



## Set a Gender Transformative Vision

### Activity 1.1: Defining a Gender Transformative Vision

#### Objectives:

- Describe what a gender transformative community will look like in 20 years.

#### Preparation:

Review the **key concepts** and **background research** to be sure your team has a good understanding of **behavior change and gender** and is aware of the gender-related social and behavioral determinants. Also review the **“guided imagery script”** and **“guiding questions handout”** below and make any necessary adaptations for your context.

Gather the following program documents to help you go through this activity:

- Current strategy or marketing plan
- Quarterly and annual reports
- Project work plans
- Formative research results
- Monitoring and evaluation results
- Other programmatic documents
- Activity Template (see below)
- Guided Imagery Script (see below, adapt if needed)
- Guiding Questions Handout (see below, adapt if needed)
- Relevant resources from the I-Kit

Be sure you have enough copies of any templates, handouts or resources needed for this activity. Consider printing the **Gender-Related Social and Behavioral Determinants Handout** from the step page to use as reference during the activity.

#### Expected Outcome:

A list of common elements and ideas that define a gender transformative community.

#### Purpose:

The purpose of this activity is to guide you on how to creatively illustrate and describe a personal vision, and a shared vision for a gender transformative community. Once you determine what a gender transformative community will look like in 20 years you will be better able to identify how your program can begin to revise your current SBCC strategy or marketing plan towards a more transformative approach.

#### Introduction:

A vision provides a picture of what the situation will look like in the future and when the SBCC effort is completely successful. It will anchor the SBCC strategy or marketing plan by stating what the program hopes to achieve. Identifying that clear vision of where you want to go allows the “end to drive the means” rather than letting the process or steps dictate where you will end up. This shared vision statement clarifies what is important, illustrates what you want to happen in the future and guides the strategy design and development process.

A **gender transformative vision** allows the opportunity for the program to engage men and women, and to push for gender equality and better health outcomes. Setting a vision that provides the space for a project to move along the **Gender Equality Continuum** is one way to integrate gender into your SBCC strategy or marketing plan. Without a gender transformative vision, it will be difficult for you to determine how your program can contribute to gender equality and better health outcomes for both men and women.

#### *Instructions to complete this activity:*

Your vision should be agreed upon by the stakeholders involved in the strategy design process and will thus be “shared” by all. As such, it is important to ensure that relevant stakeholders participate in this visualization activity together.

Visualization is a tool that looks beyond just the text and numbers

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towards creating images, maps and stories that give life to your audience, project or vision. It helps you to imagine what could be.

**Key Steps:**

1. Review the key concepts and background research to be sure your team has a good understanding of gender and the social and behavioral determinants. This deeper understanding is important if you want to have a gender transformative vision.
2. Read out the script below (or adapt it to your context) to your group. Be sure that your script includes key aspects of your project (such as health – family planning, maternal and child health, HIV and AIDS, etc.) and includes questions that allow participants to envision the role of gender in the community (interaction, participation, mobility, access, decision-making, power dynamics, etc.).
3. Divide the group into smaller teams (if you have a large group) and provide the set of guiding questions below to help them think through what they have just visualized. Ask the small groups to discuss key elements of their dreams – things they saw that made them feel good about the community.

**Set of Guiding Questions:**

- If someone goes to your community 20 years from now, what do you want him/her to see in terms of gender transformation?
- What is your group's vision of what you want to happen in the future?
- Is this vision likely shared by all stakeholders (households, communities and governments, men and women)?
- Is your vision likely to secure commitment strong enough to overcome obstacles?
- Does your vision:
  - Foster critical examination of inequalities and gender roles, norms and dynamics?
  - Recognize and strengthen positive norms that support equality and an enabling environment?
  - Highlight the relative position of women, girls and marginalized groups, and transform the underlying social structures, policies and broadly held social norms that perpetuate gender inequalities?

4. Once everyone has shared their vision, ask each team to develop a representation of their vision in the form of a statement, story or picture. Remind them that their vision should represent a gender transformative community. Their vision should be short and succinct, and able to communicate the idea – imagine it needs to fit on a T-shirt.
5. Bring the full team back together and ask each small group to share their team's joint vision with the larger group. As they do, record common elements and ideas that define a gender transformative community. They can be used throughout the planning process.

*This activity was adapted using the following resources:*

*Pushing the Boundaries for Successful Tobacco Control. Johns Hopkins Bloomberg School of Public Health, Institute for Global Tobacco Control. (n.d.). Baltimore, Maryland. Clay. Jane.*

*Center for Home Care Policy and Research. The Advantage Initiative. [http://www.vnsny.org/advantage/tools/5\\_tools\\_for\\_visioning.pdf](http://www.vnsny.org/advantage/tools/5_tools_for_visioning.pdf)*



## Gender and SBCC Implementation Kit

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### Template 1.1.1: A Gender Transformative Vision

Share and write the key elements of your dreams – the things that made you feel good about your community.

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Use the T-Shirt template to develop a pictorial representation of your vision in the form of a statement, story or picture. Your vision should represent a gender transformative community. It should be short and succinct, and able to communicate the idea but still fit on a T-shirt!



# Gender and SBCC Implementation Kit

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## Handout 1.1.1: Set of Guiding Questions

### Set of Guiding Questions:

1. If someone goes to your community 20 years from now, what do you want him/her to see in terms of gender transformation?
2. What is your group's vision of what you want to happen in the future?
3. Is this vision likely shared by all stakeholders (households, communities and governments, men and women)?
4. Is your vision likely to secure commitment strong enough to overcome obstacles?
5. Does your vision:
  - Foster critical examination of inequalities and gender roles, norms and dynamics?
  - Recognize and strengthen positive norms that support equality and an enabling environment?
  - Highlight the relative position of women, girls and marginalized groups, and transform the underlying social structures, policies and broadly held social norms that perpetuate gender inequalities?



## Guided Imagery Script 1.1.1: Visioning a Gender Transformative Community

(Adapt as needed)

Visions of our preferred future are the pictures we carry in our minds and hearts of how we want something to be when we have gotten it right. Our visions inspire us to work toward the ideal. So now, we are going to picture a preferred future in which people are valued and their needs are met throughout their lifespan. Then we'll share the dreams so we can get to work on making it happen.

Please settle comfortably in your chair. Leave pencils and papers on the table, hands in your lap. Now close your eyes...relax...listen...and imagine what our community will look like when we get it right.

(Allow people to settle and relax. You may choose to softly play music in the background.)

It is the future – 20 years from today. A very special tour arrives in our community. Filling the bus are leaders from across the state, the country and the world. They are here to see our community, the best community for people – men and women, boys and girls - to grow up, live and work, and grow old.

The bus pulls up to the curb and stops so someone can get on. This someone is the tour guide who will be showing the guests around. The tour guide is ...YOU! And why not you? You are responsible for the progress this community has made. You were an integral member of the health team that pulled everyone together, dreamed big dreams that got people excited and eager to use their gifts and talents to build a community that's a good place where men and women are healthy and able to live and grow old. Now these leaders, from all over, have asked you to show them what your community is like and how it was done. You're happy to be pointing out all the ways your community provides a good quality of life for everyone, men and women, boys and girls. And at each stop you explain how your group has influenced the community's progress in this area.

You see people of all ages. You see men, women. You see boys and girls. They are: Going to work...

- Where do they work?
- What kind of work do they do?
- How do they get there?
- What are these workplaces like?
- How do people work together on the job?
- How are men and women working together to make the work they do more effective?

Children going to school...

- What do the schools look like?
- What activities are going on?
- What are the children learning?
- Who are they learning from?

- How are the students, teachers, parents, neighbors and administrators interacting?
- How is the role of educating youth viewed by those who are not parents?

#### Women...

- Where do they live?
- What are they doing?
- How are they getting around and finding services?
- With whom are they interacting?
- What quality of life do they enjoy?
- How are they viewed by the rest of the community?

#### Teenagers...

- What are they busy doing?
- How are they spending their time and energy?
- What do they value about their community?
- For what are they valued by the community?
- How do they interact with those older and younger than they are?

#### People in neighborhoods...

- What do the neighborhoods look like?
- The streets?
- The houses?
- How do people feel about their neighborhoods?
- Do they feel safe?
- Are they proud to live there?
- What are the people doing together?

#### People – men and women - are going places to enjoy leisure time...

- Where are they going?
- What are they doing?
- How do they interact with others?
- What kinds of opportunities for leisure do they have? In the arts? Recreation? Outdoors?
- How are people getting there?

#### People are volunteering...helping each other.

- Why are they doing this?
- What are they doing for each other and with each other?
- Who are the recipients of these efforts?

#### Important decisions are being made in your community...

- What are the decisions being made about?
- Who's involved in the decisions?
- What processes are being used?
- Do people like the results, process and the way they are treated?

People are worshipping...

- What impact does faith have on the life of the community?
- How have differences between faiths been resolved?

The people you see are, as always, a mix of races, beliefs, ages and perspectives. How do different people and groups of people show they appreciate, understand and value others?

People are coming and going at civic meeting centers around town...community halls, schools, health centers, etc. ...

- What's going on there?
- Who's participating?

People are going to places of health care...

- What is their state of health?
- What do they do to promote their health and wellness?
- Where is health care provided?
- Who receives health care?
- How are health decisions being made?

The tour is almost over...You've covered it all...or nearly all. As the bus heads back to your departure place, you swing by one more spot. You don't want the visitors to miss this... it's the part of the community of which you're most proud...What do you show them and what do you tell them?

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Now the tour is over. It's time for you to leave the bus. Before getting off, you walk down the aisle for personal goodbyes. One by one the visitors thank you. One by one, they tell you how they liked what they saw. "Congratulations," they say. "You got it right! This is what we want, too. We want communities that work just as well for all members as yours does!"

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