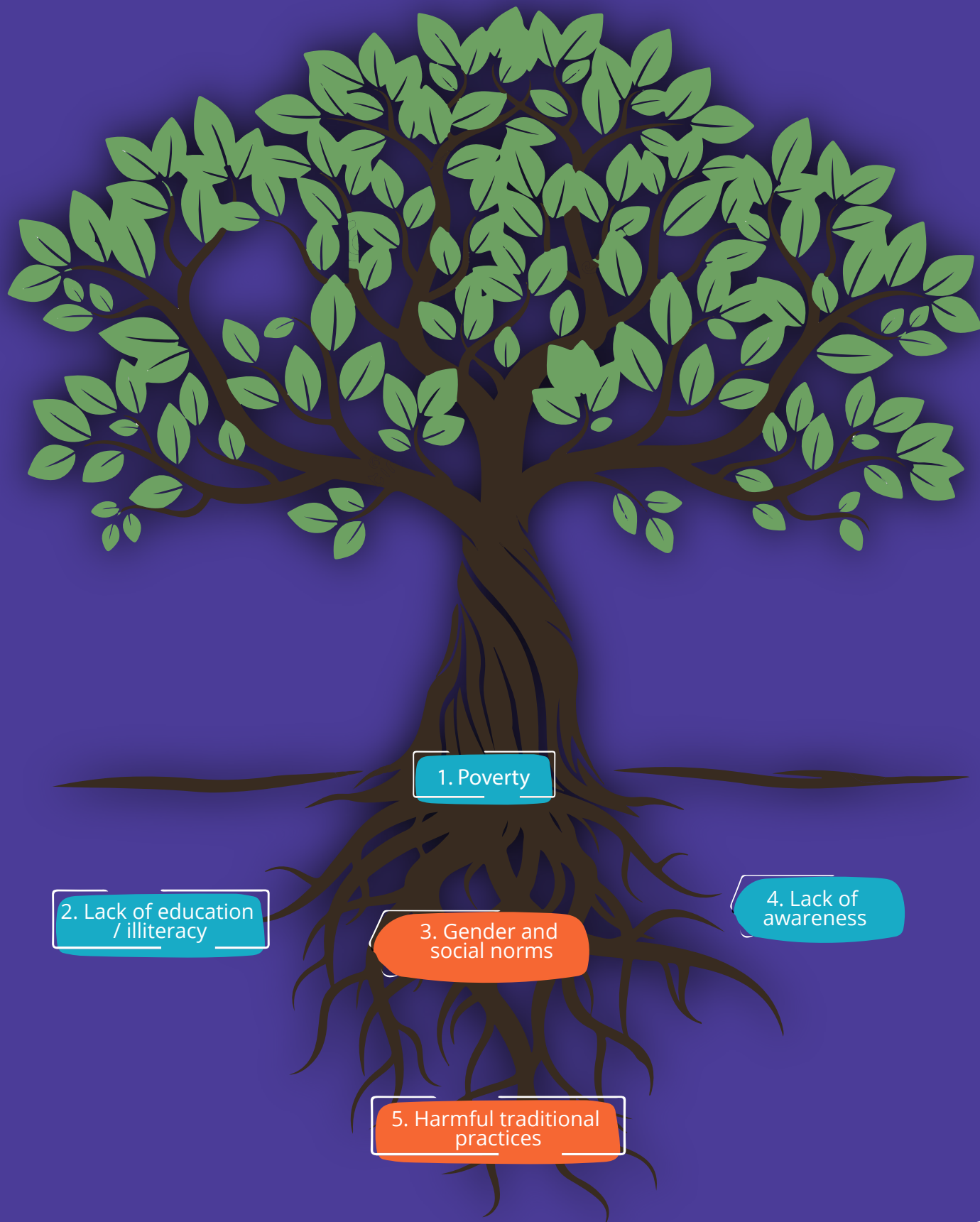
Day 2 of GTA Dialogue Workshop

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 of the workshop will cover four activities in total.

Activity 5: Problem Tree Analysis





Objective: Examine differences between social expectations and personal beliefs related to Child, Early, and Forced Marriage and Unions (CEFMU), Sexual and Reproductive Health and Rights (SRHR), and Family Planning (FP) to assess individual perspectives and readiness for change.

Time Required: 1 hour

Materials Needed

- ▶ “Personal Beliefs Vs Social Norms” Worksheet (Annex 4)
- ▶ Writing pads and pens
- ▶ White board
- ▶ Markers (variety of colors)

Steps

- ▶ The facilitator distributes worksheets to all participants for an individual exercise. Participants have 10 minutes to complete their responses.
- ▶ The facilitator collects the worksheets and conducts a rapid analysis of responses during the morning tea break.
- ▶ 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.

- ▶ 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.

- ▶ At a later stage, link the issue of CEFMU to SRHR and girls’ agency to make decisions about their lives.

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. And they aimed to transform.

Activity 6: I Want to Change...





1. Stop early and child marriages.

2. Promote children's education.

3. Promote women's economic empowerment.

4. Promote men's participation in household chores.

5. Promote gender equality

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’ self 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 5)

Steps

- ▶ 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.

- ▶ Allocate 45 minutes for participants to complete their worksheet.
- ▶ 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.
- ▶ 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 a life free from violence.

Activity 7: Impact of Gender Norms on the Status of Women and Men in the Society



Activity Title: Power Walk

Oh, I am left behind. I don't have access to resources and opportunities. This situation creates barriers to gaining access to leadership roles.

I have reached the final point, but I am alone here. I need to take responsibility for bringing her forward for a better society.

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 imbalances 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

- 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.”
- The facilitator reads aloud the 10 statements provided below.
- 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.
- If both names are called simultaneously, the person whose name is called out by more participants steps forward.
- After all statements are read, note who has advanced the furthest.
- 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.

Additional Notes for Facilitator:

The workshop facilitator will understand the concept of power and its different expressions for better implementation of "Power Walk" exercise.

Power:

Power is the capacity of actors to mobilize agency, resources, and discourses, as well as to utilize or shape institutions to achieve a goal.⁷

Different Expressions of Power:

Power with:

"Power with" has to do with finding common ground among different interests and building collective strength. Based on mutual support, solidarity and collaboration, power with multiplies individual talents and knowledge. 'Power with' can help build bridges across different interests to transform or reduce social conflict and promote equitable relations. Advocacy groups seek allies and build coalitions drawing on the notion of 'power with'

Power to:

"Power to" refers to the unique potential of every person to shape his or her life and world. When based on mutual support, it opens up the possibilities of joint action, or 'power with'. Citizen education and leadership development for advocacy are based on the belief that each individual has the power to make a difference.

Power within:

"Power within" has to do with a person's sense of self-worth and self-knowledge; it includes an ability to recognize individual differences while respecting others. 'Power within' is the capacity to imagine and have hope; it affirms the common human search for dignity and fulfillment. Many grassroots efforts use individual story telling and reflection to help people affirm personal worth and recognize their 'power to' and 'power with'. Both these forms of power are referred to as agency – the ability to act and change the world – by scholars writing about development and social change.

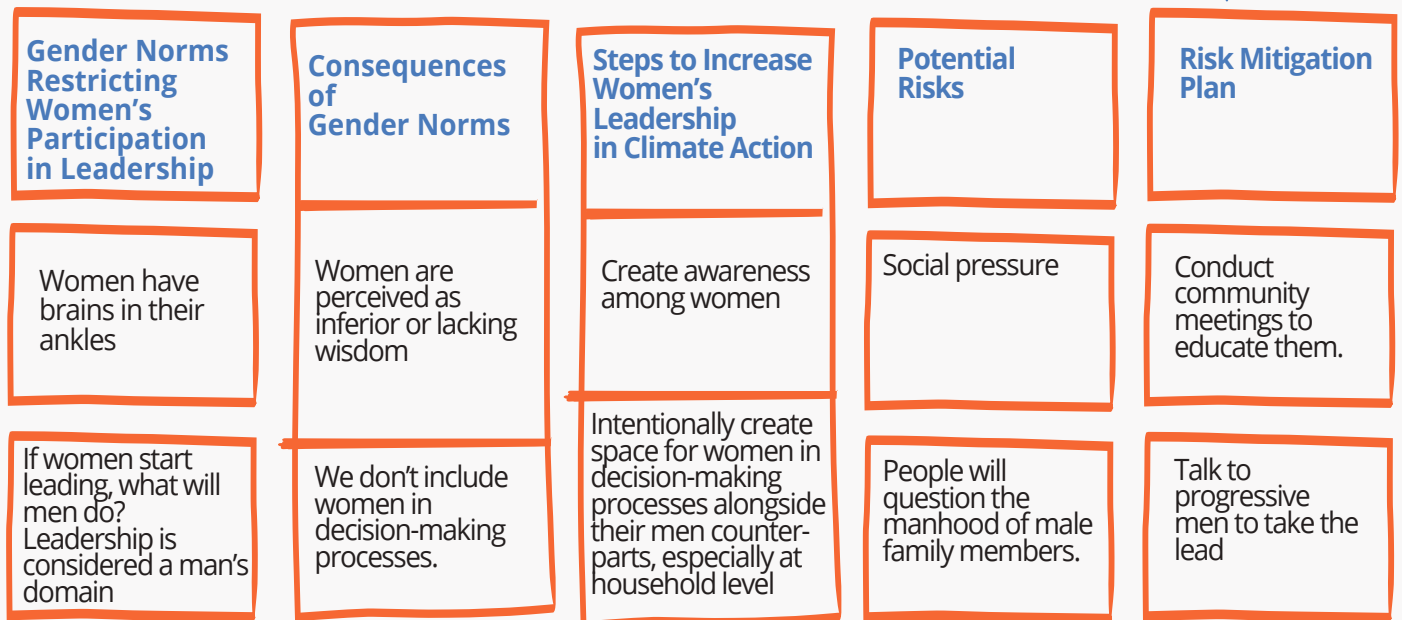
Power over:

The most commonly recognized form of power, 'power over', has many negative associations for people, such as repression, force, coercion, discrimination, corruption, and abuse.⁸

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



A Collective Action Plan from a GTA Dialogue Workshop:



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 with fear of any form of violence.

Additional Notes for Facilitator:

It is important to understand the concept of agency (intrinsic, instrumental, and collective) for the implementation of Activity 8, which is related to women's leadership in climate resilience.

Self-Efficacy:

The term "self-efficacy" refers to your beliefs about your ability to effectively perform the tasks needed to attain a valued goal. Self-efficacy does not refer to your abilities but to how strongly you believe you can use your abilities to work toward goals. Self-efficacy is not a unitary construct or trait; rather, people have self-efficacy beliefs in different domains, such as academic self-efficacy, problem-solving self-efficacy, and self-regulatory self-efficacy⁹.

Agency:

Naila Kabeer (1999) defines agency as "the ability to define one's goals and act upon them."² Agency is not just action, she states, but furthermore it encompasses the "meaning, motivation and purpose which individuals bring to their activity" and can be exercised by individuals and collectivities. Agency involves increasing participation, voice, negotiation, and influence in decision-making about strategic life choices such as choice of livelihood, where to move, whether or whom to marry, or whether to have children.

Agency is a critical area to advance women's leadership skills and ability to make critical decisions for themselves as well as for families and communities. The concept of agency is further divided into three main areas:

Intrinsic Agency (Power within):

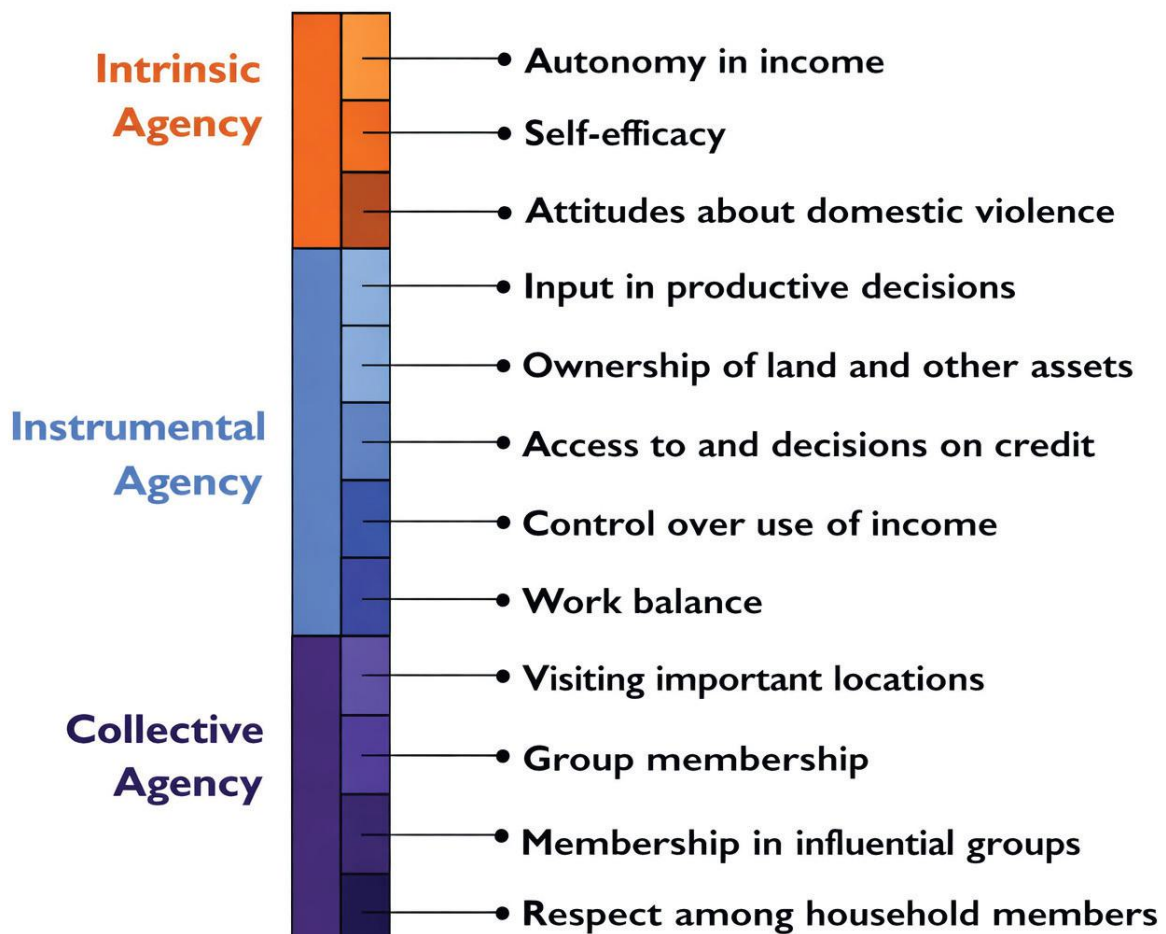
When women develop a sense of individual confidence and capacity, unfolding the effects of internal oppression.

Instrumental Agency (Power to):

Women influence the nature of decision-making through negotiation.

Collective Agency (Power with):

Women become aware of their own interest in relation to others to participate from a position of strength, influence, and cooperation to achieve a more significant impact than they could alone.



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.

Endnotes:

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Agenda

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

Dialogue Workshop

Applying Gender-Transformative Approach for WLCR

5th–6th November 2024

District Charsadda-Khyber Pakhtunkhwa

Day 1 st	
Sessions	Time
Introduction and Registration Objective of Dialogue Workshop Setting Workshop Norms Expectations of participants Consent Forms Pre-questionnaire	10:00-11:00 AM
Tea Break	
Activity 1: Gender Boxes Exercise Group Work Presentations Reflection Session	11:15-12:15 PM
Activity 2: Impact of Gender Norms on Gender-Based Division of Labor	12:15-1:15 PM
Lunch Break	
Activity 3: Impact of Gender Norms on Women's and Girls' Access to Resources	2:00-3:00 PM
Activity 4: Impact of Gender Norms on Gender-Based Violence	3:00-4:00 PM

Day 2 nd	
Recap of day first	10:00-10:15 AM
Tea Break	
Activity 5: Activity 5: Problem Tree Analysis	10:30-11:30 AM
Activity 7: I Want to Change	11:30-12:30 PM
Activity 7: Impact of Gender Norms on the Status of Women and Men in the Society	12:30-1:30 PM
Lunch Break	
Activity 8: Collective Action Plans for Women's Leadership in Climate Resilience	2:30-3:30 PM
Tea Break	
Post training questionnaire and Certificate Distribution	3:30-4:00 pm

Pre-Training Questionnaire

Date		Batch #	
Name		Gender	
District		Province	

How strongly do you agree with these statements?

S.No.	Statement	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
1	Wives should be less educated than their husbands.					
2	Boys should be allowed to get more opportunities and resources for education.					
3	A man should have the final word about decisions in his home.					
4	Parents should maintain stricter control over their daughters than their sons.					
5	A woman's most important role is to take care of her home, feed her kids, and cook for her family.					
6	Men are better suited than women to work outside the house.					
7	It is acceptable for a husband to beat his wife in some situations.					
8	A household should be headed by a man.					
9	Children suffer when mothers work away from home.					
10	Women should have the same opportunities as men in leadership positions (note: reverse scoring).					

INFORMED CONSENT

We are taking photographs, videos, audio and conducting interviews to better understand how Pathfinder's services and projects affect people's lives. Pathfinder is implementing the *Surmi* project in Pakistan in collaboration with _____ and other community-based organizations for achieving women leadership and climate resilience in your district.

The information you share may be used with our donors and supporters in newsletters, brochures, and online. You will not receive any compensation for your participation. There is no benefit to you, but the information you provide will help others understand what you have experienced and why this work matters.

Your participation is voluntary, and you can choose not to participate without losing the right to receive services. However, we hope that you will participate since your views are important. If you have any questions or concerns, you _____ may _____ contact _____

{share contact information for project staff member responsible for coordinating}

1. Full Name of Participant: _____

2. Are you comfortable with us for the following and sharing these materials with our supporters in our print materials, such as a newsletter, films about this work, or online? (Check the box & circle response)

<input type="checkbox"/>	Picture	<input type="checkbox"/>	Audio
<input type="checkbox"/>	Video	<input type="checkbox"/>	Interview

YES NO

3. Are you comfortable with Pathfinder using your real name when we share the above? (Circle response)

YES NO

4. Who is signing this form? (Circle response) **Signature**

Self Parent/Guardian

***** To be filled out by Pathfinder staff who coordinated this activity *****

Name of Pathfinder who got consent: _____

Date: _____ **Project:** _____

Location: _____ **Photographer:** _____

What is notable about the subject's story & appearance? (i.e. color of an item of clothing to identify them)

Worksheet: Personal Beliefs Vs Social Norms

Gender: Woman/Girl: _____ Man/Boy: _____ District: _____ Date: _____ Batch: _____

Personal Beliefs:

Statements	Do you think it is a good practice?	Do you think it is a bad practice?	I don't know/ Don't have any opinion
Getting married before 18 is?			
Very young Adolescent (10-17 years old) pregnancy is?			
Use of family planning methods is?			
Husband and wife jointly making family planning decisions			

Social Norms:

Statements	Socially acceptable as Good	Socially acceptable as Bad	I don't know/ Don't have any opinion
Getting married before 18 is?			
Very young Adolescent (10-17 years old) pregnancy is?			
Use of family planning methods is?			
Husband and wife jointly making family planning decisions			

Worksheet: I Want to Change....

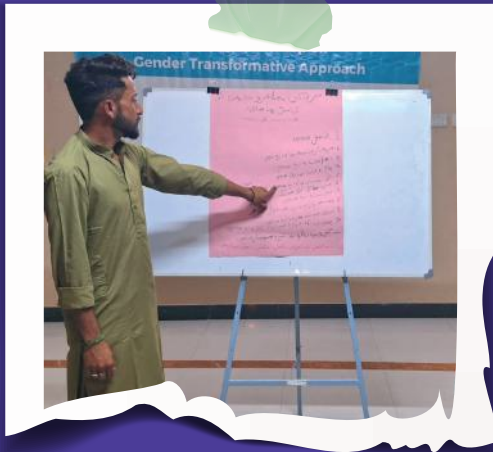
S. #	A gender norm I don't like	I want to change the gender norm	Risks associated with changes in gender norms

Worksheet: 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

Picture Gallery





Acknowledgements

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