

# Women's Leadership Training



# Women's Leadership

## Who is the Training for?

Women's leadership training modules are designed for emerging and current women leaders and can also be relevant for GBV teams. The training modules explore concepts of leadership and invite participants to reflect on their individual and collective strengths and vision.

Some modules within *Foundations: Key Approaches* may also be beneficial for women leaders. GBV teams can consult with women leaders to identify additional training needs that a GBV program may support directly, or through coordination with external partners and experts.

## How Does the Training Link to the Toolkit Guidance?

The content covered in the Women's Leadership training modules is most closely linked to the *Supporting Women Leaders* chapter of **Toolkit Guidance**. Training modules also draw from Tools and Resources within the *Building a Foundation for Engagement* chapter.

## Time and Resources Required

The training content in this section can be covered in two full days, with time allowed for breaks and lunch. Remember that participants should first complete **GBV Core Concepts** training.

Training schedules to consider for supporting women leaders:

- Core Concepts (foundational training): 2 days
- Women's Leadership: 2 days
- Key Approaches (modules indicated for women leaders): 1 day

The training modules accommodate low-technology settings, requiring only the Toolkit Guidance, flipchart paper and markers, individual notebooks/paper and pens, and printed/ photocopied tools and handouts.

# Women's Leadership Training Outline

Intended Audience



GBV Teams



Women Leaders

Module	Overview of Module	Estimated Time
<b><u>Review of GBV Core Concepts</u></b>	Participants briefly review GBV Core Concepts, as covered during two-day GBV Core Concepts training. <b>*Find module under GBV Core Concepts</b>	1 hour, 30 minutes
<b>Where Do Women and Girls Belong?</b>	This module sets a positive tone for participants to explore challenges and opportunities for women and girls in their community.	2 hours
<b>Examining Leadership</b>	Participants identify leadership structures, functions, and decision-making processes and consider how women can and might contribute to positive leadership.	3 hours
<b>Who is a Leader?</b>	This module challenges common conceptions of who is and who can be a leader and invites participants to explore leadership qualities amongst others and within themselves.	2 hours, 45 minutes
<b>Individual and Collective Strength</b>	Participants further explore types of power by first identifying individual strengths and then reflecting on the potential for collective strength and power.	1 hour, 45 minutes
<b>Visions of Change</b>	Participants identify positive changes they would like to see in their community and actions they can take to contribute to these changes.	2 hours



# Where do Women and Girls Belong?

## Summary

This module sets a positive tone for participants to explore challenges and opportunities for women and girls in their community.

## Learning Objectives

Participants and facilitators will:

- Identify different forces that oppress and endanger women and girls
- Consider community-level changes that could improve conditions for women and girls
- Identify barriers to women's and girls' participation in leadership and decision-making

## Materials and Preparation

1. Flipchart paper and markers
2. Large ball of yarn
3. Scissors
4. Select and adapt story from **Handout: Stories of Women and Girls** or prepare an alternative story relevant to the context.

## Time

2 hours

## Procedure

### Step 1: Exercise: Patriarchy and forces that trap women and girls<sup>1</sup> (1 hour)

1. Ask for a volunteer to represent a woman or girl whose story will be told. The volunteer sits in the middle of circle and holds a ball of yarn that has been wound around her waist several times; the rest of the group sits in a circle around her at about 3-5 meters (10-15 feet).
2. Refer to *Handout: Stories of Women and Girls*. Read aloud the selected (or created) story, and ask the title question: "Why did Mena die?", "Who hurt Janet?", or "Why isn't Ayesha safe?"
3. As a person from the group answers, the volunteer in the middle throws the ball to her, she wraps the yarn around her hand and throws it back to the volunteer in the middle who again wraps the yarn around her waist. Continue this process, by continuing to ask the title question. Group members provide different answers—possibly related to discrimination, social norms, cultural traditions, laws, policies, conflict, poverty, neglect of aid workers, lack of quality services, abuse by perpetrators, etc.—until the volunteer in center is thoroughly entrapped by a web of yarn.
4. Ask the volunteer in center how she feels. Ask others to reflect on her situation—how could it be improved? Which forces that bind the volunteer are most critical to address? Which forces would be easiest to change?

<sup>1</sup> Exercise adapted from: JASS. *We Rise Toolkit- Spider Web: Forces that Trap Us*. <https://werise-toolkit.org/en/system/tdf/pdf/tools/SpiderWeb.pdf?file=1&force=>

5. Cut individual pieces of the web as participants identify forces that the community might change. Ask the volunteer if her situation has improved. Can she escape the web?
6. Release the volunteer and continue a discussion about community changes that would allow women and girls to live their lives with more freedom and safety. Record common ideas on flipchart.

## Step 2: Exercise: Designing an exclusive meeting<sup>2</sup> (30 minutes)

1. Tell participants that there will be a very important community meeting to discuss safety and priorities for healthcare and other services. They will help to set plans for this meeting, and it is very important to make sure that NO women come.
2. Participants will likely be confused and reluctant. Emphasize that for this exercise, we want to be sure to EXCLUDE women. How can we best do this? Share some prompts, such as: Where should we hold the meeting to be sure women don't feel welcome to come? Is there a time when we could hold the meeting when women are particularly busy? How long should the meeting last?
3. Refine questions to ask about specific groups of women: How could we most effectively exclude young women? Older women? Women with disabilities?
4. Once participants have considered different ways that women might be excluded from an important meeting, reverse the question: How could diverse groups of women be more involved in community decision-making?
5. Discuss ideas for inclusive decision making and note whether any of these ideas are practiced in the community. Record answers and ideas from women on flipchart.

## Step 3: Reflections to take forward (30 minutes)

Summarize major points raised from the two exercises. The group has identified 1. Forces that oppress women that can be challenged, and 2. Ideas for more inclusive community decision-making. Ask the group to agree on ideas to keep in mind- and explore further- through the remainder of the training.

## Key Discussion Points/Additional Facilitation Notes

- Initial exercises are useful for “breaking ice” and establishing safe space for participants to share opinions and explore ideas. Set a positive tone for active listening, consideration of different views, and respectful communication.
- Emphasize shared experiences of women and girls, while also acknowledging difference among women and girls. Women and girls all face gender discrimination, while individual women and girls experience different degrees of privilege and oppression depending on numerous factors, including race, ethnic background, sexual orientation, legal status, and disability status.
- During this module and others, it will be important to strike a balance between challenges and opportunities. Allow space for participants to discuss problems and challenges, while also encouraging the group to identify and plan for changes that might be possible.

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2 Exercise adapted from: The Barefoot Guide Connection. (2017, October). *The Barefoot Guide 5: Mission Inclusion; Developing an Exclusive Workshop – an activity designed to help people think about how we inadvertently exclude people* (p.90). <https://www.barefootguide.org/barefoot-guide--5-english.html>

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# Handout: Stories of Women and Girls

## Why did Mena die?<sup>3</sup>

Mena was a 15-year-old girl living in a rural community on an Indonesian island in South East Asia. The village had limited public services, people had to travel far distances for basic health care and education. Because her family was poor, she couldn't go to school after 3rd grade. Their local school didn't offer any other grades and the cost of transportation to another school was prohibitive.

In the community, families lived together under one roof in very cramped spaces – women and men, boys and girls. Mena's mother worried about her since Mena was very pretty and she knew pretty girls could get in trouble. In her ethnic community, usually parents married their girls off at a very young age. So when a young man from the community became interested in Mena, her mother asked him to marry her. Her mother was afraid of people talking badly about Mena and what the religious leaders might say. Besides, she also wanted Mena to have someone to protect her.

The young couple had to live in similarly cramped quarters. Mena's husband didn't have any regular job which forced Mena to find work. Since Mena had only basic education, she didn't have the skills to get anything but a menial job. She worked in the market helping shopkeepers. Mena then got pregnant. During her pregnancy, she was not able to see the doctor or the nurse for any checkups. There simply was not the money nor the time to see the doctor. Her husband had lost interest in her and didn't help.

One day Mena felt some stomach discomfort. She consulted her mother about her condition, but her mother said such discomfort was common during pregnancies and she should be patient since it is a womanhood thing. Mena tried to reach her husband to ask him to take her to the hospital, but she didn't not know where her husband was. Then she felt a rush of blood come from between her legs. She didn't understand what was happening. She could not stop the bleeding. Her mother then took her to the nearby hospital on a tricycle taxi, but unfortunately Mena died before she could get there. Why did Mena die?

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<sup>3</sup> Story developed by JASS Southeast Asia staff and found in: JASS. *We Rise Toolkit- Spider Web: Forces that Trap Us*. <https://werise-toolkit.org/en/system/tdf/pdf/tools/SpiderWeb.pdf?file=1&force=>

### **Who hurt Janet?**

Janet is a 20-year young woman who lives in a camp for internally displaced people outside a town in a West African country. Janet fled her home with her family six months ago when her village was affected by ongoing armed conflict. She is afraid the conflict will force her to move again. The camp where Janet lives now is very crowded, and she lives in a tent with two families. Janet and her family are completely dependent on food assistance and other services provided by humanitarian organizations. She understands that services are planned with government officials and community leaders, almost all of whom are men. There are not yet any health or psychosocial support services for survivors of GBV. Menstrual hygiene materials have not been distributed. Since moving to the camp, Janet has not had access to materials to manage her menstruation. She feels shy to dress and use toilet facilities every day, because she has no privacy in the camp, but during her period she is particularly shy. Yesterday, Janet started her period, so she walked to the outskirts of the camp to change and wash herself in more privacy. There, two armed men grabbed her and raped her. Janet returned to her home disheveled, bruised, and crying. Her mother understood what happened to her and scolded her for leaving the safety of their home. She advised Janet not to tell anyone about the rape, because there are no services, and she doesn't want anyone to judge or ridicule her daughter.

### **Why isn't Ayesha safe?**

Ayesha is a 40-year-old woman who lives in a small community that has been affected by insecurity and draught. Her husband used to manage a small farm, but he has been unable to work for the past two years. Ayesha, her husband, and their three children have become reliant on food assistance, and they are registered as a family for this assistance. Ayesha also volunteers with an NGO, and she earns a small stipend to help the family buy additional food and essential items, but her husband takes this stipend, as is expected in their community where men control family finances. Ayesha's husband resents her for making money when he cannot. He has become increasingly frustrated with his situation, and lately he has been spending all of Ayesha's stipend on alcohol. He comes home late some nights, drunk and angry. Since they married, her husband has sometimes hit her, but lately the abuse has become very frequent and frightening. Last month, Ayesha's husband beat her so badly that her oldest son had to help her visit the health clinic the next day. The doctor who treated her didn't ask her any questions about her injuries, but the nurse guessed what happened and said this was unfortunately normal. She said the best thing Ayesha could do is to be more agreeable and avoid her husband's anger. Ayesha is worried every day that her husband might hurt her, or that he might turn his anger toward their children. She dreams of living with her kids, away from her husband, but he holds their registration and money. She is also afraid of losing custody of her kids to her husband. Her parents live in a nearby village, and she asked if she could bring the kids to live with them, for at least a little while, but her parents explained that they could not afford to repay the bridewealth they invested in her marriage. Anyway, it would be a dishonor to their family if she separated from her husband. Ayesha also sought help from a community leader in her village. He organized a mediation with Ayesha and her husband, where he advised her husband to refrain from alcohol and abuse and advised Ayesha to try harder to please her husband. After the mediation, Ayesha's husband threatened her that if she ever embarrassed him again by sharing their business with others, he would kill her.



# Examining Leadership

## Summary

Participants identify leadership structures, functions, and decision-making processes and consider how women can and might contribute to positive leadership.

## Learning Objectives

Participants will:

- Identify community leadership structures
- Explore concepts of leadership

## Materials and Preparation

1. Flipchart paper and markers

## Time

3 hours

## Procedure

### Step 1: Brainstorming: Who are the community leaders? (40 minutes)

Lead a brainstorming exercise about community leadership in plenary or consider breaking into small groups, if participants represent different sectors of the community. Take notes on flipchart.

- What formal leadership structures exist in the community? (Consider structures based on geography, cultural group, religion, etc.)
- Are there women leaders within formal structures?
- Outside of formal positions, which people are regarded as leaders?
- Are there trusted and respected women who show potential for leadership, even if they are not yet considered leaders?
- Are there girls in the community who show potential for leadership?
- Who best represents the needs of women and girls in the community?

### Step 2: Review and validate community mapping (20 minutes)

If the GBV team has developed a mapping of community leadership, the team can share this mapping for review, further input, and validation of participants. If the GBV team has not developed a mapping, consider developing a draft map of leadership with women leaders, or skip this step. (See the **Mapping Community Leadership** module in *Foundations: Planning for Engagement with Community Leaders*.)

### Step 3: Group work: How are decisions made? (2 hours)

1. Break participants into two or more small groups, depending on group size. Consider assigning groups different community leadership structures, different sectors of the community, or formal vs. informal leadership.
2. Ask groups to consider several questions for their assigned sector/ category/ group of leaders. Each group should assign a note-taker and someone to report back to the group. Allow 40 minutes for groups to discuss:
  - c. What is the source of authority or influence? Has this changed over time, or since the emergency?
  - d. What are the areas of decision making/ areas of authority?
  - e. How, when, and where are decisions made?
  - f. How are women involved (directly or indirectly) in decision-making processes?
  - g. Are there opportunities for positive change? (Changes in leadership structure, authority, or processes? Changes in women's direct or indirect involvement? Other changes that women would like to see?)
8. Return to plenary. Ask volunteers to represent major points of discussion and summarize group answers to questions. Allow for discussion to refine mapping or clarify roles of different leaders.
9. Highlight common ideas for positive change, and any questions from the group or points of disagreement to take forward for further discussion.

### Key Discussion Points/Additional Facilitation Notes

- Community leadership is not static. Even leadership structures that are steeped in long traditions will experience changes in structure, authority, or processes. Changes commonly occur during emergencies, and some of these may be sustained after emergencies.
- Many community leadership structures and processes are based on customs, rather than laws or written statutes. This can contribute to differences in understanding, practice, or experience with leadership.
- Participants may disagree about how leadership structures function. Disagreements can be noted but not all will be resolved.
- Some women leaders may be focused on disrupting or challenging existing leadership structures, while others may be focused on gaining more influence within existing leadership structures. The facilitator's role is not to determine appropriate strategies for women leaders, but it may be important to recognize and acknowledge different preferences or approaches among participants. Historically and globally, women have instigated positive change both from within, and from the outside of power structures.



# Who is a Leader?

## Summary

This module challenges common conceptions of who is and who can be a leader and invites participants to explore leadership qualities amongst others and within themselves.

## Learning Objectives

Participants will:

- Identify qualities of good leaders
- Identify leadership qualities within themselves

## Materials and Preparation

1. Flipchart paper
2. Markers (preferably one per participant)
3. Prepare profiles for discussion. Adapt profiles as required from **Handout: Profiles in Leadership**. Print, copy, cut profiles for distribution (at least one profile per group)
4. Packs of sticky notes or small, cut pieces of (preferably colored) paper with tape
5. Tape
6. Wall space for four flipcharts (or flipchart stands)
7. Paper and pens for participants (if possible and participants are able to write)

## Time

2 hours, 45 minutes

## Procedure

### Step 1: What is a leader? (10 minutes)

Ask the group to quickly define a leader—what words or titles come to mind? Note common responses on a flip chart.

### Step 2: Small Group Discussions: Profiles of Leadership (30 minutes)

1. Divide participants into groups and assign a profile for the group to discuss. Ask for each group to assign a notetaker and someone to report back in plenary.
2. Ask groups to read their assigned profile and spend 20 minutes discussing the following questions:
  - c. Is this person a leader?
  - d. Does she see herself as a leader?
  - e. What is the source of her influence?
  - f. Does she have potential for even greater influence? What support, resources, or other factors could help to expand her influence?

### Step 3: Plenary discussion: Profiles of leadership (1 hour)

Invite representatives of each group to read their profile aloud and share points from discussion. Discuss common points across groups and invite reflections.

### Step 4: Exercise: Qualities of good leadership (30 minutes)

1. Distribute 3-5 sticky notes or cut pieces of paper and tape to each participant.
2. Ask participants: What makes a good leader? (Note: responses may be the same as those provided in Step 1 but may differ, as here the question includes consideration of *good* leadership.)
3. Ask participants to use a marker to write single words or brief phrases—one per sticky note—and keep these to themselves until everyone is finished.
4. Display four flipcharts with stands or by taping paper to walls. Title flipcharts with the following headings:
  - Personal Characteristics
  - Authority or Influence
  - Skills & Knowledge
  - Values & Beliefs
5. Ask participants to consider where the qualities they identified fit best. Invite them to stick each of their notes on the appropriate flipchart/s.
6. Once everyone has posted their notes, invite participants to reflect. Where do most responses fall? What qualities did many people agree on? Are there any responses that participants have questions about?

### Step 5: Self-reflection<sup>4</sup> (35 minutes)

Explain that participants will have the opportunity to quietly reflect on their own leadership qualities and potential. Some participants may wish to make notes as they answer questions. Explain that notes will not be shared.

Ask participants to reflect on which of the qualities that emerged from the group exercise that they feel they embody. Ask questions, as appropriate to the group and discussion thus far, including:

- Can you recall a significant challenge that you have overcome in your life?
- What qualities and skills did you use to overcome that challenge?
- What role did support networks play in meeting your challenge?
- What personal characteristics do you feel you have that make you a good leader?
- What skills do you have that make you a good leader?
- What knowledge do you have that makes you a good leader?
- What values do you hold that make you a good leader?
- What additional leadership qualities do you wish you had?
- What steps might you take to further develop these qualities?
- Who in your life supports your leadership potential?
- Do you consider yourself a leader now? Why or why not?
- Do others consider you a leader? Why or why not?
- If you were a very powerful leader, what changes would you want to make for your community?

<sup>4</sup> Adapted from, Women's Learning Partnership for Rights, Development, and Peace (WLP). (2001). [Leading to choices a leadership training handbook for women](#). (Pages 37-35)

- What steps might you take to contribute toward those changes now?

Allow time for participants to silently reflect on their answers.

## **Key Discussion Points/Additional Facilitation Notes**

- Concepts of leadership are closely linked to positive types of power: power within, power with, and power to.
- Consider reviewing and validating your program's *Criteria for Community Leader Engagement* during Step 4. (See *Foundations: Planning for Engagement*)

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# Handout: Profiles of Leaders

## Veronica

Veronica is the wife of a village chief. The chief meets with male elders to make important decisions about the community. He oversees marriages and settles disputes between community members. Men who face issues in the community raise these through elders, or directly through the village chief, but women often seek help from Veronica. Veronica is not present during formal proceedings, but she is known to be the chief's most trusted advisor, and she often persuades her husband to take decisions in favor of women who have been mistreated by their husbands or employers.

## Zuleiha

Zuleiha is a studious girl who dreams of becoming a lawyer one day. In her community, most girls leave school by age 14 and many are married by age 16. Zuleiha's parents expected that only her brothers would proceed to secondary school and did not save for her education. When Zuleiha won a scholarship to cover her secondary school fees, her parents were proud, but they were also worried about her safety and reputation, attending school with almost all boys. They tried to find a husband for Zuleiha before she lost marriage opportunities. Zuleiha refused to marry and kept studying. In her final year of upper secondary, she sat for examinations to attend university. Every year since Zuleiha started secondary school, the number of girl secondary school students has increased. Girls and their parents point to Zuleiha's example as changing their ideas of what is possible for girls.

## Ama

Ama manages a small stall in the market. She makes a small, but consistent profit. She noticed that women who sell seasonal goods in the market do well some seasons, but struggle during others. She organized the traders into a savings group that has helped women manage their incomes. The group has also been able to help women in need. Ama has always been committed to helping others, and when she hears from a woman who needs help with medical bills, school fees, or other important expenses, she will see if her savings group has any profits to share. She will also meet with business owners and community leaders to ask for their support.

## **Manal**

Manal is a widow who lives with one of her three grown children in a camp for people who have fled from the conflict affecting parts of her country. Life in the camp is hard, and like other women, Manal often leaves the camp on foot to visit the mill or collect firewood. One day, while outside of the camp, an armed man assaulted and raped Manal. She was devastated by the attack and worried that she brought shame on her family. After some time, she visited the GBV program and talked with a Caseworker about what happened to her. The Caseworker helped Manal to understand that the rape wasn't her fault. She enjoyed visiting the GBV program and became very active in the Women and Girls Safe Space. She started leading some sessions, and she came to understand that many women and girls in the camp had experienced violence. Manal didn't want other women and girls to feel the shame that she had felt, so she began speaking about her experience—first within the WGSS, and then in more public meetings. She began to visit government offices and humanitarian agencies to ask what they were doing to prevent this violence from occurring.

## **Caroline**

Caroline lives in a camp of displaced people with her husband and four children. She is very busy taking care of her family, but she somehow finds time to help others whenever she can. Caroline does not have any special status in the community, but people know her well. She is known to be kind and fair, and she does not gossip when people confide in her. Very often, women visit Caroline to ask for advice with private matters. Mostly, Caroline just listens and expresses concern. But she's noticed that many women face similar problems, so she has also worked to collect information on the types of services available in the camp. She shares this information with women who visit her.

# Individual and Collective Strength

## Summary

Participants further explore types of power by first identifying individual strengths and then reflecting on the potential for collective strength and power.

## Learning Objectives

Participants will:

- Identify their individual strengths
- Recognize the potential of collective strength

## Materials and Preparation

1. Paper large enough for body mapping (tape several flipchart sheets together)
2. Tape
3. Markers and pens (at least one marker per participant)
4. Scissors
5. Floor space for spreading out and outlining bodies
6. Large wall space for hanging body maps

## Time

1 hour, 45 minutes

## Procedure

### Step 1: Review types of power (15 minutes)

Ask for volunteers to define types of power, as reviewed during **Core Concepts** training:

- Power within
- Power over
- Power with
- Power to

This session will allow participants to further reflect on positive expressions of power: *power within*, *power with*, and *power to*.

## Step 2: Body mapping (1 hour)

*\*Note: This exercise can be adapted. Consider, as an alternative, asking each participant to draw the outline of a person on a single flipchart paper. This may be more appropriate in some cultural settings, with participants who are elderly or have limited mobility, or where space, time, or materials are insufficient for body mapping.*

1. Distribute paper and markers to each individual and divide the group into pairs.
2. Ask participants to take turns, tracing the outer contours of their partner's clothing and body.
3. Participants can refine their body outlines, adding details as they prefer, but ask participants to not color their outlines in, or draw on the outside as these spaces will be used.
4. Ask participants to think about their daily responsibilities. List major responsibilities, or draw representations of these, outside the outline of their body.
5. Explain that participants will have the opportunity to quietly reflect on a series of questions. They can write their answers—or draw small pictures to answer—anywhere within their body outline, or around the outside of their body outline. There are no rules for this exercise. Participants are free to skip answering some questions, think of their own questions, and illustrate their outline as they prefer.
6. Ask the following questions, allowing time for women to reflect and write/draw answers:
  - What makes you feel...
    - Strong?
    - Capable?
    - Powerful?
    - Inspired?
    - Courageous?
  - What are you really good at?
  - What else are you really good at?
  - What do you like about yourself?
  - What do you offer your family?
  - What do you offer your friends?
  - What do you offer your community?
7. Ask participants to share their body map with their partner, explaining elements that they would like to share.
8. Ask if any volunteers want to share reflections on the exercise. How did it feel to think about sources of strength, and power within? (Do not invite participants to present their body maps in detail to the full group.)

### **Step 3: Reflection: Individual to collective strength (30 minutes)**

- 1.** Ask participants to tape their body maps on a common wall.
- 2.** Invite participants to take a “gallery walk” and quietly review body maps.
- 3.** Open discussion:
  - Did you recognize common elements across body maps? Did women identify common responsibilities? Common sources of strength?
  - If other women in this community created body maps, how might theirs look? Do women have different responsibilities? Do all women have sources of strength?
  - What surprised you?
  - Did you identify anything in other body maps that you wanted to add to your own?
  - What did you learn about others through this exercise? Did you learn anything about yourself?
  - Do you see potential, across all these body maps, for women to support each other? Do you see potential for women to build their power with—their collective power?
- 4.** Record major points, reflections, or ideas to take forward on flipchart.

### **Key Discussion Points/Additional Facilitation Notes**

- Women’s responsibilities—and sources of power—are often less visible than men’s, as men more frequently occupy public spaces and roles.
- Sources of individual strength are personal, as each individual has different attributes, talents, and opportunities. Collective strength can draw on common and unique sources of individual strength.
- There are multiple expressions of positive power: power within, power with, and power to.



# Visions of Change

## Summary

Participants identify positive changes they would like to see in their community and actions they can take to contribute to these changes.

## Learning Objectives

Participants will:

- Define problems to address
- Visualize positive change
- Identify personal and/or collective action to contribute to positive change

## Materials and Preparation

1. Flipchart paper and markers
2. Consider reviewing *Transformative Change* chapter of Toolkit Guidance
3. Consider printing copies of *Sample: Root Cause Analysis* and/or **Prevention Action Planning Tool** in *Transformative Change Tools and Resources*.

## Time

2 hours

## Procedure

### Step 1: Identifying problems (30 minutes)

Open a discussion in plenary or break participants into small groups. Ask participants to identify specific problems in their community that should be addressed. Consider probing questions, such as:

- What are the most pressing challenges women face?
- What is limiting girls from reaching their full potential?
- Why are women and girls at risk?

Ask participants what is driving the problem/s they identify. While gender inequality and related power imbalance is the root cause of GBV, other factors will contribute to problems women and girls face.

You can consider leading participants through a root cause analysis. Find information on conducting a root cause analysis in Ideas for Engagement in the *Transformative Change* chapter of Toolkit Guidance, along with a *Sample: Root Cause Analysis* in *Transformative Change Tools and Resources*.

## Step 2: Visualizing positive changes (30 minutes)

Once participants have defined and analyzed a problem, challenge them to visualize the absence of this problem. What positive alternatives can they imagine? What positive changes are required?

Consider asking participants to illustrate positive visions, in small groups, and then present these in plenary. Alternatively, you can capture elements of discussion on flipchart.

## Step 3: Setting plans to contribute to positive changes (1 hour)

As a final step, participants can set plans to contribute to their positive visions. This step should be adapted to the participant group.

- GBV teams, or organized groups of current leaders, may review existing action plans or begin to develop detailed action plans. See the *Prevention Action Planning Tool* in *Transformative Change Tools and Resources*. GBV programs can support further development and monitoring of action plans with additional time.
- Emerging women leaders, or leaders who do not work in common communities, might rather brainstorm possible actions, and then set personal plans for actions to take.

Record participant ideas related to resources and support required to accomplish plans. If relevant, set priorities for any additional trainings and/or plan for follow up with participants.

## Key Discussion Points/Additional Facilitation Notes

- Adapt session to fit the interests of participant group—participants can work as a team, in small groups, or independently.
- Recall reflections and decisions reached during previous modules as participants develop visions and action plans.
- Acknowledge that problems may be great, and fully realizing positive visions may require change among forces and power sources outside of participants' control. Ask participants to focus on what can be done. How can they apply positive power to contribute to change?