

**GENDER SENSITIVE  
APPROACHES IN  
SOMALI  
COMMUNITIES**



**UNIT 1: Gender,  
Intersectionality, Power  
and Islamic Perspective on Gender  
Equity in the Somali Context**

# OBJECTIVES

- To explain and discuss key concepts related to Gender-Based Violence (GBV).
- To reflect on gender roles and norms and how they contribute to GBV.
- To identify the impact of GBV and explore local mitigation measures to address and prevent it.

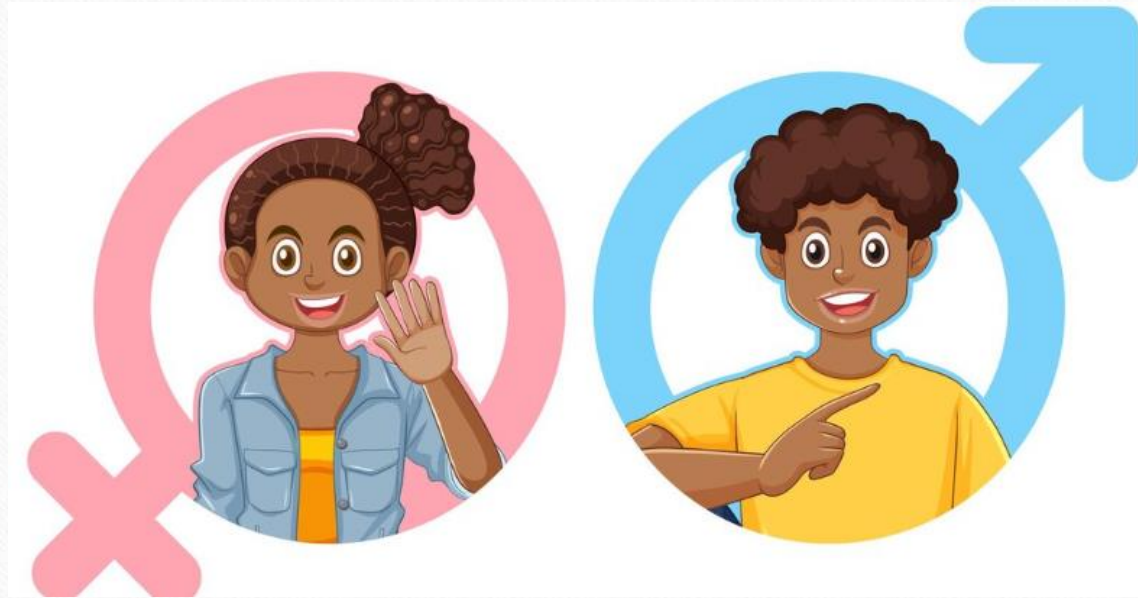
# Expected Outcome

- Participants understand GBV concepts and can identify different forms of GBV.
- Participants are able to plan and propose practical mitigation measures to curb GBV.
- Participants know where and how to access support services for GBV cases.

## 1. UNDERSTANDING GENDER AND GENDER ROLES IN SOMALIA

### **GENDER**

Refers to the roles, behaviors, and expectations that society assigns to people based on whether they are seen as male, female, or another identity.



### **Sex**

Biological differences between males and females (such as body parts and reproductive organs).

# GROUP EXERCISE

## GENDER MAPPING ACTIVITY-

MAP daily activities of women, men, boys and girls

### **The "Gender Box" Activity**

Draw two large boxes labeled "Ragga" (Men) and "Dumarka" (Women). Participants to shout out the duties, behaviors and traits expected of each in a rural village.



# Gender Roles

**Definition:** are the behaviors, responsibilities, and activities that society expects men and women to perform based on their gender.

Tasks and responsibilities that society expects men and women to perform.

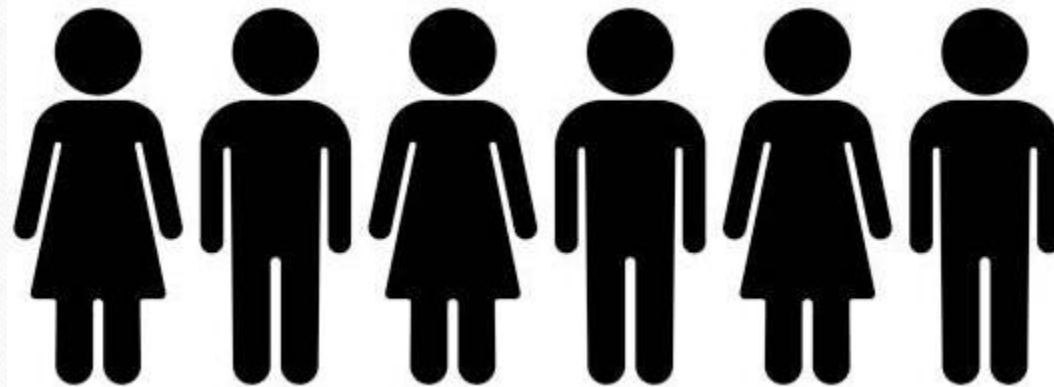
Example: In some communities, men are expected to provide income while women take care of the home.



# GROUP EXERCISE

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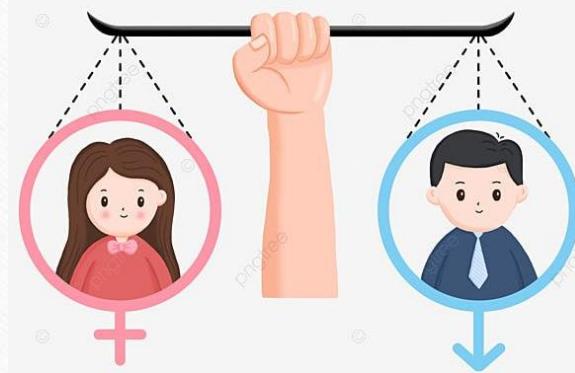
Participants will be divided into small mixed-gender groups and assigned a scenario where traditional gender roles are reversed. Each group will act out their scenario, demonstrating decision-making, access to resources, and participation in leadership or household responsibilities



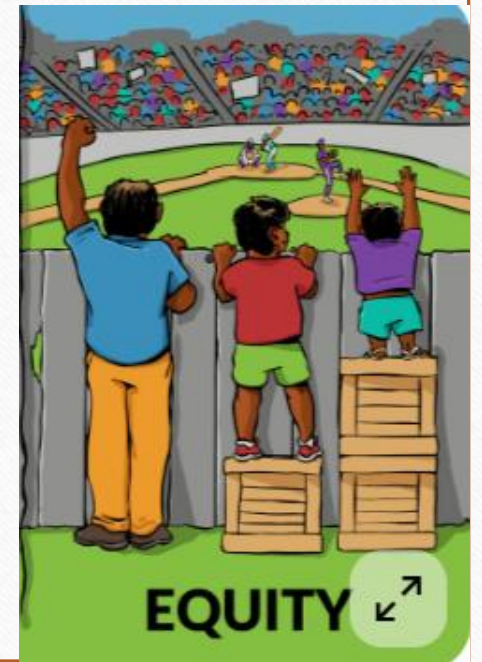
## 2. Understanding Gender Equality vs Equity

**Gender Equality** means men and women have the same rights, responsibilities, and opportunities. Everyone is treated the same regardless of gender.

**Gender Equity** means fairness in treatment by recognizing that different people may need different support to achieve equal outcomes.



In Somalia, 'Equality' is often mistranslated as 'samenss', which causes cultural friction. 'Equity' is more culturally and religiously resonant.



# GROUP ACTIVITY

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Ask a tall person and a short person to reach an item on a high shelf. Give them both a 1-foot box (Equality). The short person still fails. Give the short person a 3-foot ladder (Equity).



### 3. Inclusion and Disability Inclusion

#### **Inclusion**

Inclusion means ensuring that all people regardless of gender, age, disability, background, or status have equal access, participation, and opportunities in society.



#### **Disability Inclusion**

Disability inclusion means ensuring that persons with disabilities have equal access to education, services, employment, decision-making, and community activities by removing barriers that limit their participation.

# GROUP EXERCISE

**1. Instructions:** Identify exclusion points in a hypothetical project.

- Identify barriers and develop inclusive solutions
- Ensure Participants understand how to ensure accessibility and inclusion.



## 2, The Barrier Walk

Ask a participant to move from the door to the "water point" (a chair) without using their eyes or while tied to a chair.

(imagination learning game)

**Learning Objective:** Participants will identify physical, communication and attitudinal barriers in their own project sites. To build empathy and awareness of barriers faced by persons with

## 4. Intersectionality

**Intersectionality** is the idea that people can experience multiple forms of discrimination or advantage at the same time because of different parts of their identity.

These identities can include:

Gender

Age

Disability

Ethnicity

Religion

Economic status

Location (rural/urban)



# GROUP EXERCISE

**Instructions:** The Vulnerability Matrix: Provide 3 profiles:

1. Majority clan man.
2. Minority clan woman.
3. Minority clan woman with a disability.

Group Discussion: Rank them based on who is most likely to be "skipped" during a cash-transfer registration.



**Learning Objective:** Identify compounded risks and target interventions.

Participants will analyze how multiple identities combine to create unique risks.

## 5. Minority Clan Exclusion

### Minority Clans



Historically excluded, less powerful groups lacking protection & status



Numerically smaller groups lacking protection & status

# ACTIVITY

**Instructions:** Simulate aid distribution ensuring minority clans are included or Aid distribution dominated by majority clan. How to ensure fairness?

- **Learning Objective:** Identify and address clan-based exclusion and design inclusive interventions..
- **Facilitator Points:** Intersection with gender, age; strategies for equitable access.

### Marginalized Groups



Vulnerable groups facing exclusion due circumstances

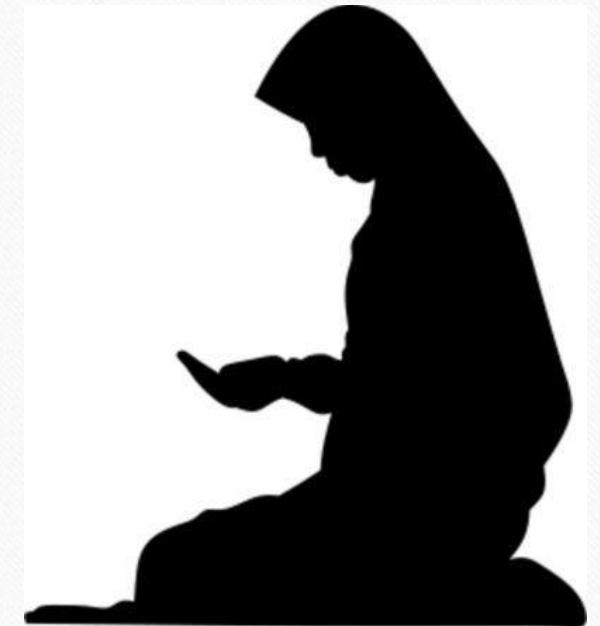


Vulnerable groups excluded due poverty, displacement, gender, age, or disability

## 6. Quranic Principles of Dignity, Justice, Protection

Islamic teachings emphasize dignity, justice, and protection for all.

- Men and women are **equal before Allah** in faith and reward.
- All humans, including women, deserve **honor and protection**.
- Gender relations are based on **reciprocity, justice, and fairness**.
- Islam teaches **kindness, care, and protection** towards women in all relationships.
- Both men and women have the **right and duty to learn and grow**.



# ACTIVITY

1, Islamic Principles Reflection

o **Instructions:** Read Qur'an 17:70, 4:58 and Hadith on treatment of women; discuss application

## Group Work

**Instruction:** Provide a list of Humanitarian Standards (CHS/SPHERE). Have groups find the Quranic verse that supports each standard.

## 7. Engaging Religious Leaders

# ACTIVITY

Simulate advocacy for women's participation with a religious leader

## Group Work

Identify religious leaders who could support gender equality

## 8. Countering Harmful Interpretations, power and Access Mapping

# ACTIVITY

Simulate advocacy for women's participation with a religious leader



# Group Work

Identify religious leaders who could support gender equality



**Unit 2: Gender Mainstreaming,  
Disability Inclusion and  
conflict sensitivity in Humanitarian  
Programming**

# 1: Gender-Sensitive Conflict Analysis

**Definition:** Examining how conflicts affect women, men, girls, and boys differently and how gender roles shape the conflict.



# Group Work

Following armed clashes and drought, households are displaced to a temporary settlement. Men have lost livestock and income, women are now primary caregivers and 33 income earners and adolescent girls are withdrawn from school to support household work. Persons with disabilities face increased isolation and dependence.

## Facilitator Instructions:

1. Divide participants into small groups.
2. Ask each group to map:
  - o Gender roles before the conflict
  - o Gender roles after the conflict
  - o New risks created by the conflict
3. Groups present their findings.

## Discussion Points:

Emphasize that ignoring gender in conflict analysis can reinforce harm.  
Highlight women's roles in peacebuilding.

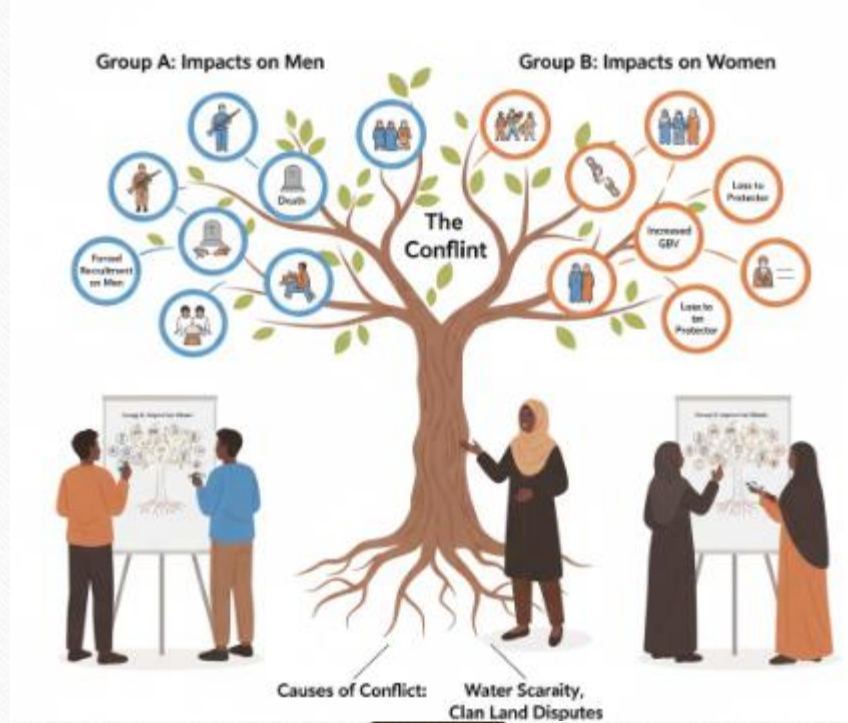


# Group work:

The Conflict Tree.

**Facilitator's instruction:** Draw a tree. The Roots are the causes of conflict (e.g., water scarcity, clan land disputes). The Trunk is the conflict itself. The Branches are the impacts. Form groups; Ask Group A to map impacts on men (e.g., forced recruitment, death). Ask Group B to map impacts on women (e.g., displacement, increased GBV, loss of protector, increased GBV, loss of protector).

## 2. Group Work: The Conflict Tree



## 2: Gender in Needs Assessments

**Definition:** The practice of systematically identifying and analyzing the different needs, roles, and priorities of women, men, girls, and boys in a community to ensure that interventions and aid are fair, inclusive, and effective

### Scenario

## ACTIVITY

An assessment reports that “households need food and water,” but women report unsafe water points, adolescent girls report lack of dignity kits, and persons with disabilities report inability to access distributions.

### Facilitator Instructions

1. Share the sample needs assessment questionnaire.
2. Ask groups to:
  - o Identify missing gender and disability considerations
  - o Revise or add questions to address gaps

### 3:How Conflict Reshapes Gender Roles and GBV Risks

#### **Conflict:**

A situation of disagreement, tension, or violence between individuals or groups arising from competing interests, needs, power, or resources.

#### **ACTIVITY**

#### **Exercise:**

#### **1, Group Work: GBV Risk Identification**

#### **Scenario**

Cash distributions are conducted in crowded public spaces. Women travel long distances alone to collect assistance, while persons with disabilities depend on others, increasing exposure to exploitation.

#### **Facilitator Instructions**

1. Assign each group a humanitarian activity (cash, WASH, shelter, food).
2. Ask them to identify:
  - o Potential GBV risks
  - o Who is most at risk<sup>36</sup>
  - o Practical mitigation measures

## ***2, Group Work : The Safety Map***

### **Facilitator Instructions:**

- Ask participants to draw a map of an IDP camp.
- Ask to identify "Red Zones" (e.g., dark paths to latrines, remote firewood collection areas) where GBV risk is high.

## **3, Role Change Timeline**

**Facilitator Instructions:** Guide participants to identify new risks and opportunities.

- Groups chart how men's and women's roles shift before, during and after conflict.

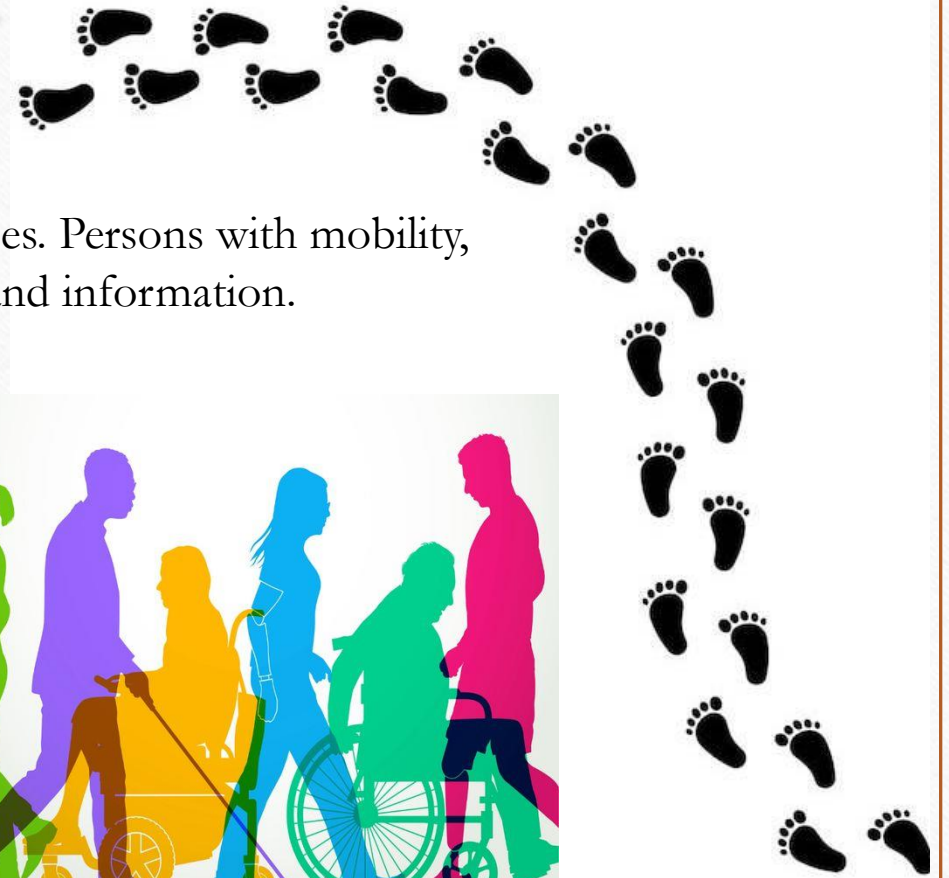
**Learning Objective:** To recognize how conflict reshapes roles and increases GBV risks.

## 4: Disability Inclusion (Physical, Sensory, Psychosocial)

**Disability Inclusion:** The intentional practice of ensuring that persons with disabilities have equal access, participation, and opportunities in all aspects of society, without discrimination or barriers.



# ACTIVITY



## 1, Barrier Identification Walk Scenario

A food distribution site has steps, no clear signage, and long waiting times. Persons with mobility, visual, hearing, and psychosocial disabilities struggle to access services and information.

### Facilitator Instructions

1. Ask participants to imagine accessing services as:
  - o A wheelchair user
  - o A deaf woman
  - o A person with psychosocial disability
2. Groups list barriers and propose solution

## 2, The Inclusion Audit."

### Facilitation Instructions:

- Present a scenario of a mobile health clinic arriving in a village.
- **Divide into groups** Group 1: How do we reach the deaf? Group 2: How do we reach those with psychosocial trauma (MHPSS)? Group 3: How do we reach those with physical disabilities?

## 5: Risk Mapping and Mitigation

Risk mapping is a participatory process used to identify, analyze, and visually represent areas, situations, or factors that increase vulnerability to harm, such as Gender-Based Violence (GBV), within a community or setting.

### **Exercise:**

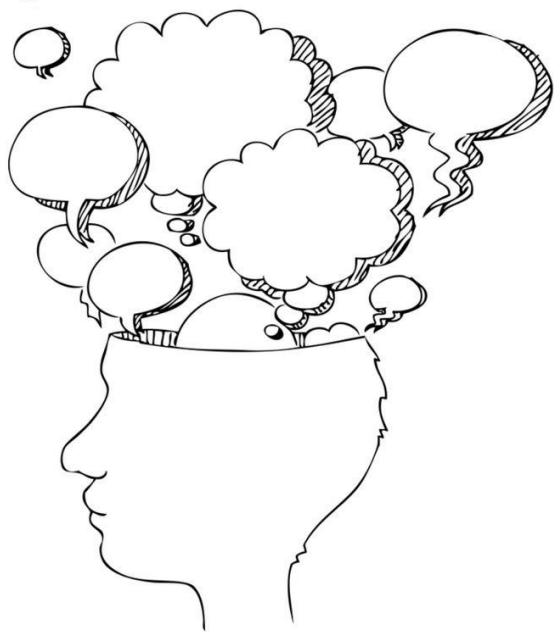
1, Risk Mapping Matrix

### **Scenario**

Aid is distributed through local leaders without community consultation, increasing tension, exclusion of minority groups and perceptions of favoritism.

### **Facilitator Instructions**

1. Provide a simple risk matrix template.
2. Ask groups to identify:
  - Risk
  - Who is affected
  - Likelihood and impact
  - Mitigation measures





# Unit 3: ENGAGING CLAN SYSTEM ,MEN & BOYS

# 1: Positive Masculinity in Somali Culture

## **Definition**

Positive masculinity refers to culturally valued male roles and behaviors that promote protection, responsibility, fairness, non-violence, care for family and service to the community, grounded in Somali culture and Islamic values.

## **Exercise**

1, Group Discussion: Redefining Strength

### **Scenario**

In a displacement site, some men feel their authority has been weakened due to loss of livelihoods. Tension at home increases, yet respected fathers and elders are also known for resolving disputes peacefully and caring for community welfare.

### **Facilitator Instructions**

1. Ask participants to list qualities of a “strong man” in Somali society.
2. Facilitate discussion to separate:
  - Harmful interpretations of strength
  - Positive, protective and responsible behaviors
3. Ask groups to reframe strength in positive terms.

## 2: Harmful Gender Norms Affecting Men and Boys

### Definition

Harmful gender norms are social expectations that pressure men and boys to dominate, suppress emotions, engage in violence, or bear sole economic responsibility, often leading to stress, conflict and harm to families and communities.

### Exercise:

1, Norms Under Pressure

### Scenario43

Young men are expected to provide for families despite lack of jobs. Failure brings shame, recruitment into armed groups, substance use, or domestic violence.

### Facilitator Instructions

1. Ask groups to identify expectations placed on men and boys.
2. Discuss:
  - How these norms affect men's wellbeing
  - How they impact women and girls
  - Propose alternatives/solutions.
3. Groups share key reflections.



### **3: Engaging Male Youth, Fathers, Elders and Religious Leaders**

#### **Definition**

Engagement refers to intentional, respectful dialogue and partnership with influential male groups to promote positive change without confrontation or cultural rejection.

#### **Exercise:**

#### **1, Stakeholder Engagement Mapping<sup>44</sup>**

#### **Scenario**

A women's committee is blocked by elders who believe it challenges traditional authority. However, a respected imam supports family wellbeing initiatives.

#### **Facilitator Instructions**

1. Groups list male stakeholders (youth, fathers, elders, imams).
2. Identify:
  - Their influence
  - Their concerns
  - Entry messages that resonate with them
3. Present engagement strategies.

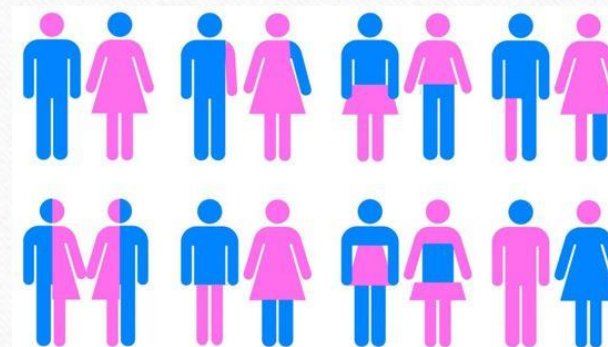
## 2, Group work

### Facilitation Instructions:

Divide into 3 groups: Group A (Youth), Group B (Fathers), Group C (Elders/Imams).  
Ask participants to develop one "Message" and one "Method" to talk about preventing GBV or promoting girls' education for your group.

**Detailed Outcome:** Participants will design engagement strategies for each specific male demographic.

**Learning Outcome:** Participants will realize that a "one-size-fits-all" approach to men fails.



### 2, Role play dialogue

#### Scenario:

Clan elders and imams consulted to support women's participation in aid committees.

**Facilitator Instructions:** Assign roles: elders, youth, NGO staff and debrief strategies used.

Participants simulate a meeting with elders to advocate for women's leadership.

**Learning Objective:** To practice respectful engagement with influential men and leaders

## 4: Mapping Clan Decision-Making Structures

### Definition

Clan decision-making structures are the formal and informal systems through which authority, dispute resolution and resource allocation are managed by elders and leaders.



### Exercise:

#### 1, Clan Power Mapping

#### Scenario

Aid distribution decisions are made by a few elders, excluding minority clans and women, leading to mistrust and conflict.

2. Discuss implications for programming.

### **Facilitator Notes**

- Avoid naming real individuals.
- Highlight hidden influencers (religious leaders, women elders).
- Emphasize neutrality and inclusion.

### **Exercise Learning Outcome**

Participants can identify power holders and influence pathways within clan systems.

2, Group Work: The Clan Flowchart

### **Facilitator Instructions:**

Ask participants to draw the hierarchy of their specific district. Who makes the final call on who gets the water pump?

Participants will map the "Path of a Decision "from a resource dispute to a final ruling.

Guide participants to identify key influencers and allies

**Learning Outcome:** Participants will identify the "entry points" where power is held.

## 5: Entry Points for Women's Participation

### Definition

Entry points are culturally acceptable mechanisms that enable women to participate in decision-making without direct confrontation, such as women's committees, consultative forums, or representation through trusted intermediaries.

### Exercise:

#### 1, Group discussion: Designing Safe Entry Points<sup>47</sup>

### Scenario

Women's concerns about water access are ignored until raised through a consultative forum endorsed by elders.

### Facilitator Instructions

1. Ask groups to identify acceptable spaces for women's voices.
2. Discuss risks and safeguards.
3. Propose structures that allow meaningful participation.



## 2, Group discussion : The Side Door

### Facilitation Instructions:

- In many Somali communities, women influence elders "behind the scenes." How can we make this influence more formal without causing a backlash?
- Participants can design culturally appropriate mechanisms that expand women's participation safely.

**Detailed Outcome:** Participants will list three "safe spaces" for women to influence clan decisions.

## 3, Group Discussion: Entry Point Brainstorm

### Scenario:

Women's committees formed to advise elders on community needs.

**Facilitator Instructions:** Encourage practical, context-sensitive ideas.

Groups identify culturally appropriate ways to increase women's participation.

## 6: Negotiation Strategies with Elders

### Definition

Negotiation is a respectful process of dialogue that seeks agreement and compromise while maintaining humanitarian principles and promoting inclusion.

Approaches to respectfully negotiate space for women's leadership within clan systems.

### Exercise:

#### 1, Role-Play Negotiation

#### Scenario

Elders oppose female community mobilizers, citing tradition, but are open to dialogue when approached respectfully.

#### Facilitator Instructions

1. Assign roles: elders, NGO staff and women representatives.
2. Simulate a negotiation meeting.
3. Debrief lessons learned.
4. Participants must use the "Three-Argument Approach":
  - Technical: (Donors require it).
  - Practical: (Women know the household needs better).
  - Religious: (It is an Amaanah to include those who are suffering)





**Unit 4: GENDER VIOLENCE,  
SURVIVOR CENTERED  
APPROACHES, MENTAL HEALTH &  
SAFE ETHICAL DATA PRACTICES**

# 1: GBV, Conflict Trauma, and Climate-Related Stress

## Definition

Gender-Based Violence (GBV) refers to harmful acts directed at individuals based on gender, often intensified by conflict, displacement, climate shocks and loss of livelihoods, which increase stress, trauma, and protection risks.

## Exercise:

### 1, Stress and Risk Pathways

#### Scenario

Following drought and displacement, families experience overcrowding, food insecurity and loss of income. Women report increased domestic violence, men experience frustration and trauma, and adolescent girls face early marriage as a coping strategy.

#### Facilitator Instructions

1. Ask groups to map how conflict and climate stress affect:
  - Household stress
  - Gender roles
  - GBV risks
2. Groups identify points where humanitarian programs can reduce harm.

## 2: Informed Consent

### Definition

Informed consent is a voluntary, informed and ongoing agreement by a survivor or participant to share information or receive services, given without pressure, with full understanding of risks, benefits, and alternatives.

### Exercise:

#### 1, Roleplay: Consent in Practice

#### Scenario

A GBV survivor is asked sensitive questions during an assessment without clear explanation of how the information will be used or who will access it.

#### Facilitator Instructions

1. Assign roles: staff member and survivor (no personal stories).
2. Practice explaining consent clearly and respectfully.
3. Observe and discuss what was done well or poorly



# 3: Confidentiality and Data Minimization

## Definition

Confidentiality means protecting survivor information from unauthorized access, while data minimization means collecting only the minimum information necessary to provide services or report safely.

Confidentiality means the information is never shared without permission.

## Exercise:

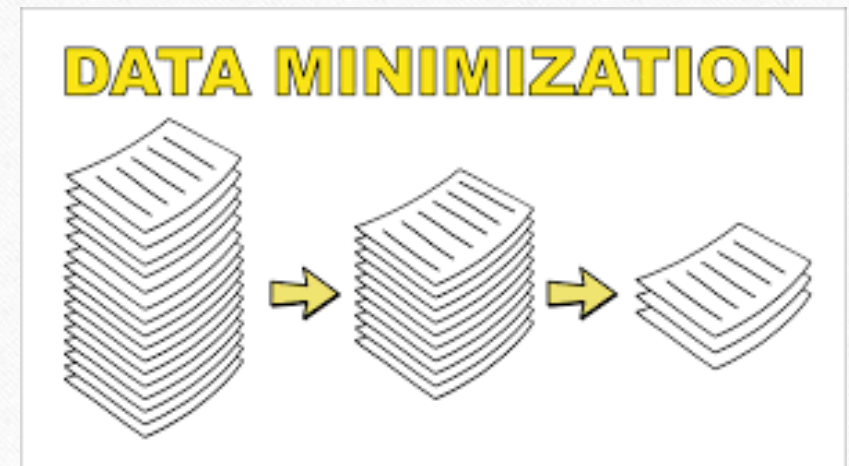
### 1, What Do We Really Need?

#### Scenario

Staff collect detailed GBV case notes that are shared widely within the organization, increasing risk of exposure and harm.

#### Facilitator Instructions

1. Present a sample data collection form.
2. Ask groups to:
  - o Identify unnecessary or risky data fields
  - o Decide what should not be collected
3. Share revised approaches



## 4: Safe Storage and Sharing Protocols

### Definition

Safe storage and sharing protocols are **procedures that protect sensitive GBV information** through controlled access, secure storage, and ethical information sharing based on need-to-know principles.

### Exercise:

#### 1, Data Safety Audit

##### Scenario

GBV case files are stored on shared computers and discussed openly during coordination meetings.

##### Facilitator Instructions

1. Ask groups to assess a fictional organization's data practices.
2. Identify risks related to:
  - Physical storage
  - Digital storage
  - Information sharing
3. Propose corrective measures



# 5: Gender-Responsive MHPSS Integration

## Definition

Gender-responsive MHPSS addresses psychological distress and trauma while recognizing gender-specific experiences, coping strategies, and barriers to care,

especially for GBV survivors.<sup>58</sup>

Mental Health and Psychosocial Support (MHPSS) that recognizes that men and women

experience and process trauma differently.

## Exercise:

### 1, Group Work: Integrating MHPSS Across Programs

#### Scenario

A woman receiving food assistance shows signs of distress but is not referred for

psychosocial support due to lack of integration between sectors.

#### Facilitator Instructions

1. Ask groups to choose a sector (WASH, Cash, Health, Education).
2. Identify simple MHPSS integration actions.
3. Share practical entry points

## 2, Discussion: "Healing Spaces."

### Facilitation Instructions:

Discuss where do women feel safe talking? e.g., at the well, during tea, at a sewing circle.

Where do men feel safe? e.g., after prayer, at the mens/khat session, during a *meeting*.

**Detailed Outcome:** Participants will design MHPSS entry points that are culturally and gender-appropriate.



### 3, Group discussion: Program Design Simulation Scenario:

Women survivors of GBV in IDP camps benefit from group counseling and livelihood support.

**Facilitator Instructions:** Guide participants to consider cultural appropriateness and survivor needs. Groups design an MHPSS activity that integrates gender sensitivity (e.g., safe spaces for women, inclusion of men as allies).

Learning Objective:

- To integrate gender-responsive MHPSS into GBV prevention and response.



**Unit 5: GENDER RESPONSIVE  
LIVELIHOODS, FINANCIAL  
INCLUSION AND DISPLACEMENT  
IN THE SOMALI CONTEXT**

# 1: Gendered Impacts of Displacement and Protection Risks in IDP Camps

## **Definition**

Displacement disrupts traditional livelihoods and social structures, often increasing women's unpaid care burden, reducing income opportunities and heightening protection risks, including exploitation, GBV and exclusion from aid.

## **Exercise:**

### **1, Group work: Displacement Impact Mapping**

#### **Scenario**

In an IDP camp, men struggle to find work, while women engage in small informal activities such as tea selling or casual labor. Overcrowding, insecurity and lack of lighting expose women and girls to harassment when pursuing livelihoods.

## Facilitator Instructions

1. Ask groups to map livelihood activities before displacement and after displacement.
2. Identify:
  - Who lost livelihoods
  - Who gained new roles
  - Associated protection risks
3. Groups present key finding

## 2, Work discussion: "The Asset Loss Map

### Facilitation Instructions:62

List assets owned before displacement (Land, Livestock, Social Standing). Now, list what is left in the IDP camp.

Instruct participants to identify who lost more *physical* assets (usually men) and who lost more *protection/safety* (usually women).

**Detailed Outcome:** Participants will identify how the loss of "Home" changes the safety and economic power of men and women.



## 2: Female-Headed Households and Protection Risks

### Definition

Female-headed households are households where women are the primary decision makers and income earners, often facing heightened economic pressure, social stigma and protection risks, especially in displacement settings.



### Exercise:

#### 1, Group discussion: Risk and Resilience Analysis

##### Scenario

A widowed woman in an IDP camp supports her children through casual labor but faces harassment, debt exploitation, and pressure to engage in unsafe work.

##### Facilitator Instructions

1. Ask groups to identify:
  - Risks faced by female-headed households
  - Existing coping strategies
  - Support mechanisms that reduce harm

## **2, Group discussion: The Gatekeeper Tax**

### **Facilitation Instructions:**

Discuss how FHHs from minority clans are forced to pay "taxes" or share their aid with camp managers to stay safe.

**Detailed Outcome:** Participants will analyze the "Triple Burden" of FHHs: Childcare, Domestic Work, and Breadwinning

## **3, Case study Analysis**

### **Scenario:**

A widow leading her household struggles to access aid and faces exploitation.

### **Facilitator Instructions:**

Present case; guide participants to balance livelihood support with protection. Groups analyze challenges faced by female-headed households and propose solutions.

### **Learning Objective:**

- To identify risks and design targeted support for female-headed households.

### **Discussion Points:**

- Stress importance of social protection and community support.
- Highlight need for safe access to resources.

# Inclusive Livelihoods in the Somali Context

- **Definition**
- Inclusive livelihoods are context appropriate economic activities that are accessible to women, men, youth, persons with disabilities and minority groups, aligned with local markets, skills and cultural norms.
- Moving beyond "traditional" women's projects like tailoring to high-value, sustainable livelihoods in the informal economy and agro-pastoral sectors.
- Inclusive livelihoods ensure women, youth, minority clans and persons with disabilities benefit from economic opportunities.



# Group work: "Market Mapping./"Livelihood Design Workshop

## Scenario /question

- How can we train women and PWDs to enter these *profitable* sectors rather than saturated markets like sewing?

## Instructions

- identify three growing sectors in your region (e.g., Solar energy maintenance, vegetable value-addition, small-scale trade).

## Scenario:

- A women's cooperative in an IDP camp produces handicrafts but lacks market access.

## Instruction

- Groups design inclusive livelihood projects considering gender, clan, and disability.

# Preventing Livelihood-Related GBV Risks

## Definition

- ~~Livelihood-related GBV risks arise when~~ income activities expose individuals especially women and girls to violence, exploitation, backlash, or control of earnings by others.
- Recognizing that giving a woman money or assets can sometimes cause "Social Backlash" (domestic violence) if the husband feels his power is threatened.
- Livelihood programs can unintentionally increase GBV risks if not designed carefully.



## Exercise:

### Group work: GBV Risk Mitigation Planning/The Backlash

#### Brainstorm:

##### Scenario

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- After receiving cash grants, some women experience increased household tension and partner violence related to control of funds.

##### Instructions

- Identify potential GBV risks at:
  - Registration
  - Distribution
  - Use of income
- Propose mitigation measures.

##### Scenario

- A woman receives a \$500 business grant. Her husband demands the money for his own use.

##### Instructions:

- Develop a mitigation strategy (e.g., Household-level dialogue, involving the husband in the training as a "supportive partner," or staggered payments).

# Informal Economy and Agro-Pastoral Systems

## Definition

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- The informal economy includes small-scale, unregulated income activities, while agro-pastoral systems combine farming and livestock both central to Somali livelihoods and highly affected by climate shocks.
- Somali livelihoods rely heavily on informal trade and agro-pastoral systems, where women play key roles.
- The two main pillars of Somali survival. In the informal economy, women are the backbone (small shops/markets). In agro-pastoralism, roles are strictly divided by livestock type (women usually manage small ruminants/milk).

## Group work: **Livelihood Mapping/The Value Chain Gap."**

### **1, Scenario**

- Women manage small livestock and sell milk in informal markets.

#### **Instructions:**

- identify women's contributions and barriers.
- Groups map informal economy activities by gender.

### **2, Instructions:**

- Map the process of "Milk from Farm to City." Who milks? Who transports? Who sells?
- Identify where women are losing money (e.g., lack of cold storage) and design an intervention to fix it.

# Cash, Digital Financial Services and Financial Inclusion Safety

## Definition

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- Cash and digital financial services enable financial inclusion but can expose users especially women to fraud, coercion, surveillance and exclusion if not designed safely.
- Using Mobile Money (EVC+, Sahal, etc.) to deliver aid, which increases privacy but also creates "Digital Gaps" for those who are illiterate or don't own phones.
- Cash and digital financial services can empower women but also pose risks if not designed safely.



# Group discussion: Financial Safety Check

## Scenario

- ~~Women receive mobile cash transfers but lack phone privacy, PIN control, or financial literacy, increasing risk of exploitation.~~

## Instructions

- assess a digital cash program for:
  - Access
  - Control
  - Privacy
  - Risk
- Recommend safety measures

# Unit Workout: "The Resilient Business Plan"

- **Instructions:** In groups, design a livelihood project for an IDP camp.
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## Requirements:

- **Targeting:** 70% FHH, 10% PWD.
- **Delivery:** Use Mobile Money.
- **Risk Plan:** How will you prevent the "Gatekeeper" from taking 20% of the cash?
- **Sustainability:** How does this project help the family if they move back to their village?

# Unit reflection summary

Economic empowerment must increase safety, dignity, and choice, not exposure to harm. Gender-responsive livelihoods require protection, dialogue, and context-driven design.



# Unit6: Climate Change, Gender & Sectoral Resilience in Displacement Contexts

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# Climate Change and Gender Vulnerability

## Definition

- Climate change increases droughts, floods and resource scarcity, which disproportionately affect women and girls due to care responsibilities, limited access to resources and social norms, while also increasing risks for men, youth and persons with disabilities.
- Climate change in Somalia drought/flood cycles is not "gender-blind." It increases the distance women travel for water, forces men to migrate leaving families unprotected and reduces the food intake of women who often eat last and least.
- Climate change disproportionately affects women, girls and marginalized groups due to existing inequalities in access to resources, decision-making, and mobility.



## Exercise:

# Group work: Gendered Climate Impact Analysis (Climate Vulnerability Mapping)

### Scenario

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- During prolonged drought, women and girls walk longer distances for water, men migrate for work, children drop out of school, and persons with disabilities struggle to access basic services.

### Instructions

- list climate impacts/ identify how climate shocks (drought, floods, heat).
- Analyze impacts on:
  - Women and girls
  - Men and boys
  - Older persons and persons with disabilities
- Share findings.

# Gender-Responsive WASH Programming

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## Definition

- Gender-responsive WASH programming ensures safe, accessible and dignified water, sanitation, and hygiene services that consider gender roles, privacy needs, safety, and menstrual hygiene management.
- Providing Water, Sanitation and Hygiene services that consider the safety, privacy and biological needs Menstrual Hygiene Management - MHM of women and girls.
- Water, Sanitation, and Hygiene (WASH) services designed to reduce women's burdens, ensure safety and promote dignity.

# Shelter, Privacy and Safety

## Definition

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- Gender-responsive shelter ensures privacy, safety, cultural appropriateness, and protection, particularly for women, girls, and persons with disabilities in climate-induced displacement.
- In IDP camps, shelter is the first line of defense. Lack of partitions and locks leads to a loss of Privacy/Dignity and increases GBV risks.
- Shelter design must ensure privacy, safety, and dignity, especially for women, girls, and vulnerable groups.

# Nutrition and Care Burdens

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## Definition

- Nutrition outcomes are closely linked to women's unpaid care work, food preparation, breastfeeding, and caregiving, all of which are intensified during climate shocks.
- Climate change causes food insecurity. Women often face the "Double Burden" of being responsible for the family's nutrition while having the least access to high-protein food.
- Climate shocks affect food security, increasing women's care burdens in nutrition and household management.

# Excise group work

- WASH
- SHELTER
- NUTRITION



# Climate Adaptation and Community Resilience

## Definition

- Climate adaptation and resilience involve community-led strategies to anticipate, cope with, and recover from climate shocks, ensuring women's participation and leadership.
- Moving from "emergency response" to "long-term adaptation" where women are leaders in resource management e.g., Water User Committees.
- Community resilience involves adapting livelihoods and services to withstand climate shocks, with gender-sensitive approaches.

# GROUPWORK

## Scenario

- Women's traditional knowledge on water conservation is overlooked in resilience planning dominated by male leaders.

## Instructions

- Groups design a simple climate adaptation activity.
- Ensure:
  - Women's participation and leadership
  - Protection considerations
  - Sustainability
- In the plan must have 50% women presentation. What specific roles will the women have? (e.g., Treasurer, Maintenance lead, Conflict Mediator).
- Present plans.

# Unit Workout: "The Sectoral Audit"

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- into three groups: **WASH**, **Shelter**, and **Nutrition**. **The Task:** 1. Identify one **Climate Risk** in your sector (e.g., Flooding of latrines).
- 2. Identify how this risk specifically hurts **Women or PWDs** (e.g., Loss of MHM privacy/accessibility).
- 3. Propose a **Resilience Solution** (e.g., Raised, accessible latrines with solar lighting). 4. Explain how this solution promotes **Dignity** .

# UNIT SUMMARY

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Climate-responsive services must protect dignity, reduce risk and strengthen resilience. Gender-responsive sectoral delivery is essential for effective humanitarian and climate action



## Unit 7: Organizational Gender Equality, Leadership, Do No Harm and Safeguarding in conservative contexts



# Introduction

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This unit strengthens participants' ability to institutionalize gender equality within organizations, apply Do No Harm principles and prevent safeguarding, PSEA and backlash risks while operating in conservative, clan-influenced environments.



## Learning Outcomes

- By the end of this unit, participants will be able to:
- Apply Do No Harm principles to gender programming and internal practices
- Identify and mitigate safeguarding, PSEA and child protection risks
- Strengthen gender-equitable recruitment, leadership and pay practices
- Navigate power dynamics and clan relations ethically
- Prevent and respond to backlash against women's participation

# Recruitment and Leadership

- Gender-responsive recruitment and leadership ensure fair access, representation and progression for women and men at all organizational levels, while respecting context and maintaining safety.
- The intentional process of ensuring women and marginalized groups are represented not just as field staff, but in senior management and decision-making roles.
- Recruitment and leadership practices must promote gender equality by ensuring women and marginalized groups have fair opportunities to join and lead organizations.



# Exercises

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## **1, Group discussion: Recruitment Pathway Review**

### **Scenario**

- An organization hires women as community mobilizers but excludes them from decision-making roles due to perceived community resistance and security concerns.

# Pay Equity and Safeguarding Culture

- Pay equity ensures equal pay for work of equal value, while a safeguarding culture promotes zero tolerance for abuse, exploitation and discrimination through shared values and accountability.
- Pay Equity means equal pay for equal work regardless of gender or clan. Safeguarding Culture is an environment where every staff member feels safe to report misconduct without fear of retaliation.



# Group discussion: Organizational Culture Reflection

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## Scenario

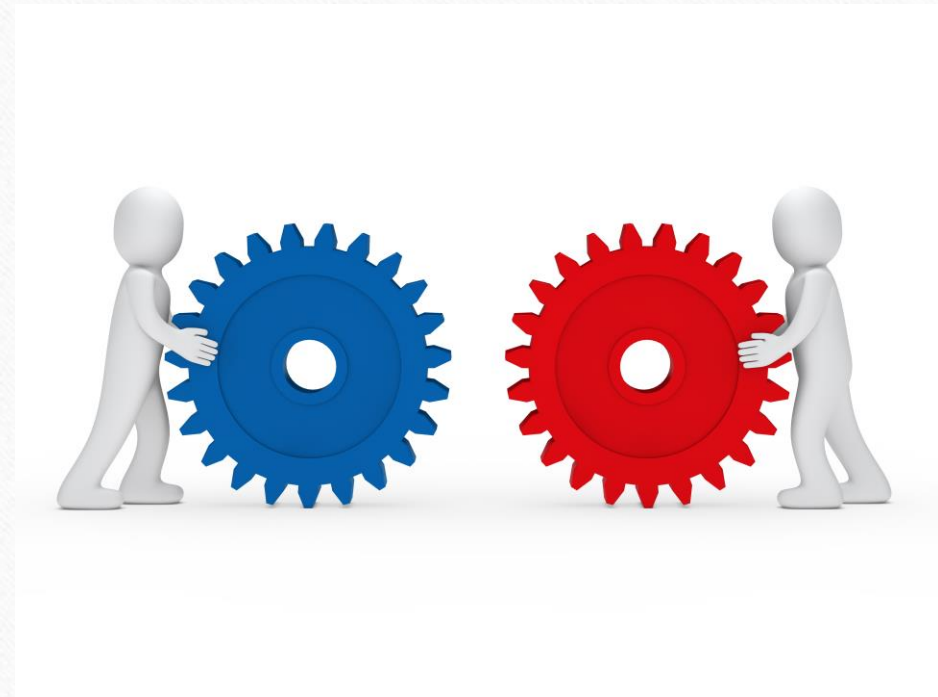
- Female staff receive lower pay than male colleagues for similar roles and reporting misconduct is discouraged to “protect the organization’s image.”

## Instructions

- Reflect on:
  - How pay decisions are made
  - How safeguarding concerns are handled
- Identify gaps and risks.
- Suggest culture-shifting actions.

# Power Dynamics and Clan Relations

- Power dynamics shaped by clan systems influence access to jobs, promotions, resources and protection, requiring careful navigation to maintain neutrality and inclusion.
- Recognizing how clan hierarchies within an office can mirror or disrupt gender equality.
- Power dynamics within organizations are influenced by clan relations, which can affect inclusion and fairness.



# Exercise

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## **Group discussion: Power and influence mapping**

### **Scenario**

- Senior positions are informally allocated through clan networks, limiting opportunities for women and minority clans.

### **Instructions**

- Groups map:
  - Formal authority
  - Informal clan influence
  - Who is excluded
- Discuss implications for fairness and safety.

# Risks of Backlash against Women's Participation

- Backlash refers to negative reactions social, emotional, or violent triggered by women's increased visibility, leadership, or economic participation.
- The negative social or physical reaction from the community or family when women take on leadership or humanitarian roles.
- Women's increased participation can trigger backlash in conservative contexts, including harassment or exclusion.



# *Group work: Backlash Risk Assessment/ Risk Mitigation Plans"*

## Scenario

Female staff face community criticism and family pressure after being promoted to leadership roles.

## Instructions

Groups identify:

- Potential backlash risks
- Who may be affected
- Preventive actions

Share mitigation strategies.



# PSEA and Child Safeguarding

- Protection from Sexual Exploitation and Abuse (PSEA) and child safeguarding are systems and practices that prevent abuse of power, exploitation and harm by staff or partners.
- **PSEA** (Protection from Sexual Exploitation and Abuse). It is the absolute prohibition of staff exchanging aid for sexual favors.



# Group discussion; **The Zero Tolerance Wall."**

- Discuss how to explain PSEA to a community using the concept of Trust
- write down behaviors that are "Never Acceptable" (e.g., dating a beneficiary, asking for a "gift" to put someone on a list).



# Module Workout: "The Organizational Gender Audit"

**Instructions:** This is the capstone exercise. Groups act as "Consultants" for a local NGO.

## The Task:

**Review the HR Policy:** It has no maternity leave. What do you change?

**Review the Budget:** 90% of the training budget goes to the (mostly male) management. How do you reallocate?

**Review the Field Report:** A staff member was accused of harassment, but he is from a powerful local clan. How does the NGO handle this safely and ethically?



# Unit reflection

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Gender equality, safeguarding, and Do No Harm are **organizational responsibilities**, not individual choices. Ethical leadership builds trust, protects people, and strengthens humanitarian impact.

~~Unit 8: Monitoring, Evaluation and Learning for  
Gender sensitive Programming~~

# Introduction

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- This unit strengthens participants' ability to monitor, evaluate, and learn from gender-sensitive programming by using inclusive data, distinguishing between activities and outcomes, integrating qualitative feedback, and applying findings for adaptive programming, accountability, and sustainable change.

## Learning Outcomes

- By the end of this unit, participants will be able to:
- Track gender and inclusion outcomes using appropriate indicators
- Collect and analyze sex- and age-disaggregated data (SADD) safely
- Distinguish between activity indicators and outcome indicators
- Use qualitative feedback to understand lived experiences
- Conduct internal gender audits and develop action plans
- Apply MEL findings for learning, adaptation, and accountability

# Sex- and Age-Disaggregated Data (SADD)

## Definition

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- Sex- and age-disaggregated data (SADD) refers to the collection and analysis of data separated by **sex and age groups** to understand who is accessing, benefiting from, or being excluded from programs and outcomes.
- The process of collecting and analyzing data separately for women, men, girls, and boys, further broken down by age, disability, and clan.

# Exercise:

## Group work: Who Is Visible in Our Data?

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### Scenario

- A project reports that 80% of households were reached, but does not know whether women, adolescent girls, older persons, or persons with disabilities benefited equally.

Or

- An NGO reports “200 beneficiaries” of a livelihood program but fails to show how many were women, men, boys, or girls. This hides gender gaps.

### Instructions

- Participants provided a sample project dataset or report.
- Groups identify:
  - What is disaggregated
  - What is missing
  - Who is invisible
- Groups suggest improvements.

# Outcome Indicators vs Activity Indicators

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## Definition

- **Activity indicators** measure what the project does (e.g., number of trainings held). (e.g., "Number of women trained"). **Outcome**
- **Outcome indicators** measure **changes in behavior, access, safety, or decision-making** resulting from the project. (e.g., "Percentage of women who feel more confident participating in clan decision-making").

# Exercise: Indicator Sorting

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Group discussion:

## Scenario

- A project reports many gender trainings conducted but cannot demonstrate changes in women's participation, safety, or decision-making power.
- **Instructions**
- a list of mixed indicators provided.
- Ask groups to classify them as:
  - Activity indicators
  - Outcome indicators
- Revise weak indicators into stronger outcome indicators.

# Qualitative Feedback and Adaptive Programming

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## Definition

- Qualitative feedback captures experiences, perceptions and changes through methods such as focus group discussions, key informant interviews, stories of change, and community feedback mechanisms.
- Using stories, Focus Group Discussions (FGDs), and Complaints and Feedback Mechanisms (CFM) to change project activities in "real-time" based on community needs.

# Exercise: group work: listening beyond numbers

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## Scenario

- Quantitative data shows high attendance at distributions, but women report feeling unsafe and unheard during feedback sessions.
- **Facilitator Instructions**
- Ask groups to identify qualitative methods suitable for:
  - Women
  - Men
  - Adolescents
  - Persons with disabilities
- Discuss how feedback can inform program adaptation

# Internal Gender Audits and Action Planning

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- An internal gender audit is a systematic review of policies, practices, data and culture to assess how well an organization promotes gender equality and inclusion.
- A systematic assessment of how well an organization is integrating gender equality into its own staff, culture, and projects.

# Exercise: Group work: Gender Audit to Action

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## Scenario

- An organization collects gender data but does not use it to inform decisions or improve staff practices.

## Instructions

- groups to reflect on:
  - Data collection practices
  - Indicator quality
  - Use of feedback
- Identify 3 priority gaps.
- Develop a simple action plan

# Module Assessment: The "Dignity Scorecard"

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- Instructions: This is the final exercise for the entire training. The Task: Groups must present a "Dignity Scorecard" for a project of their choice. It must include:
- One SADDD+C data table.
- One Gender-Sensitive Outcome Indicator.
- A Safe Feedback Mechanism that protects survivors (from Unit 4).
- An Equity-based Budget (showing funds allocated for PWD access or childcare for women's training).

# Unit summary reflection

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- Gender-sensitive MEL is not about collecting more data it is about asking better questions, listening carefully and acting responsibly to ensure dignity, inclusion, and impact

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Unit 9: Desk Review Findings: LHP Gender  
Gaps and opportunities

# Analyzing Identified Gaps: Gender Treated as a Checklist, Not a Practice

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- **Definition**
- This gap refers to situations where gender requirements are fulfilled superficially e.g., ticking donor boxes without meaningful integration into design, implementation, monitoring or decision-making.
- Desk reviews often show that gender is treated as a "compliance checkbox" for donor reports rather than a meaningful part of project design.

## Exercise:

# Group discussion: From Checklist to Practice/ The Checklist Challenge.

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### Scenario

- Project proposals include gender sections, but activities are implemented without adjusting timing, locations, staffing, or decision-making processes to reflect women's and girls' realities
- or
- Display a typical donor checklist (e.g., "*Did you consult women? [Yes/No]*").

### Instructions

- list common “gender checklist” actions.
- Discuss what meaningful practice would look like instead. (Ask participants to replace the "Yes/No" with a **Process Description**. *Example: Instead of "Yes," write: "Held separate FGDs for minority-clan widows at 4:00 PM to avoid cooking hours, resulting in a change to the kit contents."*)
- Identify one concrete change at project level.

# Limited Disability Inclusion

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## Definition

- Limited disability inclusion occurs when programs fail to systematically identify, consult and accommodate persons with disabilities, resulting in exclusion from services and decision-making.
- Disability inclusion is often neglected because it is seen as "too expensive" or "too technical."

# Exercise:

## Group discussion: Inclusion Gap Analysis

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### Scenario

- Persons with disabilities are listed as beneficiaries but are not consulted and services remain physically and informationally inaccessible.
- **Instructions**
- Ask groups to identify:
  - Where persons with disabilities are excluded
  - Why inclusion is weak
- Propose low-cost inclusion actions

# Weak Safeguarding Systems

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## Definition

- Weak safeguarding systems lack clear policies, reporting mechanisms, staff awareness and accountability, increasing risk of abuse, exploitation, and harm.
- Safeguarding systems are often "weak" because staff fear clan retaliation or lack clear reporting channels. Documentation of gender outcomes is low because we track outputs rather than changes.

# Exercise: Safeguarding Reality Check

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## Scenario

- Staff and community members are unsure how to report misconduct, and fear retaliation or inaction.

## Instructions

- groups to list elements of a strong safeguarding system.
- Compare with current practice.
- Identify priority gaps.

# Low Documentation of Gender Outcomes

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## **Definition**

- This gap refers to limited tracking and reporting of actual gender-related changes, such as participation, safety, decision-making, or access not just activities completed.

# Leveraging Opportunities: Strong Women's Networks

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## Definition

- Women's networks are formal and informal groups that provide mutual support, information sharing, and collective action within communities.
- Somalia has a vibrant history of women's informal networks and a massive, tech-savvy youth population.

# Group work

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## Making Gender Outcomes Visible

### Scenario

- Reports list numbers trained but do not show whether women's participation or safety improved.
- **Instructions**
- groups to review sample indicators.
- Identify missing gender outcomes.
- Propose stronger outcome indicators.
- Costs towards gender indicator measurement included in designs

## Leveraging Women's Networks

### Scenario

- Women's groups already mobilize around water, nutrition, and protection issues but are underutilized in formal programming.
- **Instructions**
- groups to map existing women's networks.
- Identify safe roles they can play in programming.
- Discuss safeguards against overburdening.

# Youth Engagement

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## Definition

- Youth engagement refers to **meaningful involvement of young women and men** in decision-making, implementation and feedback processes.
- Somalia has a massive, tech-savvy youth population and organized young population

# Community Trust in Local Actors

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- **Definition**
- Community trust in local actors refers to credibility, cultural understanding and long-term presence, which enable effective, accepted and accountable programming.

# Group works

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## Group discussion: Youth as Change Agents

### Scenario

- Youth are active in community initiatives but are rarely consulted beyond mobilization roles.
- **Instructions**
- Identify existing youth engagement spaces and youth groups.
- Discuss barriers to meaningful youth participation.
- Propose inclusive engagement strategies.

## Group work, Trust as an Asset

### Scenario

- Communities prefer engaging with local organizations but expect transparency, fairness, and respect.
- **Instructions**
- groups to identify factors that build or erode trust.
- Discuss how trust can strengthen gender programming.
- Propose actions to protect trust.

# Unit summary/reflection

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- Desk reviews are not endpoints they are starting points for change. Addressing gaps and leveraging opportunities requires honest reflection, leadership commitment, and sustained action.

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# Unit 10: *Action Planning and Application*

# Introduction

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This final unit supports participants to translate learning into practical, realistic actions at programmatic and organizational levels. It emphasizes accountability, feasibility, and conflict-sensitive implementation, ensuring gender equality, inclusion, safeguarding, and Do No Harm principles are embedded in daily practice.

## **Learning Outcomes**

- By the end of this unit, participants will be able to:
- Develop clear, gender-sensitive program improvements
- Identify practical safeguarding and PSEA actions
- Define measurable gender indicators
- Integrate intersectionality, men and boys' engagement, and safe GBV data practices
- Commit to organizational gender reforms appropriate to conservative and conflict-affected contexts

# Translating Gender Commitments into Program Improvements

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## Definition

- A gender-sensitive program improvement is a **specific, realistic adjustment** to design, implementation, or monitoring that enhances **equity, safety, access, and participation** for women, girls, men, boys, and persons with disabilities.

# Group work

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## pairing/ individual reflection; **One Gender-Sensitive Program Improvement Scenario**

- A livelihoods program reaches women numerically but does not address childcare burdens, mobility restrictions, or backlash risks.
- **Instructions**
- participants to identify one program they are currently implementing or planning.
- Each participant defines one concrete gender-sensitive improvement.
- Participants share in pairs and refine their ideas.

# Intersectional Gender Improvement

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## Definition

- Intersectional gender improvement recognizes that gender intersects with disability, age, displacement, clan, and poverty, requiring tailored responses rather than one-size-fits-all solutions.

# Group discussion; Intersectionality Check

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## Scenario

- Women with disabilities in IDP sites are excluded from consultations due to mobility barriers and stigma.
- **Instructions**
- groups to identify which groups of women/girls are most excluded.
- Identify one action that addresses multiple vulnerabilities.
- Share examples in plenary.

# Engaging Men and Boys for Gender Equality

## Definition

- Men and boys' engagement involve constructive participation of male youth, fathers, and leaders in promoting non-violence, shared responsibility and positive masculinity.
- A strategy to involve men and boys as allies in promoting gender equality



# Small group work ;One Men/Boys Engagement Action

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## Scenario

- Women's participation increases but results in community backlash due to lack of male engagement.
- **Instructions**
- groups to identify a safe entry point to engage men or boys.
- Define one practical engagement action. ( *Example:* "Holding a 'Father-Daughter' dialogue session at the local school to discuss the Islamic and economic benefits of delaying marriage until 18."

# Safeguarding and PSEA Action Planning

## Definition

- A safeguarding action is a clear step that strengthens prevention, reporting, response, or accountability for sexual exploitation, abuse and harassment.
- A concrete step to protect beneficiaries and staff from exploitation, abuse, or harm.
- PSEA is the term used by the humanitarian community to refer to the prevention of sexual activity by aid workers with the people they are serving. It is based on the idea that aid is a Right, not a favor.

## Why PSEA Matters in Somalia

- **The Power Gap:** Humanitarian workers control life-saving resources (water, cash, food). This creates a massive power imbalance.
- **Clan Sensitivity:** A PSEA violation can trigger "Honor-based" violence or even spark conflict between clans, destroying the organization's reputation and safety.
- **Trust:** If the community does not trust the staff, they will not participate in programs.

# Individual work → group sharing One Safeguarding Action

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## Scenario

- Staff are aware of safeguarding policies but unsure how to act in real situations.
- **Instructions**
- identify one safeguarding weakness.
- Define one concrete action to address it.
- Share examples and discuss feasibility.

# Safe GBV Data Practices

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## Definition

- Safe GBV data practices ensure informed consent, confidentiality, minimal data collection and secure storage, reducing risks to survivors and staff.



# Group discussion; One Safe GBV Data Practice

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## Scenario

- GBV information is shared informally among staff without consent or clear protocols.

## Instructions

- groups to identify risky data practices.
- Define one safer alternative. Example: "Immediately deleting all PII (Personally Identifiable Information) from field tablets after syncing to the encrypted central server."
- Discuss how to institutionalize the practice.

# Gender Indicators and Accountability

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## Definition

In Somalia's humanitarian response, gender indicators measure change in:

- **Equitable Access to Assistance**
  - **Meaningful Participation & Leadership**
  - **Safety & Protection from GBV/SEA**
  - **Decision-Making & Control Over Resources**
  - **Gender Norms & Power Relations**
- They measure **change in power, safety, voice and agency** — not just activities delivered.
  - This aligns with:
  - **UN Women results areas** (access, voice, agency, freedom from violence)
  - **IASC GAM standards** (gender-responsive to gender-transformative programming)

# Gender Indicators and Accountability

- Be sensitive to **clan dynamics and minority exclusion**.
- Ensure safe data collection when asking about gatekeepers or GBV.
- Use female enumerators when collecting sensitive data.
- Avoid indicators that could expose women to retaliation.
- Include perception-based indicators (qualitative change).
- Link indicators to program adaptation — not donor compliance only.
- Emphasize accountability to women and girls in IDP sites, not just reporting upwards.

Avoid output indicators such as:

- **of women trained**
- **of dignity kits distributed**
- **of meetings held**

Focus instead on:

- Change in safety
- Change in access
- Change in agency
- Change in influence
- Change in norms

# Exercise: Developing One Gender Indicator

## Scenario

- In IDP sites in Bosaso, Galkayo, and Mogadishu, programs report:
- “1,000 women received cash”
- “500 women attended GBV awareness sessions”
- “Camp committees include 30% women”

However, programs cannot demonstrate:

- Whether minority-clan women accessed aid safely
- Whether women influenced camp decisions
- Whether cash assistance increased women’s control over resources
- Whether safety risks reduced

## • Instructions

- Facilitators print outs

## Final Reflection and Commitment :Personal /organizational Action Commitment

Participants document:

- One intersectional gender improvement
- One men/boys engagement action
- One organizational gender reform
- One safeguarding or safe GBV data practice
- One gender indicator to track

### The "Marketplace of Ideas"

- **Instructions:**
- **Individual Drafting (45 mins):** Participants work on their action plans using a provided template.
- **Peer Review (45 mins):** Participants pair up with someone from a *different* NGO. They swap plans and provide "Critical Friend" feedback—pointing out risks or missing intersectional layers.
- **The Marketplace (1 hour):** Participants post their "One Organizational Reform" on the wall. Everyone walks around with sticky notes to add suggestions or "I can help with this contacts."

# Summary unit

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- This unit is not about perfection it is about commitment, accountability and continuous learning. Even small actions, when sustained, lead to meaningful change.