



# SUPPORTING FAMILIES FOR GENDER-TRANSFORMATIVE PARENTING:

Challenging the gender norms and gender inequalities - creating a more equitable environment for all children to thrive

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User Guide

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# I. Introduction

In the past years, UNICEF strengthened its commitment to gender equality by investing in integrating gender across all programming sectors, targeting the wellbeing and empowerment of adolescent girls, and strengthening institutional strategies and systems.<sup>1</sup> The Executive Board of UNICEF in October 2021 introduced its new Gender Policy for 2021-2030<sup>2</sup> and Gender Action Plan (GAP) 2022-2025<sup>3</sup>. These extensive, evidence-driven, and rights-based documents represent the organisation's vision and commitment to strengthening and improving its work towards gender equality.<sup>4</sup> Positive gender socialization is an effective way to transform harmful gender norms and practices. UNICEF puts positive gender socialization as a cross-cutting work approach and strategizes to promote gender-transformative parenting approaches in parenting programming. One of UNICEF's main strategies is training parents and frontline workers.

## RESOURCE PACKAGE ON GENDER-TRANSFORMATIVE PARENTING

**The purpose of the User Guide is to:**



**Explain and present the structure and the content of the Resource Package**



**Provide suggestions on organising training**



**Suggest possible ways of evaluating the training**



**Suggest possible ways of monitoring the effects of the training on frontline workers**

## 1. Purpose and content of the resource package

To support addressing gender-transformative parenting as a part of the everyday practice of the critical frontline workers and implementers of different types of parenting programmes, UNICEF ECARO and ISSA developed a resource package containing:

- Four resource modules
- Four slide decks based on the resource modules
- Tips for trainers and users of this guide

### RESOURCE MODULES

Four individual resource modules on gender-transformative parenting approaches

### SLIDE DECKS

The slide decks (one per resource module with key activities and theoretical background on gender transformative parenting)

### TIPS

Tips and guidelines for Modules' adaptation to different country contexts.  
Parenting in an emergency context.  
Trainers on adult learning and feminist approach to training delivery.  
Skills and knowledge of the trainers.  
Guidelines for organizing Training including the Training of Trainers.

1. UNICEF. (2019). Gender Equality. Global Annual Results Report 2019. UNICEF, New York. <https://www.unicef.org/media/71421/file/Global-annual-results-report-2019-gender-equality.pdf>
2. UNICEF, Internal document
3. [Gender\\_Action\\_Plan\\_2022-2025 \(GAP\)](#)
4. UNICEF Office for Research Innocenti: Being Intentional about Gender Transformative Strategies: Reflections and Lessons for UNICEF's Gender and Policy Action Plan (2022-2025): <https://www.unicef-irc.org/publications/1307-being-intentional-about-gender-transformative-strategies-reflections-and-lessons-for-unicefs-gender-and-policy-action-plan.html>



The primary purpose of the resource package is to empower frontline workers, and parenting programme developers and implementers to support parents in employing Gender-Transformative parenting approaches to achieve:

- Gender equity – fairness
- Gender equality – equal outcomes regardless of biological sex and gender
- Caring for the caregivers
- Transformation of imbalanced power structures in families (and future generations), with a particular focus on advancing the status of girls and women
- Improving the overall wellbeing of children and families

### How do we do it with this package<sup>5</sup>:

- Increasing awareness about gender-transformative parenting methods, improving parent-child communication and dialogue, and improving parental ability to engage with adolescents on boundaries, health and safety risks, gender identity, and sexuality, among others.

- Preparing frontline workers to address gender dynamics in families. For example, promoting non-violent discipline, recognizing and reporting gender-based violence, and supporting caregivers through wellbeing and stress-reduction interventions.
- Challenging gendered norms relating to childcare and encouraging fathers'/male engagement.
- Promoting gender equity and equality and empowering all women and girls to exercise their rights are fundamental to realizing human rights for all and a necessary foundation for a peaceful, prosperous, and sustainable world.
- Triggering and supporting the transformation of the harmful gender practices (including gender-based violence, violent discipline, stigmatizing, and shaming around puberty) and treatment of women and girls by strengthening parents and frontline workers as change agents.

5. Adapted UNICEF strategies: UNICEF (2021). Gender transformative-Parenting. Technical Note. UNICEF, New York. [https://www.unicef.org/eca/media/16436/file/Gender\\_Responsive\\_Parenting.pdf](https://www.unicef.org/eca/media/16436/file/Gender_Responsive_Parenting.pdf)

## 2. Core beliefs and values underlying the resource package

- Gender equality is not only a fundamental human right but also a necessary foundation for a peaceful, prosperous, and sustainable world.
- Biological differences between boys and girls, women and men, are not sufficient to explain and justify their different and unequal treatment during childhood, adolescence, and throughout life.
- In most societies, unequal treatment in childhood limits boys' and girls' potential and deepens power imbalances between men and women.
- Both mothers and fathers have equal rights to enjoy parenthood through gender-based parenting partnerships while sharing more equally childrearing, household, and economic duties.
- Parents have a unique opportunity to influence and transform imbalanced power structures in families and make a massive difference in creating a more equitable world for future generations.
- Parenting is a preventive tool, not a way to buffer the adverse effects of gender harmful norms and inequalities. Parenting is about loving children and accepting them

for who they are, challenging the norms and societal expectations that could harm them and limit their development.

- Frontline workers/service providers have the potential to be agents of change to influence families, communities, and societies, in general, to challenge and change the prevailing gender norms.
- Through gender-transformative parenting programmes, it is possible to build a partnership with parents/caregivers to identify gender discriminatory, hurtful practices and supports them in finding new, more gender-equitable, and responsive caregiving and parenting approaches and practices.

## 3. The target audience of the resource package

The resource modules, slide decks and tips, and this user guide are developed primarily for trainers of frontline workers directly working with parents/families and implementers of parenting programmes who tend to address gender socialisation and norms and promote gender transformative parenting. It can also be used by program developers who want to include gender transformative aspects of parenting when developing programs.

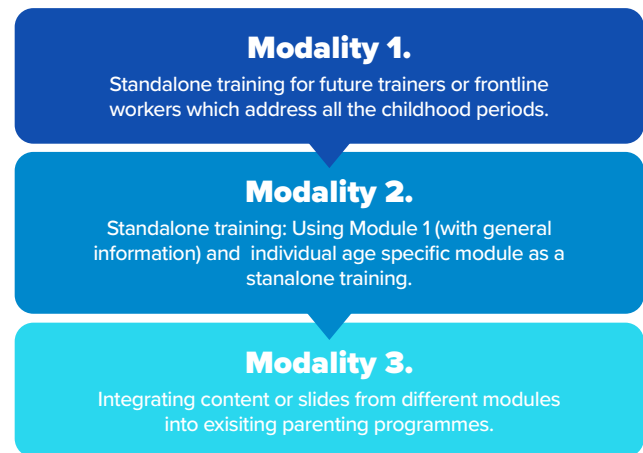


## 4. How the resource modules and Slide Decks can be used

The slide decks are designed to be adaptable and used in different ways (Figure 1). The flexible design will provide a tailored response to the users' needs. Module 1 is a core module and will provide the necessary comprehensive input. UNICEF COs, trainers, and program developers will be free to focus on the childhood period they are interested in and combine modules addressing respective childhood periods with Module 1. They will also be able to use selected slides for the training and combine them in the most meaningful ways.

Additionally, modules and slide decks can be used for in-person training, but also as an online self-guided course or online training with the facilitators or in a blended manner (e.g., addressing some topics during the in-person training and others in a format of the homework can be addressed through the self-guided course).

Figure 1. Different ways for the package deployment



# II. Unpacking the resource package

The resource modules intend to contribute to building well-trained, respectful, gender-transformative, sensitive, and child and family-centered service providers. They aim to share accurate and relevant information on the importance of positive gender socialization and supporting frontline workers from diverse sectors and key persons who work with children and families in promoting gender-transformative parenting.

## 1. The resource modules

Individual resource modules explore the power of gender-transformative parenting approaches in promoting gender equality and combating gender inequality and gender-based harmful practices limiting the potential and possibilities for all children, parents and caregivers to thrive.



### MODULE I. “A GIRL OR A BOY: DOES IT REALLY MATTER?”

Module I is the package’s core module and should always be used in combination with others. The module focuses on knowledge, skills, and understanding of critical concepts related to positive gender socialization and the role of female/mothers and male/fathers caregivers in challenging and transforming harmful gender norms.





Building on the life-cycle approach that recognizes how a child’s needs and sense of gender identity evolves over the years, the following three modules focus on gender-transformative parenting organized according to age:



**MODULE II. START BEFORE FIVE (FROM BIRTH TO 5)**

Focusing on early childhood, crucial developmental milestones, and critical insights related to gender socialisation, followed by tips for parents and frontline workers on engaging in gender-transformative parenting.



**MODULE III. BE WHO YOU ARE (AGE 6 TO 10)**

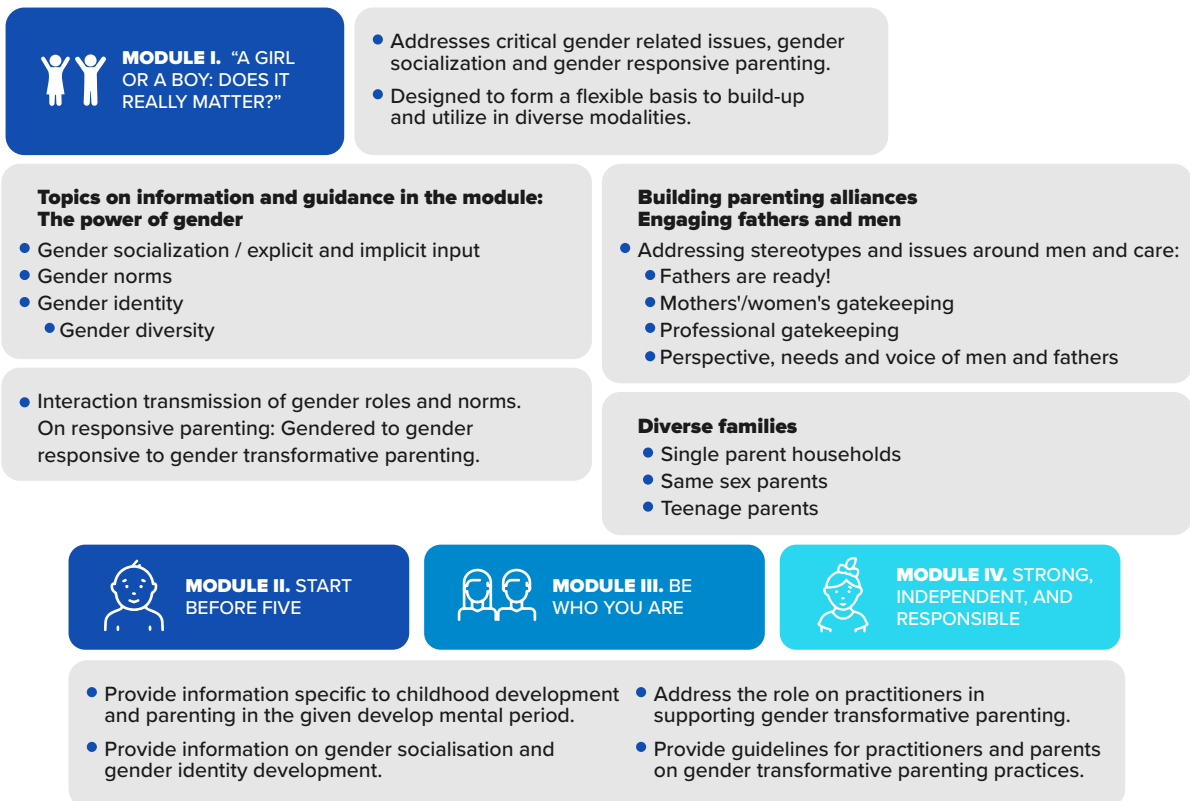
This module covers middle childhood, the specificity of general development and gender socialisation in that period of a child’s life, and tips for parents and frontline workers on supporting and engaging in gender-transformative parenting.



**MODULE IV. STRONG, INDEPENDENT, AND RESPONSIBLE (AGE 11 TO 18)**

This module covers adolescence and provides insights into general development and gender socialisation and tips for parents and frontline workers on supporting and engaging in gender-transformative parenting.

Figure 2. Overview of the modules – main topics



The modules employ a life-cycle approach, addressing gender-related issues from a wider lens and providing guidance and information on gender-transformative parenting from a holistic child development perspective. They promote gender-equitable norms among frontline workers and parents/caregivers and positive gender socialisation.

The modules take a strengths-based approach that emphasizes parents' and frontline workers' existing capacities and skills to engage in positive gender practices

and their willingness to critically reflect, examine, challenge, and transform harmful gender norms and practices in their everyday work and community, and society.

Modules directly address frontline workers; they speak to them, i.e., why this is important for you, what you can do, etc. This also considers that the modules may be taught in traditional training courses, placed online for individual learning, integrated into a professional training curriculum, or made available in various blended formats.



Since the gender-related issues, norms, and values are diverse across countries, the modules are conceptualized as a resource and not a ready-made product. They employ a global perspective on gender-transformative parenting and other

related issues and aim to provide flexibility in adaptation and modality of implementation. Trainers and facilitators who will train frontline workers play an essential role in contextualizing and adapting the content accordingly.

## 1.1. The layout of the modules<sup>6</sup>

All modules follow a consistent structure, which can help organize, structure, and conceptualize the training.



**Theoretical parts** – synthesis of the most recent information on parenting, child development, gender socialisation, the transformation of gender norms, etc. Theoretical parts increase the knowledge and understanding of frontline workers and why something is relevant and should be used. Depending on the previous knowledge of the training participants, trainers will decide what to use and to which extent. It is not obligatory to share all the theories presented in the modules, but the trainers should know it.



**Key messages for service providers** – All modules start with a set of key messages. They include knowledge, attitudes, and practices and should help frontline workers understand why the content of the specific module is important to them and their practice. Trainers can use the key messages to emphasize the relevance of the content. The key messages can also easily be transformed into advocacy messages and used for C4D purposes.



**Learning outcomes** represent a summary of what the learner is expected to achieve at the end of the module. The trainer should highlight the learning outcomes at the beginning of the training and during the relevant sessions. Learning outcomes can also be used for the evaluation process at the end of the training or training sessions.

6. Adapted from: UNICEF & ISSA: [Supporting Families for Nurturing Care Trainer Guide for Home Visitors](#)



**Self-reflection tasks** - Questions for individual reflection or group discussion are provided periodically for frontline workers to explore their attitudes, knowledge, approaches, and practices. They can be easily used during the training process during small group work.



**Videos** - Most modules have video clips that summarize a theory and main concepts, demonstrate good practice, or serve to trigger discussions and reflections. While efforts have been made to pick examples that can be understood in different cultures or contexts, locally produced video clips may be more relevant. Video clips also support different learning styles – some learners prefer visuals to verbal presentations. Videos can easily be incorporated into the training process.



**Self-assessment tasks/quizzes -T/F** - Each module contains self-assessment tasks and quizzes. Some modules start with a more extended set of questions repeated at the end. Other modules have several brief self-assessments during the text, often at the beginning and end of major sections, to remind the learner what they do or do not know and what will be covered. Each self-assessment is followed by the answers to lead to further exploration and learning.



**Case studies** – Each module has short and straightforward case studies, and learners are invited to provide solutions for the problems. If there is an opportunity, case studies can be used during the small group work of training sessions when learners can discuss different perspectives and possible solutions with their colleagues. They can also be used during the training for role play. In modules, case studies are followed by suggestions of how situations could be handled. However, the offered options are not the only way to address the problem, and participative and cooperative learning is welcome.





**Tables with recommendations** – Tables include strategies and suggestions for frontline workers on using them in practice and what they can recommend or do while working with parents individually or in groups. During the training, tables can be used during the small group discussions, and participants can be invited to add examples from their practice or make adaptations for their contexts. They can also be used as handouts for frontline workers in their daily routine.



**Important points** - Significant issues are marked in the text and should be highlighted by the trainer. Trainers can also ask participants to highlight essential points from their perspectives. Comparing important points can be an excellent start for discussion and reflection.



**Tips** – When relevant, tips on different issues are provided.

## 2. The slide decks

A slide deck accompanies each resource module with selected content from the resource modules. The slide decks can be used as they are conceptualized or adapted to the specific needs of the context. The slide decks are delivered as separate materials. There are five slide decks:

- Slide deck 1. Introduction
- Slide deck 2. Module I
- Slide deck 3. Module II
- Slide deck 4. Module III
- Slide deck 5. Module IV

When organising training, you can combine individual slides or parts of the decks according to your needs.

In the resource modules, you can find additional exercises and materials, including theoretical explanations, to enrich or adapt the content of the slide decks.

## 3. Tips

Diverse tips to support full utilisation of the resource package are developed. Some tips you can use while delivering training of trainers as information, but you can also give them as separate handouts to the future trainers.

### 3.1. Tips: Interactive training delivery

Delivery of the in-person training should be informed by adult learning principles to provide ample opportunities for the learner to be actively engaged in reflection and guidance on the knowledge, skills, attitudes, and practices that frontline workers need for working in partnership with parents and caregivers to empower them to engage in gender-transformative parenting. This should include<sup>7</sup>:

- interactive and participatory learning;
- validation of personal experience;
- encouragement of social justice, activism, and accountability; and
- development of critical thinking and open-mindedness.

**NOTE: Different activities supporting active learning approach - you can find in *Supporting Families for Young Child Wellbeing: Resource modules for home visitors trainer guide*, pg. 13 - 24<sup>8</sup>**

7. <https://portal.trainingcentre.unwomen.org/resource-centre/entry/158831/#:~:text=This%20paper%20explores%20how%20feminist,of%20training%20for%20gender%20equality>

8. [https://www.issa.nl/sites/default/files/pdf/Publications/cross%20sectoral/Resource%20Modules%20for%20Home%20Visitors.TRAINER%20GUIDE.web\\_.pdf](https://www.issa.nl/sites/default/files/pdf/Publications/cross%20sectoral/Resource%20Modules%20for%20Home%20Visitors.TRAINER%20GUIDE.web_.pdf)



### IN THE ACTIVE TRAINING DELIVERY:<sup>9</sup>

- The aim is **not to cover lots of material** but rather **to change the knowledge, attitudes, and/or behaviour of the learner**;
- The trainer **is not** merely a **disseminator of information but rather a facilitator** of experiences and learning;
- The learner's role **is not just to listen and absorb**; instead, it is also **to observe, discuss, read, practice, reflect, ask questions, and problem-solve**;
- **Focus on open-ended and reflective questions:** The questioning style is not "Do you understand?" but "Why do we do it this way?" "Is this the best way?" "What if we..." "What would you do if...";
- **Focus is also on doing and experiencing.** Much of the training involves activities conducted by participants to process, practice, reinforce, apply, connect and reflect upon content;
- The content is not strictly determined by the trainer but also **determined by the needs of participants**;
- The focus of training is not on the teaching and trainer but instead on the learning and learner.

## 3.2. Tips: How adults learn

### Adults learn best when:

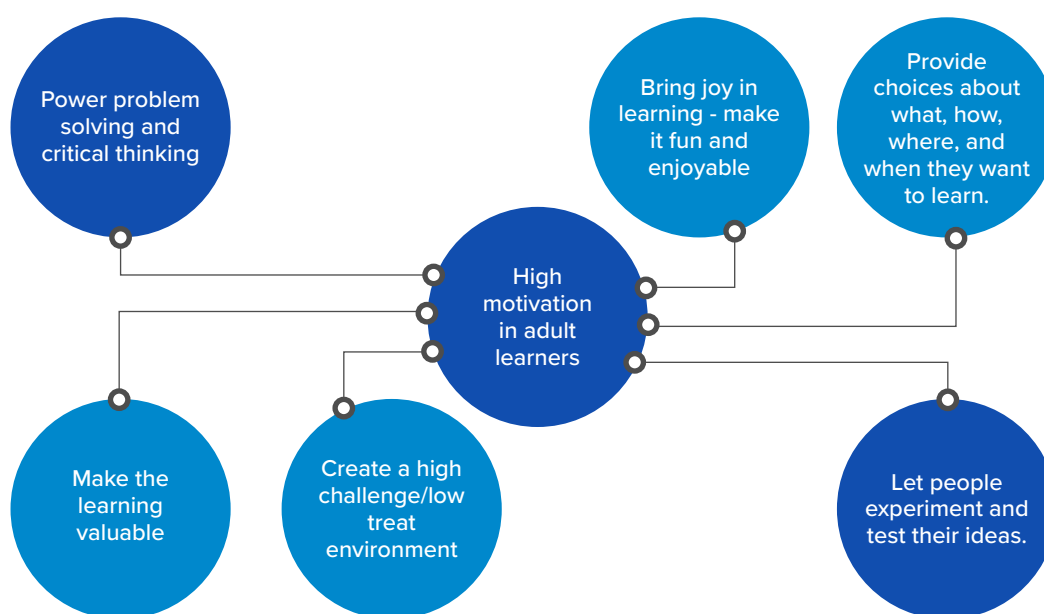
- Training is relevant, related, and applicable to their job.
- The learning environment is safe and inspiring and allows exchanging ideas and dialogue without judgment.
- Training builds on previous concepts, knowledge, or experiences of participants.
- Participants are actively involved.

<b>Adult learners are autonomous and self-directed.</b>	Involve participants. Serve as a facilitator. Learners should be encouraged to take the initiative in their learning. Replace the trainer-led approach with the more self-directed one.
<b>Adult learners have a foundation of life experiences and knowledge.</b>	Encourage participants to share their experiences and knowledge, build on that and learn from them. Always start from what they already know and are familiar with. Do not judge and blame; try to listen and understand.
<b>Adult learners are goal-oriented.</b>	Have clear objectives. Explain how training objectives relate to training activities.
<b>Adult learners need to see the reason for learning. (period)</b>	Participants need to see an apparent reason for the learning – how this will make them more successful in doing their job.
<b>Adult learners are practical and relevancy-oriented.</b>	Learning has to be relevant and applicable to their work. Provide opportunities for participants to explore how the new knowledge and skills can be applied in their everyday work. Ensure a good balance between general learning (theory) and practical skills that could help them work better. Always stress the value of the new knowledge and skills at the end of activities that will help them learn faster.
<b>Adult learners need to be respected.</b>	Acknowledge the wealth of knowledge and experiences the participants bring to the training. Treat the participants as equals.

9. UNICEF & ISSA: *Supporting Families for Nurturing Care Trainer Guide for Home Visitors*

<p><b>Active learning and the 20/40/80 rule.</b></p>	<p>The more actively engaged the learner is, the more learning takes place. A mixture of instructional methodologies accommodating different learning styles has excellent retention rates. Adults typically remember 20 percent of what they hear, 40 percent of what they hear and see, and 80 percent of what they hear, see and do.</p>
<p><b>Teamwork and cooperative learning.</b></p>	<p>Strive to help people learn from each other and solve problems together. This makes learning easier to apply to real-life situations. Foster learning across sectors and roles and build cooperation and collaborative work culture.</p>
<p><b>Welcoming environment.</b></p>	<p>The learning environment should be physically and psychologically safe. A climate of respect and trust allows people to share their views and feel their experience is valued.</p>

Figure 3. How to develop high motivation in adult learners



### 3.3. Tips: Applying the principles of social and behaviour change to gender-transformative parenting programmes

Social and behaviour change (SBC) aims to empower individuals and communities and lower structural barriers that hinder people from adopting positive practices and societies from becoming more equitable, inclusive, cohesive, and peaceful.<sup>10</sup>

Substantial evidence shows that behavioural parenting programmes effectively improve caregiver-child interactions, reduce child problem behaviour, and prevent physical and emotional violence against children.

Strategies supporting gender-transformative parenting practices should apply social and behaviour change (SBC) principles for gender equity. Generally, it may include:

- increasing the awareness about gender-equitable and transformative parenting methods,
- improving parent-child communication and dialogue, and
- improving parental ability to engage with children and adolescents on boundaries, health and safety risks, gender identity, and sexuality.

SBC covers three critical topics that might be applied to the training of frontline workers and parents:

10. <https://www.unicef.org/social-and-behaviour-change>

11. Knerr, W., Gardner, F., & Cluver, L. (2013). Improving positive parenting skills and reducing harsh and abusive parenting in low-and middle-income countries: a systematic review. *Prevention science*, 14(4), 352-363. <https://link.springer.com/content/pdf/10.1007/s11121-012-0314-1.pdf>



<p><b>Adult learning principles</b></p>	<p>Above all already mentioned above, highlighting not to overload parents and frontline workers with too much information and providing them with the opportunity to practice desirable behaviours following their interest and pace. Increasing knowledge is not sufficient to change behaviours. It is a must to increase understanding and partner with families and frontline workers, including the communities they come from.</p>
<p><b>Barriers and motivators for behaviour change</b></p>	<p>It is essential to determine whether the frontline workers/caregivers lack information about gender equitable behaviours and gender transformative approaches to parenting or if they face other difficulties. To better understand their situations, we can listen, ask questions, try to understand their intentions, and ask them about the challenges they face. Practitioners can motivate parents by giving them positive feedback and linking the behaviour to something vital to them. Practitioners need to adjust their approach to encouraging parents based on their age, gender, values, identity or cultural factors, etc. Therefore, we should avoid taking “a one size fits all” approach and using the ‘standard’ messages but think about the most effective for each individual or a specific community.</p>
<p><b>Problem-solving</b></p>	<p>Practitioners need to understand the need to help caregivers problem-solve and devise their plans/solutions. In a gender transformative approach to parenting, the solutions should be innovative and slightly out of the parental comfort zone. Practitioners must use every opportunity to challenge existing gender practices and offer innovative solutions.</p>

### 3.4. Tips: Facilitators' knowledge and skills needed to work on challenging issues

<b>In-depth knowledge and understanding of the topic</b>	The facilitator has to have in-depth knowledge of the issues and use theory to guide and inform participants. This complex knowledge should include child development, parenting, and gender. Being an expert only in one area is not going to be sufficient.
<b>Respect</b>	The ability to express respect for others is important. All people like to believe and feel that others respect them, their ideas, and their accomplishments.
<b>Tolerating ambiguity</b>	This refers to reacting to new, different, and unpredictable situations <b>with little visible discomfort or irritation</b> . Learning to manage the feelings associated with ambiguity is a skill associated with relating effectively to people with different values.
<b>Relating to people</b>	It is vital to transfer skills and knowledge so that people feel a part of the process and have benefited from being involved. Too much concern for the task and neglect of the person can lead to their failure to learn the knowledge and skills you wish to transfer.
<b>Being non-judgmental</b>	Most people like to feel that what they say and do is not being judged by others without having the opportunity to explain themselves fully. The ability to withhold judgment and remain objective until one has enough information requires understanding the other's point of view.
<b>Empathy</b>	This is the ability to "put yourself in another's shoes." Most people are attracted to and work well with facilitators who seem to be able to understand things from their point of view. The empathetic facilitator will have the capacity to sense how participants are doing and to respond appropriately.
<b>Cognitive and behavioural flexibility</b>	This is the ability to adjust your expectations and learning activities to the participants' diverse needs, learning styles, and responses to activities.
<b>Personal self-awareness, strong personal identity</b>	Participants often challenge facilitators; therefore, they need to be confident in their identity and possess a high self-awareness. This will allow them to serve as models for participants, be more open and honest in their relationships, and be more effective.
<b>Enthusiasm and commitment (passion)</b>	Facilitators inspire others through communicating their sense of enthusiasm and passion for their subject matter and a spirit of commitment to the pursuit of cross-cultural knowledge and skills.
<b>Tolerance of differences</b>	The ability to tolerate differences (e.g., in values, beliefs, and behaviour ) is one of the hallmarks of an effective facilitator.
<b>Reflection</b>	This is the ability to see oneself as a lifelong learner who regularly reflects on their own personal and professional values, growth, etc.
<b>Sense of humor</b>	This attribute can help facilitators and participants more effectively cope with the stresses and pressures of learning associated with doing this work. By laughing at themselves (both facilitators and participants) and the peculiarities of gender-related issues, the competent facilitator can help break the tension and maintain the participants' enthusiasm.
<b>Balancing theory and activities</b>	In delivering the sessions, you will use a combination of presenting theory (mini-lessons), facilitating and processing activities, then linking the processing back to the theory. Content of the training: 30% Theory/ 50% Skills/20% Self and group reflections and providing constructive feedback. This combination of theory and activities balances the cognitive and affective aspects of the work. When presenting a theory, you always need to connect it with real-life examples. Never present theory as an academic lecture.
<b>Managing silence and wait time</b>	When discussing challenging issues, silence periods are common. Never push or rush people.
<b>Setting clear rules and boundaries</b>	During discussing sensitive topics, it is vital to have clear rules on how participants should treat each other and how they should talk about sensitive issues. Do not allow offensive jokes, stories, name-calling, aggressive or harassing behaviours, etc. Always react immediately, and stop these events. Instead of labelling the person(s) by saying they are sexist or abusive, you can say that in the group, we do not tolerate these behaviours or language because we want everybody to feel respected and appreciated. Be firm and clear!



### 3.5. Tips on roadblocks in communication and how to avoid them<sup>12</sup>

The following are different roadblocks in verbal communication that we should always be aware of and avoid.

1. Mixing facts and interpretation – we need to focus on points and avoid any interpretation.
2. Allness error – we need to avoid generalisations (all men, all girls, etc., always, etc.) We need to keep in mind diversity among parents, children, etc.
3. We have to avoid using jargon, technical terminology, or professional jargon because it can frighten, irritate, intimidate, and confuse practitioners and parents.
4. Also, avoid:<sup>13</sup>

<b>Ordering</b>	You must, you have to...
<b>Moralizing</b>	You ought to know better... You are responsible
<b>Advising and giving solutions</b>	Do not bother to look for a solution, I will tell you what to do.
<b>Criticizing</b>	You made a mistake; this is not a good way to do this.
<b>Praising</b>	Bravo, perfect, great
<b>Labelling</b>	You are sexist; you are a typical man,
<b>Analyzing</b>	You must have some personal issues if you cannot talk about this.
<b>Reassuring</b>	It is not a big problem; you will find a solution
<b>Questioning</b>	Are you sure that you did everything you could?
<b>Labelling</b>	Let us not talk about this now.

Some tips to be a good listener include<sup>14</sup>:

- Pay attention to what parents say. Let parents finish what they are saying before you speak. Then summarize what your parents have said, and check that you have understood it correctly.
- Use open-ended questions to get more information. Open-ended questions allow people to expand on what they are saying rather than just saying 'yes' or 'no'.
- Try to understand parents' perspectives through the feelings and the content of what parents have said. Put yourself in their shoes, even though you disagree with their vision.
- Think before you speak, especially when talking with parents about complex or sensitive gender-related issues (i.e., gender-based violence, gender stereotypes, etc.).



12. Adapted from UNICEF & ISSA: Supporting Families for Nurturing Care, Module 10: Caring and Empowering - Enhancing Communication Skills for Home Visitors

13. adapted from Gordon, <http://mobile.gordonmodel.com/home-roadblocks.php>

14. Adapted from 'Effective communication with parents and carers: for professionals' (online). <https://raisingchildren.net.au/for-professionals/working-with-parents/communicating-with-parents/communication-with-parents#effective-communication-why-its-important-nav-title>



### THE MODEL THAT MIGHT FUNCTION IS CALLED (IN ENGLISH) FOUR E:<sup>15</sup>

- **Ears (Listen)** – without interrupting, listening to parents talking about their son who likes to play with dolls and spends most of his time with girls in kindergarten.
- **Elicit (Ask):** Does this worry you? Did you ask him why he prefers to play in that way?

- **Empathize (Give empathy):** You are worried because you think your son should not play like that like other boys? Do you want him to be like other boys?
- **Encourage (ask for transformative action):** Would you like to discuss your expectations from him with me? I would like to tell you why I think it is OK for boys to play in the way they want.

### 3.6. Tips on dealing with challenging participants, parents, and frontline workers

When working on challenging topics, you must be prepared to deal with participants who disagree or challenge you and the content you are presenting.

The following approaches/techniques might be helpful:

- **Do not take reactions from the participants personally!** Do not question or blame yourself, and do not get angry with the participant(s). Try to hear what they are saying as an expression of their needs and feelings, and address the issue by trying to give empathy. For example: Are you angry because you want to ensure that traditional and cultural values are respected and taken into account? That will help you stay focused and calm, and you will be able to use your energy for the work ahead of you. Even when you are angry or hurt, express it in a way that is not blaming the other side. For example: It would be great if we pay attention to what our colleagues have to say, because we agreed that we are going to listen to each other and show respect for different opinions.
- **Agree/Disagree/Deflect Technique<sup>16</sup>** When you disagree with a participant's remarks or arguments you can find something you agree with, then stress what is the point of disagreement, and then deflect to then group for comments. Example: "Yes, we could agree that this situation is extremely comments. I'm not sure that this is the only way to handle it, however. Has anyone else found another way to deal with it?"
- **Introducing short icebreakers** If you see that participants are losing interest, make a short break and do the icebreaker. You can ask participants to share some of their own.

- **Use collaborative and small group activities** so that participants can work together and have more opportunity to express their opinion. Rotate participants and use different ways of dividing them in groups and pairs.
- **Refer to the whole group for their opinion whenever is needed** – instead of you giving all the answers, ask others for opinions.

### 3.7. Tips and guidance for module's adaptation<sup>17</sup>

Since the modules are generic and speak to frontline workers across sectors and a range of countries, cultures, and systems, they cannot address country-specific issues and problems. It will be necessary to adapt individual modules, i.e., consider such factors as the education level and professional experiences of different groups of frontline workers, prevailing attitudes towards gender issues, religious and other constraints, laws, etc.

In addition, the modules may need to be adapted for different training settings (pre-service, in-service, in-person, web-based) and the period available for training (i.e., a training course with several modules, a few training days, etc.).

Adaptations can be also made according to the content and the structure of the existing parenting programmes and training.

Each country will be at a different stage of readiness to organize this kind of training. Here you will have to assess the overall context and see if this content fits in the prevailing systems of gender norms, religious rules, and in some cases, the country's laws.

15. [https://www.issa.nl/sites/default/files/pdf/Publications/cross%20sectoral/Resource%20Modules%20for%20Home%20Visitors%20Module%2010.web\\_.pdf](https://www.issa.nl/sites/default/files/pdf/Publications/cross%20sectoral/Resource%20Modules%20for%20Home%20Visitors%20Module%2010.web_.pdf)

16. <https://www.bobpikegroup.com/trainer-blog/five-tips-for-dealing-with-difficult-participants>

17. Adapted from UNICEF & ISSA: [Supporting Families for Nurturing Care Trainer Guide for Home Visitors](#) pg. 42 - 45

## What parts of the modules would benefit from adaptation?

- Local statistics
- Local standards of parenting and gender training
- Local resources (websites, readings, training materials, parenting materials, etc.)
- Case studies and group exercises
- Local examples
- Video clips with regional or local content
- Photos
- Reference to the national or local gender and parenting activists and professionals network

## What can be added to the package?

- Cultural elements and contexts that facilitate better comprehension
- Additional readings
- Activities that trainees may undertake during the training, such as take-home assignments between training days or as a follow-up when the training has been completed
- Examples are drawn from the specific country's national experiences and the local environment



The most challenging will be for the COs operating in the countries with strict religious rules and laws defining the gender norms to adapt the content of the modules and use them. In this case, we recommend using the most relevant elements of the modules and integrating them into existing parenting programmes, without explicitly mentioning gender socialisation and norms. For example, talk about the love that parents have for their children, use the gender-neutral language and examples from the local history demonstrating the important roles that both men and women played. You can also use examples from countries with similar histories

## When and how should the modules be adapted?

Adaptation of the modules should be undertaken by professionals, COs staff, or trainers familiar with the content of the modules, the country context, and the professional training system (pre-service and in-service) of frontline workers. The adaptation process should be based on a situational analysis/assessment of the existing services, workforce capacities, and the needs of local families for support in gender transformative parenting. The most relevant stakeholders on the community and institutional level and parents should be included in the ideal case. When possible, it is also recommended to consult with children and adolescents on the content of the modules, structure, and the language that should be used.

## Adaptation process

**Options for adaptation:** The adaptation process can be a collaborative effort for a group of countries with similar linguistic and cultural environments or conducted by each country.

### Translation of the original modules to local language:

Considering that the original package has been developed in the English language, there will be a need to arrange a translation to the local language, in case of an in-country adaptation, or to a commonly used language, in case if a group of countries has decided on the collaborative adaptation process.

and religions. In the community, identity allies (e.g., religious leaders) involve them in translating modules and reflecting on the content before starting training. Involve as many men as you can; they are the key allies in the process of change. As dominant group members, they have the power to speak out and bring the change. They can give voice to their daughters and partners, mothers and sisters. Model behaviours and share the values you believe in, even when you do not explicitly mention gender positive socialisation and norms. However, do not put parents or professionals in danger whatever you do. Give time to the process, and go step by step; start with small changes.

# III. Training of trainers model



When planning and delivering training keep in mind the following

## a. Content of the training:

- 30% Theory
- 50% Skills (case studies, practical exercises, etc.)
- 20% Individual and group reflections and providing constructive feedback

**b. During the preparation** consult with the resource modules and use theory and research presented in it. You can also use parts of the module and share with the frontline workers as a reading material.

**c. Always start** with the Module I, the key concepts are explained in it. You can combine parts of the Module I with other modules covering specific age range.

## 1. Training agenda and content of the sessions

### GENDER TRANSFORMATIVE PARENTING WORKSHOP

**Description of Workshop:** The workshop sessions will provide both UNICEF staff and external implementing partners the opportunity to learn more about gender-transformative parenting approaches, how these approaches can be incorporated into their CO's parenting programmes and a deep dive into the modules designed by ISSA.

**Objectives of workshop:** The purpose of the workshop is to bring together the UNICEF HQ, regional and country office staff as well as partners for a three-day in-person Training of Trainers (ToT) workshop to prepare for the pilot testing of gender-responsive parenting training modules in

eight countries. ISSA will provide training to an experienced group of trainers from each country who will then deliver trainings to frontline workers in their home country.

Expected results will include to strengthen gender capacity of trainers who will deliver in-country trainings to frontline workers; build knowledge and skills of frontline workers who will deliver parenting programme and ensure gender is mainstreamed in their work; and enhance understanding of gender-responsive parenting among parents and caregivers to ensure gender equitable outcomes for children.

#### Expectations from participants:

- Participate in the 3-day workshop and group work
- Engage with colleagues and other participants
- Prepare to share the planned/ongoing parenting programmes where the gender transformative parenting modules will be integrated

**NOTE:** All the relevant slides with explanations for listed topics you will find in corresponding slide decks.

# Day 1

Time	Session	Main content
15 min	Welcome	<ul style="list-style-type: none"> <li>- Welcoming participants</li> <li>- Information about the training</li> <li>- Ground rules/housekeeping</li> </ul>
60 min	Getting to know each other	<p>Icebreaker/ working in teams (country, region, institution)</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Flipchart paper</li> <li>• Felt pens</li> <li>• Markers</li> </ul>
135 min	Module 1: A boy or a girl, does it matter	<p><b>Purpose:</b></p> <p>After this session participants will</p> <ul style="list-style-type: none"> <li>• Understand core values and beliefs underlying modules and general approach</li> <li>• Understand better gender stereotypes and norms</li> </ul> <p><b>Process:</b></p> <p><b>1. Ice breaker with 9 dots (10 min)</b> – inviting participants to think out of the box and open up for new ideas and approaches.</p> <p><b>2. Reflecting on the values and core beliefs (total 45 min)</b></p> <p><b>a.</b> Divide participants in 8 groups (per country) and give each group one core value</p> <p><b>b.</b> In the groups participants have 5 minutes to discuss what this value means for them and is it realistic and relevant in their context, do they agree with it. (5 min)</p> <p><b>c.</b> Sharing in the big group - Each group has up to 5 minutes to present their conclusions (40 min)</p> <p><b>d.</b> During the process facilitator uses participants' comments to explain key concepts and messages from the modules. Additionally when possible refers to stereotypes that might emerge.</p> <p><b>3. Wrap up core values and beliefs - A pathway to desired change (5 min)</b></p> <p><b>a.</b> Facilitators' wrap up based on groups' feedback</p> <p><b>4. Gender stereotypes and their roots (45 min):</b></p> <p>Country team exercise:</p> <p><b>a.</b> Most common sayings about men and women/ boys and girls and description of men and women/boys and girls based on these sayings. (15 min)</p> <p><b>b.</b> Gallery walk – looking at the posters, sayings and conclusions about men/ women/boys/girls. (20 min)</p> <p><b>5. Mini lecture (15 min)</b> – By using information provided by participants facilitator provides a mini lecture on stereotypes, norms and their impact and power</p> <p><b>6. OPTIONAL: Video:</b> Girl toys vs boy toys: The experiment</p> <p><b>a.</b> Discussion in the group and mini lecture (15 min)</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Core values cut in stripes – one stripe, one value</li> <li>• Flipchart paper</li> <li>• Markers</li> <li>• Video : Girl toys vs boy toys: The experiment</li> </ul>

90 min	Module 1: A boy or a girl, does it really matter (Contd.)	<p><b>Purpose:</b></p> <p>After this session participants will:</p> <ul style="list-style-type: none"> <li>• Know more and understand better gender socialization, diversity, and identity</li> <li>• Have better understanding of agents of socialisation</li> <li>• Have better understanding of parenting and the role that parents play in gender socialization of children</li> </ul> <p><b>Process:</b></p> <ol style="list-style-type: none"> <li><b>1. Icebreaker: magician (5 min)</b></li> <li><b>a.</b> In pairs one person is using his/her hand to nonverbally instruct the other person what to do etc., stand up, turn around etc.</li> <li><b>2. Gender socialization activity “Cheating Game” and discussion (40min)</b></li> <li><b>3. Mini lecture (10 min)</b> on gender identity, socialization and agents of socialization</li> <li><b>4. Mini lecture (5 min)</b> Parents as key agents of gender socialisation</li> <li><b>5. Gendered parenting mini lecture and exercise (20 min)</b></li> <li><b>6. Mini lecture (10 min):</b> Transgenerational transmission of gender norms</li> </ol> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Flipchart with rules and rules for readers</li> </ul>
120 min	Module 1: A boy or a girl, does it really matter (contd.)	<p><b>Purpose:</b></p> <p>After this session participants will</p> <ul style="list-style-type: none"> <li>• Have a better understanding of the content, values, and approaches of gender-transformative parenting and it’s relevance</li> <li>• Know more about key ingredients of transformative parenting – men involvement, parental alliances it’s working across sectors and different levels of the system</li> </ul> <p><b>Process:</b></p> <ol style="list-style-type: none"> <li><b>1. Mini lecture: New type of parenting (5 minutes)</b></li> <li><b>2. Video Daisy and exercise ( 15 min)</b></li> <li><b>3. Mini lecture (15 min)</b> – gender socialisation gendered parenting and gender transformative parenting – with a handout</li> <li><b>4. Mini lecture: Pillars of transformative parenting and parenting alliances (10 min) - handouts will be given</b></li> <li><b>5. Exercise engaging fathers (a silent revolution) and exchange (35 minutes)</b></li> </ol> <p><b>a.</b> Group work (10 minutes)</p> <p><b>Group 1.</b> Why is so difficult to involve fathers/male caregivers in caregiving and in parenting programmes?</p> <p><b>Group 2.</b> What are the main challenges professionals face when wanting to involve fathers/male caregivers?</p> <p><b>Group 3.</b> Are fathers hard to reach and engage, or there is something wrong with our programmes and approaches? What are the main barriers fathers face even when they want to engage?</p> <p><b>Group 4.</b> What is working in engaging fathers?</p> <p><b>Group 5.</b> What would be a transformative approach to fathers’ involvement?</p> <p><b>b.</b> Exchange in the big group (20 minutes)</p> <p><b>c.</b> Video: “Being a Father:” A State of the World’s Fathers Film (5 min)</p> <p><b>6. Working across sectors and levels of the system (35 min)</b></p> <p><b>a.</b> Introducing ecological model (5 min)</p> <p><b>b.</b> Exercise with the teacher (group work) 15 min – 4 groups</p> <p><b>Exchange and wrap up 15 min</b>  <b>Q&amp;A and reflection time</b></p>
15 min	Wrap-up	<p><b>The main takeaways of the day</b></p>

## Day 2

Time	Session	Main content
15 min	Welcome; Recap day 1	
135 min	Module 2: Start before five - Gender transformative parenting in early childhood (From birth to age 5)	<p><b>Purpose:</b></p> <p>After this session participants will</p> <ul style="list-style-type: none"> <li>• Know how to describe key developmental processes of early childhood related to gender</li> <li>• Understand and explain how different treatment of boys and girls influence brain development and create differences between boys and girls.</li> <li>• Be able to explain gender socialization in the early years.</li> <li>• Be able to explain the benefits of gender-responsive parenting in the early years.</li> </ul> <p><b>Process:</b></p> <p><b>1. Quiz (50 min)</b> Participants are divided in teams, and they compete in answering the questions. After each question they as teams offer their answers and discuss why they picked specific answers. Facilitator uses the opportunity to provide additional mini lectures building on the existing knowledge of participants. (60 min)</p> <p><b>2. Case studies and role play</b> Participants will be divided in 6 groups and work on 3 case studies (2 groups with the same case studies). They will have 30 minutes to discuss in their groups what would they do and prepare the role play.</p> <p><b>Materials:</b></p> <p>Printed case studies</p>
60 min	Module 2: Start before five - Gender transformative parenting in early childhood (From birth to age 5)	<p><b>Purpose:</b></p> <p>After this session participants will</p> <ul style="list-style-type: none"> <li>• Think of age-specific gender-responsive strategies parents and caregivers might use to develop positive gender norms in children</li> <li>• Explain the role of different sectors in supporting gender transformative parenting</li> </ul> <p><b>Process:</b></p> <p><b>1. Reflection on the work done in the previous session - Constructivist listening in pairs (15 min)</b>  <b>2. Sharing reflections in the group (10 min)</b>  <b>3. Giving participants the handout with the tips for professionals and explain the handout (5 min)</b>  <b>4. Q&amp;A (30 min)</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• A4 paper</li> <li>• Markers</li> <li>• Handout with advices on how professionals can support parents (general and by sectors) (one per participant)</li> </ul> <p><b>Q&amp;A and reflections</b></p>

<p>45 min</p>	<p>Module 3: Be who you are - Gender transformative parenting in middle childhood (From ages 6-10)</p>	<p><b>Purpose:</b></p> <p>After this session participants will</p> <ul style="list-style-type: none"> <li>• Know how to describe key developmental processes of middle childhood</li> <li>• Be able to explain the complexity of gender development in middle childhood</li> </ul> <p><b>Process:</b></p> <p><b>1. Icebreaker (15 minutes):</b> The four quadrant activity Participants divide a A4 paper in 4 quadrants In quadrant 1 they write and draw: When I was in middle childhood I wanted to be...(profession) <b>Quadrant 2.</b> The most important person who supported my dreams was... <b>Quadrant 3.</b> The main messages about gender were... <b>Quadrant 4.</b> The best thing in school was... Only volunteers share – focus on person and messages <b>2. The wall of wisdom and discussion (25 min):</b> Put a flipchart paper on the wall and ask participants to write down on post it one reason why middle childhood is important for gender development. Facilitator with a help of volunteer look at what is written and make a comment. Main question – if this period is so important why more attention is not paid to it? <b>3. Mini lecture (5 min):</b> Key points on middle childhood</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• A4 paper</li> <li>• Colour pencils, felt tips pens</li> <li>• Flipchart paper</li> <li>• Markers</li> </ul>
<p>120 min</p>	<p>Module 3: Be who you are - Gender transformative parenting in middle childhood</p>	<p><b>Purpose:</b></p> <p>After this session participants will</p> <ul style="list-style-type: none"> <li>• Be able to explain the complexity of gender development in middle childhood</li> <li>• Understand the importance of the school environment and the influence that teachers and peers have</li> <li>• Think of age-specific gender-responsive strategies parents and caregivers might use to challenge and transform existing gender norms in children</li> </ul> <p><b>Process:</b></p> <p><b>1. Icebreaker: Touch blue in the room (5 min)</b> <b>2. Video: A Class That Turned Around Kids’ Assumptions of Gender Roles and reflection on the video (20 min)</b> After the video participants will reflect in pairs and share in the big group <b>3. Mini lecture: sharing slides with theory on gender identity in middle childhood (15 min)</b> <b>4. Agents of socialisation (55 min)</b> 8 groups on main gender socialisation agents ( 30 min) Gallery walk, looking down what the others did, writing comments, adding etc.(15 min) Big group discussion – any questions for the other groups. (10 min) <b>5. What professionals can do (20 min)</b> Giving participants handouts and discussing differences between what is on the posters and what is in the handout. Ideas on how professionals can support parents by influencing other agents of socialization. <b>6. Closing (5min)</b> – Each participants says one word that describes the sessions on middle childhood</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• A4 paper</li> <li>• Video: A Class That Turned Around Kids’ Assumptions of Gender Roles</li> <li>• Flipchart paper</li> <li>• Markers</li> </ul> <p><b>Q&amp;A and reflections</b></p>



60 min	Module 4: Strong, independent, and responsible - Gender transformative parenting in adolescence (from eleven to the age of nineteen)	<p><b>Purpose:</b></p> <p>After this session participants will</p> <ul style="list-style-type: none"> <li>• Have a core knowledge about key developmental processes and different stages of adolescent development</li> <li>• Have a better understanding of gender socialization during adolescence</li> </ul> <p><b>Process:</b></p> <p><b>1. Reflection activity, exploring own biases (45 min):</b></p> <p><b>a.</b> Divide participants into 6 groups, assign photos of adolescents (if online participants, they can be one to two group(s) depending on the number).</p> <p><b>b.</b> Each group will describe and discuss the photos.</p> <p><b>c.</b> Facilitators will present statements and define a 'agree-disagree' line in the room space. Participants stand at a position depending on their level of agreement with the statement.</p> <p><b>2. Explaining the homework for the following day (5 min).</b></p> <p>Closing of the session ( 5 min) – Sending a positive gesture in circle.</p>
15 min	Wrap-up Day 2	Main takeaways of the day



## Day 3

Time	Session	Main content
15 min	Welcome; Recap day 2	
135 min	Module 2: Start before five - Gender transformative parenting in early childhood (From birth to age 5)	<p><b>Purpose:</b> After this session participants will</p> <ul style="list-style-type: none"> <li>• Know how to describe key developmental processes of early childhood related to gender</li> <li>• Understand and explain how different treatment of boys and girls influence brain development and create differences between boys and girls</li> <li>• Be able to explain gender socialization in the early years</li> <li>• Be able to explain the benefits of gender-responsive parenting in the early years</li> </ul> <p><b>Process:</b></p> <p><b>1. Brainstorm activity (40 min)</b> a. Facilitators will put three flipcharts on the wall or on the floor. Participants will write on post-its one statement per instruction (specificness of adolescents and issues) across three developmental phases of adolescence (early, middle, late). When post it session is done the facilitators will make three groups. Each group will work on one flipchart, and they will be asked to reorganize the information on the flipcharts.</p> <p><b>2. True/false activity (1 min)</b> Participants will react verbally</p> <p><b>3. Mini lecture (10 min)</b> Importance of adolescence period, development including the brain development and the importance of supporting adolescents in this manner.</p> <p><b>4. [Video 'Toxic Influence: A Dove Film   Dove Self-Esteem Project' (30 min)</b> a. Video (5 min) b. Reflections in country groups (10 min) c. Sharing in the big group - examples from countries on main agents of socialization- building up on each other (15 min)</p> <p><b>5. Mini lecture ( 10 min)</b> a. Presenting 'Effects of gender norms, biases and discrimination'</p> <p><b>6. Activity promoting gender transformative parenting (50 min)</b> a. Divide the participants in 8 country groups. b. 4 groups will focus on parenting/parents, and 4 groups will focus on practice/ frontline workers (if online participants, they can be a separate group) c. First 4 groups will come up with one idea (per group) on how to promote gender transformative parenting in their practice, and other 4 groups will develop one idea per group on how to support parents(considering country context). ( 15 min) d. Each country presenting their ideas – 25 min (2-3 min each) e. Wrap-up (10 min)</p> <p><b>Q&amp;A and time for reflection</b></p>
30 min	Workshop wrap-up and next steps	<p><b>Main takeaways from the workshop</b> <b>Defining the next steps</b> <b>Evaluation</b></p>

## 2. Evaluation of the training

### 2.1. Training evaluation form

#### Gender-Transformative Parenting Workshop

#### Evaluation Form (post-training)

Your feedback is important for us to ensure that the training modules and training are meeting your needs. We would appreciate if you could take a few minutes to share your opinions with us. Please fill in the whole evaluation form.

**Name:** \_\_\_\_\_

**Organisation:** \_\_\_\_\_

**Country:** \_\_\_\_\_

**I. Please indicate your rating by circling the appropriate number, using a scale of 1 (strongly disagree) through 5 (strongly agree).**

		1 Strongly disagree	2	3	4	5 Strongly agree
1.	The training was useful.	1	2	3	4	5
2.	After the training I have a better understanding of the key concepts of gender-transformative parenting.	1	2	3	4	5
3.	After the training I have a better understanding of the role of the frontline workers in promoting and supporting gender-transformative parenting.	1	2	3	4	5
4.	During the training I developed a clear understanding of the content, purpose, and use of each resource module and ways in which they connect.	1	2	3	4	5
5.	After the training I have a better understanding of the key concepts related to parenting and gender socialization.	1	2	3	4	5
6.	I developed initial skills and gained knowledge for delivering training on the gender-transformative parenting resource modules during the training.	1	2	3	4	5
7.	I developed ideas on how to adapt the training for my context during the training.	1	2	3	4	5
8.	I was inspired to reflect on my practice critically.	1	2	3	4	5

9.	I learned a lot during the group exchange.	1	2	3	4	5
10.	Small group discussions were great learning opportunities.	1	2	3	4	5
11.	The sessions were well organized, informative, and engaging.	1	2	3	4	5
12.	I gained new knowledge and skills which will help me to work with the frontline workers on the issue of gender-transformative parenting.	1	2	3	4	5
13.	I felt motivated to share with peers and start training.	1	2	3	4	5
14.	During the training, I developed ideas on how to integrate new content into my current work.	1	2	3	4	5

## II. OVERALL ASSESSMENT

### 1. How would you rate this training:

- \_\_\_\_\_ **Excellent**
- \_\_\_\_\_ **Good**
- \_\_\_\_\_ **Average**
- \_\_\_\_\_ **Poor**

### 2. What did you most appreciate/enjoy/think was best about the training delivery?

\_\_\_\_\_

\_\_\_\_\_

### 3. Any suggestions for improvement?

\_\_\_\_\_

\_\_\_\_\_

### 4. What did you most appreciate/enjoy/think was best about the content of the training?

\_\_\_\_\_

\_\_\_\_\_

### 5. Do you find the training gender transformative?

\_\_\_\_\_

\_\_\_\_\_

## 6. Which module you find most interesting and innovative? Why?

- Module 1. Gender transformative parenting in early childhood
- Module 2. Gender transformative parenting in middle childhood
- Module 3. Gender transformative parenting in adolescence

## 7. Do you think that you will be able to use the training in your country? If yes, how/ If not why

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## 8. Any additional comment or suggestion

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# Thank you!

## 2.2. Applying Kirkpatrick 4-step model<sup>18</sup>

**a) Reaction:** How did you like the training – the level of satisfaction and engagement

**b) Learning:** What did you learn during the training

**a. Knowledge:** After the training what do you think should be changed in your practice, and practice in general and why?

**b. Attitudes:** What is your motivation for change after the training? Why do you want to change? What are the values guiding you?

**c. Skills:** After the training do you think you know how to make a change?

**c) Behaviour:** How are you going to make a change? How are you going to apply what you have learned during the training?

**d) Result:** Did something change after the training in practice ( after a few months)? How do you know that the change happen?

**NOTE:** You can use these questions for the focus groups with participants or integrate them into evaluation forms (except d). The question d can be answered after a certain period of time.

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18. Adapted from [https://trainingcentre.unwomen.org/RESOURCES\\_LIBRARY/Resources\\_Centre/Evaluation%20Tool\\_Training%20Gender%20Equality\\_26-06-2019%20LBA.pdf](https://trainingcentre.unwomen.org/RESOURCES_LIBRARY/Resources_Centre/Evaluation%20Tool_Training%20Gender%20Equality_26-06-2019%20LBA.pdf)

## 2.3. Pre and post questionnaire

### PRE AND POST-TRAINING SURVEY<sup>19</sup>

1. Who do you think should be mainly responsible for the following in families with children?  
Put the x in the box that indicates the type of the task and who should do it.

Who	What				
	Cooking	Cleaning	Earning household income	Looking after children	Disciplining children
The boys and men in a home					
The girls and women in a home					
Both genders					
I am not sure					

2. Pick the academic subjects more suitable for boys or girls.

Who	Subjects				
	Mathematics	Artificial intelligence	Food technology	Fashion	Visual art
Boys					
Girls					
Both genders					
I am not sure					

3. Are the following jobs and roles more suited to men or women?

Who	Jobs						
	Cleaner	Engineer	Family doctor	Politician	Software developer	Teacher	Surgeon
Men							
Women							
Both genders							
I am not sure							

19. Inspired by: <https://genderequal.nz/wp-content/uploads/2018/03/Gender-Attitudes-Survey-FINAL.pdf>

4. What is more critical for boys or girls?

Who	To:						
	have higher education	be beautiful and attractive	be caring	be respected	be funny	be athletic	be obedient
Boys							
Girls							
Both genders							
I am not sure							

5. To what extent do you agree with the following statements?

	Agree	I do not know	Disagree
Mothers and fathers should equally share the responsibility for raising their children.			
Women should have children. This is their primary mission.			
Fathers should have more say in family decisions than mothers.			
Men sometimes hit a woman when they do not follow their lead.			
Between career and motherhood, women should pick the latter one.			
If the wife does not listen to her husband, he will lose respect in the family and community.			
Showing physical or emotional weakness makes man less of a man.			
It's alright for a girl to want to play rough sports.			
It's alright for a girl to ask a boy out on a date.			
Boys are better leaders than girls.			

Girls are as smart as boys.			
Girls should have the same freedom as boys.			
It's ok for boys to play with dolls.			
It's ok for boys to wear dresses or whatever they want.			

### 3. MONITORING AND DOCUMENTING THE EFFECTS OF THE TRAINING

To document and monitor the effects of the training, you can use the following tools and techniques:

#### 3.1. The Most Significant Change technique<sup>20</sup>

This technique is a qualitative and participatory form of monitoring and evaluation based on the collection and systematic selection of stories of reported changes during or after the training.

This technique's central part is collecting and selecting reported changes utilizing purposive sampling with a bias in favour of success.

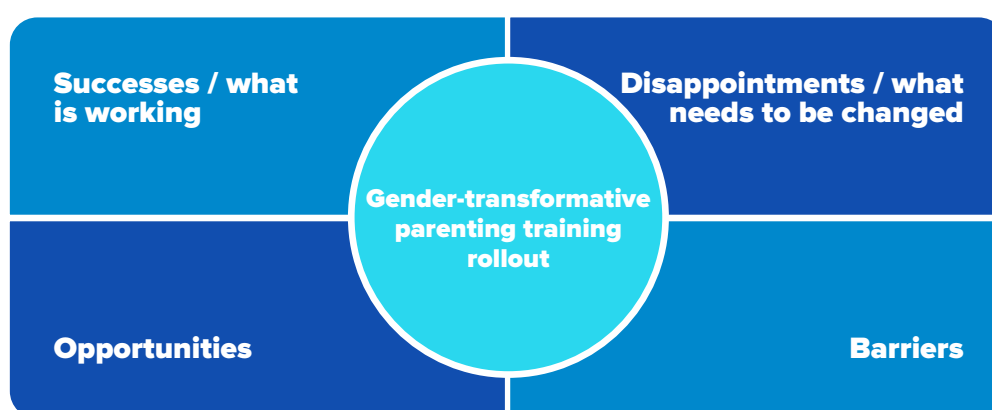
This involves eliciting anecdotes from stakeholders, focusing on what most significant change has occurred due to the training and why they think that change occurred.

You have to select the most accurate that describes an authentic experience, reviewed, defended, and chosen by the people responsible for the success of the rollout of the training. Participants enjoy the process and usually bring a high enthusiasm—this owes mainly to storytelling. Usually, one story is selected after the rigorous evaluation of the stories, the one that illustrates the most significant change.

#### 3.2. Human interest stories

Description and instructions can be found in the UNICEF's Guide for Field Staff - <https://jessiemawson.files.wordpress.com/2013/05/writing-human-interest-stories-training.pdf>

#### 3.3. Adaptation of the SWOT analyses



20. <https://www.adb.org/sites/default/files/publication/27613/most-significant-change.pdf>



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Whoever she is.  
Wherever he is.  
Every child deserves a childhood.  
A future.  
A fair chance.  
That's why UNICEF is there.  
For each and every child.  
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