



GENDER SENSITIVE TRAINING WORKSHOP

1 INTRODUCTION

Hi! If you've picked up this guide, that means you are interested in learning how to host a gender sensitive training workshop. At Girls & Football SA, an award-winning NGO that focuses on the development of girls and young women through sport, media and education, we believe creating a safe space for girls to develop is very important. That's why we've written this guide; it will help you work with an audience of both women and men to increase their understanding on how to work with girls and boys.

So, jump on in! All you need is a bit of time to read through these guidelines and you can start your journey to planning your very own gender sensitive training.



2 WHAT IS GENDER SENSITIVE TRAINING?

Gender sensitive training refers to building an understanding of existing gender relations and how these present obstacles to girls' and women's active participation in the workspace. In this case, the workspace can refer to an office, a board room, or a football field. Gender sensitive training addresses obstacles girls and women face by sharing content and ideas that address the needs and interests of both girls and boys, and women and men. It also aims to challenge pre-existing gender norms. This is done by adopting training, facilitation and employment method's set to advance women's participation in the workspace and men's understanding of how to effectively work with women.

Gender sensitive training is not necessarily dedicated more to the development of

women than it is to the development of men. In fact, gender sensitive training is most effective when it includes actively working with both genders.

THE END GOAL IS TO ENSURE GIRLS AND BOYS AND WOMEN AND MEN RECEIVE EQUITABLE BENEFITS FROM LEARNING AND WORKING THROUGH ACTIVE PARTICIPATION.

QUICK TIP

In order to achieve gender equality, focus on working with both women and men. Creating a safe space for all participants is important in reaching your goals.

3 WHY IS GENDER SENSITIVE TRAINING IMPORTANT?

Society places different expectations on women and men and as a result, women and men have different roles and responsibilities. This means women and men often also have different priorities and needs that must be taken into account. For example, a woman may be expected to be the nurturer or caretaker in the family. This means she may have less time available to be employed. On the other hand, the man might be expected to ensure money is available through gainful employment.

However, evidence demonstrates that when women and men are relatively equal, economies tend to grow faster, the poor move quickly out of poverty, and the wellbeing of men, women, and children is enhanced (World Bank 2001). Gender sensitive capacity-building initiatives can contribute to poverty reduction and sustainable development for improving overall family wellbeing. That's why it is important to work with women and men in creating safe space for the development of girls and boys.

QUICK TIP

The language you use during your training is as important as the training you are providing. Make sure you stick to gender neutral language to create equality throughout your training.

4 WHAT YOU SHOULD KEEP IN MIND?

Gender sensitive training is not training on the 'gender approach'. In fact, it does not have to even directly mention gender issues or talk about gender equality. Rather, gender sensitive training aims to ensure the equitable participation of girls and boys and women and men by:

- Developing programmes that cater to the needs and interests of both genders.
- Ensuring there is a sufficient or equal number of girls or women among participants.
- Creating a safe learning environment suitable for the learning and development of both girls and boys.

This includes ensuring participants adopt attitudes and behaviors that value differential experiences and perspectives. It includes listening, respecting and valuing different opinions and it means placing an emphasis on effective communication and problem solving.

5 WHAT ARE THE FIRST STEPS?

A gender-sensitive program begins with identifying the specific issues you want to address in your community, and amongst your participants specifically. Each community is different and the needs of your participants might be different than the needs of other participants. To achieve this, make sure you are aware of the gender roles or differential needs of women and men. It may also be useful to consult the potential participants, both women and men, and look at their background and fields of interest. While you learn more about your audiences' needs, you can set training objectives that take into account the gender perspective not only from a female perspective, but that also look at the relationship between women and men on a whole.

QUICK TIP

Take time to properly plan your workshops. Your first steps include ensuring you have all the material ready and at hand and that you're aware of potential questions.

6 WHAT DOES ALL THIS MEAN?

Women and men's interests may be different due to their different gender roles and needs. In terms of content and approach, the gender perspective should be an integral part of your workshop. As mentioned, simply adding the 'woman's perspective' is not enough: during your training, give explicit examples from both women's and men's experiences by highlighting differences and similarities, and their implications for the sector of intervention.



7 WORKSHOP LEADERS

As a workshop leader, your main goal is to ensure women and men participating in your workshop have an increased understanding of gender relations and how to create an equal workspace for girls and boys. You should also have a basic understanding of gender relations and how these affect existing structures in the workspace.

Your role as a workshop leader is to facilitate the learning process by knowing the material you want to get across and creating a safe space for your participants. This is very different to teaching, directing, or ordering. Your goals are to:

- Know and raise some gender dimensions related to sport and recognize and integrate gender aspects put forward by the participants;
- Adapt the training or workshop format and schedule to optimize the meaningful participation of women and men;
- Ensure both women and men express their true opinion, and listen to and respect each other's experiences and views;
- Create an atmosphere in which women and men feel respected, safe, and encouraged to share their views, and to interact with women and men with diverging views

Whether you are discussing a technical topic such as the rules of the game, technical coaching, or even planning and budgeting, workshop leaders must be aware of the gender dimensions of the topic. As a workshop leader, it is important to understand how women and men may use resources they have access to differently; how they may use technology differently; how they are going to be affected by a program's activities; and so forth. These factors directly affect the problem to be addressed and can make a difference in our capacity to find and implement a viable and realistic solution to the problem. As a workshop leader, one of your primary objectives is to listen to your participants and address their individuality and needs directly.

If possible, try to find both a female and male workshop leader, each from a different cultural background.

QUICK TIP

Take time to properly plan your workshops. Your first steps include ensuring you have all the material ready and at hand and that you're aware of potential questions.

8 TIPS FOR FACILITATION

Facilitating a Gender Sensitive Training Workshop is not easy. It can be challenging to handle a situation when a heated debate starts to take place. The tension in a sensitive debate can be eased when a facilitator is able to emphasize facts instead of opinions. That being said, both facts and opinions should be welcomed as part of an engaging and fruitful group discussion. An essential skill of a trainer is to overcome biases and de-escalate sensitivities by noticing and addressing confusions between facts and views, without hurting the feelings of the concerned participants.

9 THE FIRST STEPS TO PLANNING YOUR WORKSHOP

As you start planning your workshop, defining an appropriate schedule is crucial for the active participation of the participants, especially for women. It is important to be aware that extending an afternoon session beyond the time scheduled can eventually have consequences for women who have familial responsibilities. Some flexibility may be necessary in the morning (starting later) for women to be able to go along with their busy morning schedules.

The duration of the training should be taken into consideration. It may be difficult for a mother to stay away from her home for a week. We have found that ensuring

transportation is organized and timely makes a big difference in the number of participants.

As such, the venue and transport should also be considered. It should be safe and easily accessible to both women and men. Safe and proper transportation to and from the training venue is a factor that can encourage the participation of women.



10 THINGS TO CONSIDER

There are many factors that encourage or inhibit people's participation such as language, experience related to the topic, and experience speaking in public, but also power relations related to people's social and economic position. Age and gender are also among the factors that may affect a person's capacity to be at ease speaking publicly. As workshop leader, you are able to identify potential issues at the start of the workshop in an effort to create a safe space for all the participants.

11 RE-CAP OF STEPS TO TAKE

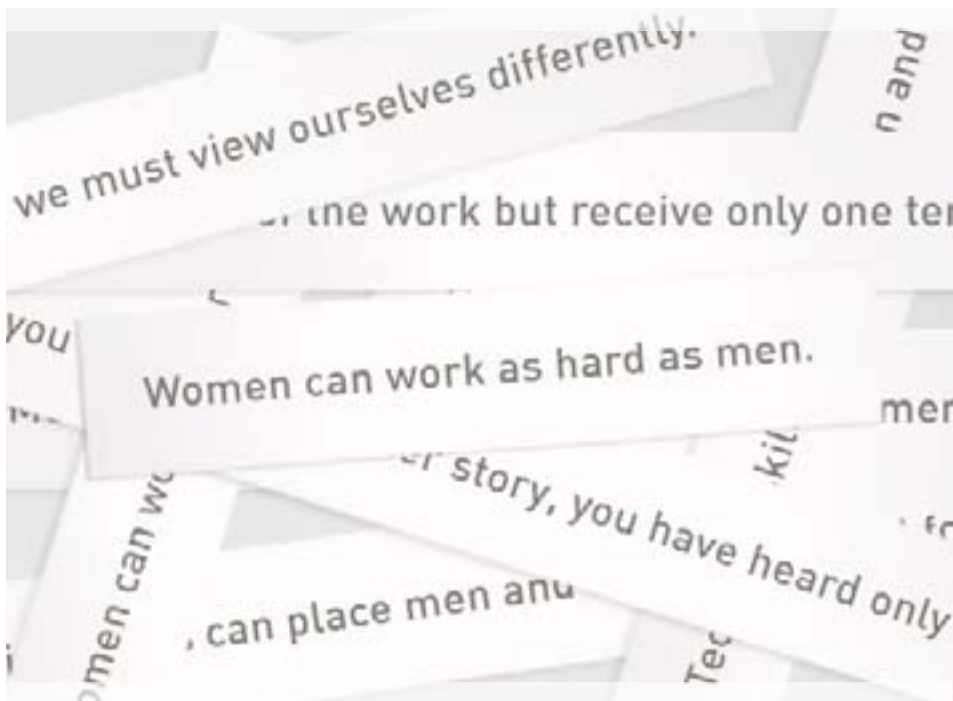
Now that you've understood the basic steps you are required to take when you first start organizing and planning your workshops, you can start setting a schedule based on your participants' needs. A four hour workshop could look something like the below:

TIME	ACTIVITY	COMMENT
5:00 – 5:20pm (20 minutes)	Introductions and purpose	Ask all the participants to introduce themselves and explain why they are at the workshops. Ask them to share their objective and what they hope to learn. Ask them to state their initial feelings about women in sport and women in society in South Africa.
5:20 – 5:50pm (30 minutes)	Breaking the Ice Part I	Play an ice-breaking game.
5:50pm – 6:00pm (10 minutes)	Explain the purpose of the workshop	After the ice-breaker, explain the purpose of the workshop and share how you will aim to address the needs of the participants.
6:00 – 6:30pm (30 minutes)	Breaking the Ice Part II	During the second ice-breaker, ask each participant to pair up with someone. They will have to share their hopes and fears. You will then discuss these in a group setting.
6:30 - 6:45pm (15 minutes)	Riddle	Re-thinking gender assumptions

6:45 – 7:30pm (45 minutes)	Reflection on Societal Views About Women and Men's Roles	This exercise is designed to help participants clarify their personal views and beliefs about the roles of women and men.
7:30 – 8:00pm (30 minutes)	7:30 – 8:00 pm Gender vs. Sex – An Analytical	This exercise is designed to help participants reach a simple, common understanding of the two terms.
8:00 – 8:15pm (15 minutes)	BREAK	All participants will take a break.
8:15 - 8:35pm (20 minutes)	The Multiple Roles of Women in Sport	Give participants an opportunity to examine the various roles of women – both productive and reproductive – and their dual responsibility.
8:35pm – 9:00pm (25 minutes)	Lessons Learned/ Closing	Close the workshop by sharing if goals were reached and by asking the participants to fill out an evaluation form.

QUICK TIP

Anticipate that certain exercises might run over. Try to stick to the schedule and respect your participants' time.



5:00 – 5:20PM (20 MINUTES)

INTRODUCTIONS AND PURPOSE

Introduce the facilitators and introduce all the participants. Focus on asking all the participants why they are there and what they hope to gain from the workshops.

5:20 – 5:50PM (30 MINUTES)

BREAKING THE ICE PART I

Aim:

To allow participants the opportunity to get to know each other and to break down initial interpersonal communication barriers.

Objectives:

Participants will be able to:

- Address each other by their preferred name;
- Describe basic characteristics of at least one person (their partner) in the group, and;
- Express positive feelings about the commencement of the workshop.

Sequence:

The first activity comprises of the distribution of paper slips that contain statements on gender issues. The strips have been cut in half in various ways so that each piece can be only matched with its original mate. For example:

The statements to be matched are as follows:

Men can take care of children as well as women.

Technical skills can place men and women on equal footing.

If we want society to view us differently, we must view ourselves differently.

Women do two-thirds of the work but receive only one tenth of total income.

If you have not heard her story, you have heard only half of history.

Women can work as hard as men.

Educate a woman, educate a nation.

When one thinks of an engineer, one hardly ever thinks of woman.

Women need skills that will allow them to earn more money, to better address survival needs, and to become autonomous.

The role of women is viewed as limited to that of housewives, mothers and unpaid family labor in our society.

Duration: Ten minutes

Materials: Paper strips cut in half

In the second activity, tell participants they must find the matching half to the piece of paper they are holding. When they find the right match, they form pairs with the person who has the matching piece. Each person in the pair then interviews the other to establish answers to the following questions.

1. What is your name?
2. What is the meaning?
3. Who gave it to you?
4. Which name do you prefer to be called?
5. What do you do?
6. Do you have a hobby?
7. Why are you at this workshop?
8. What do you hope to get out of it?

Duration: Twenty minutes

In the third activity, each person in each pair introduces his or her partner to the group.

Duration: Thirty minutes

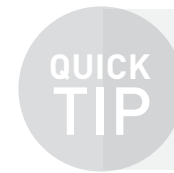
In the fourth activity, the facilitator summarizes each pair's report and emphasizes the importance of remembering each other's names. Point out that names are generally chosen by people of dignity, a priest, a monk, parents or close relatives.

5:50 – 6:00PM (10 MINUTES)

EXPLAINING THE WORKSHOP

Aim:

After the initial introductions are done, the workshop leaders will take the participants through the objective and the agenda.



Don't forget to ask your participants if they need clarification. Though rules might be obvious to you, participants might have questions.

6:00 – 6:30PM (30 MINUTES)

BREAKING THE ICE PART II

Aim:

To give participants and workshop organizers an opportunity to share their hopes and fears in order of importance.

Objectives:

Participants will be able to:

- Express their individual hopes and fears
- Collectively identify each other's hopes and fears

- Work together to build group identity
- Identify the objectives and scope of the workshop

Sequence:

To prepare for this session, review the list provided below of hopes and fears that individuals commonly have about participation in the workshop.

In the first activity, have participants write the word 'hopes' on one sheet of paper and 'fears' on another. On these sheets, ask them to write short phrases or sentences to describe the hopes and the fears they have about participating in this workshop.

Duration: Ten minutes

Materials: Paper

In the second activity, invite participants to share their responses. Ask volunteers to describe the hope they ranked as the most important and write it on a large piece of newsprint at the front of the room. Continue until everyone has had the opportunity to contribute to the list. Lead a discussion about how the groups' responses are similar and different.

Duration: Twenty five minutes

Materials: Newsprint

The fourth activity is the same as the third but relates to the participants' reports of their fears. Lead an open discussion of participants' fears and how they can be overcome. Take time to validate individuals' legitimate fears. Refer back to the transparency outlining the workshop objectives to dispel misconceptions.

6:30 – 6:45PM (15 MINUTES)

RIDDLE

Aim:

To get participants to re-think their first assumptions about gender.

Objectives:

To encourage participants to understand that gender is often assumed but not always correctly assumed.

Sequence:

To prepare for this exercise, a facilitator needs to read the below to the participants:

"I can not operate on this child"

Deepak and his son Arjun live in one of big cities of India. One Sunday, they take the car to go to the market. On the way, they have a serious accident and Deepak is instantly killed. His son, injured and unconscious, is rushed to the nearest hospital.

When the surgeon on duty comes into the operating room to treat Arjun, it immediately becomes clear that something is terrible wrong. The surgeon becomes very upset and rushes from the room saying, "I cannot operate on this child. He is my son." How is this possible?

Be careful not to deviate in any way from the text or to refer to the surgeon in any way that reveals the gender. Once the group solves the riddle, ie. figures out that the surgeon – a woman – is the boy's mother, lead a discussion about the assumptions people make concerning the professional roles of women and men. Ask them if the story would still have been a riddle if the unknown parent had been described as a nurse. Encourage them to consider the effect of such a subtle and pervasive stereotyped assumptions on the ways people act towards each other.



6:45 – 7:30PM (45 MINUTES)

REFLECTION ON SOCIETAL VIEWS ABOUT WOMEN AND MEN'S ROLES

Aim:

To help participants clarify their personal views and beliefs about the roles of women and men.

Objectives:

Participants will be able to:

- Clearly state their opinions on various statements about women's and men's roles;
- Question societal views regarding the roles of women and men in society, and;
- Discuss the difference between sex and gender.

Sequence:

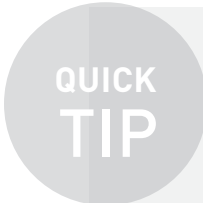
For the first activity, tape a sheet of paper marked 'AGREE' on one wall of the room and a sheet marked 'DISAGREE' on the opposite wall. Tell the participants you will be reading aloud a series of statements about the role and status of women. As each statement is read, participants are to decide whether they agree or disagree with the statement and quickly move to the wall that indicates the opinion they favor. Those grouped together under the same sign will discuss their reasons for agreeing or disagreeing and appoint a reporter to share their reasons with the other group.

Statements to include:

- "Women are the flowers of the world."
- "Women can be as good engineers as men."
- "Men can take care of babies as well as women."
- "Men are the elephants front legs, the woman the elephants hind legs."

Hints for conclusion:

Thank you for your frank discussion. This exercise is about our own opinions. There is no right or wrong answer. One thing to remember, however, is that when we refer to women as flowers, we are only talking about one of women's multifaceted roles. By ignoring women's role as producers, we may be perpetuating a view that diminishes women's contributions.



As facilitator, your role is to ensure your participants feel comfortable and safe to express their opinions. Make sure you do not shut participants down, but guide them through conversation and dialogue.

7:30 – 8:00 (30 MINUTES)

GENDER VS. SEX – AN ANALYTICAL TOOL

Many people confuse the terms 'gender' and 'sex', or aren't sure exactly what they mean. This tool is designed to help us reach a simple, common understanding of the two terms.

Without going into the truth or falseness of the statements below, indicate next to each one whether it is about sex or about gender. Please tick an appropriate box.

HAND OUT 1 to accompany exercise 'Gender vs. Sex'[1].

Without going into the truth or falseness of the statements below, indicate next to each one whether it is about sex or about gender. Please tick an appropriate box.

STATEMENT	GENDER	SEX
Women earn less money than men do.		
Men can't cook.		
Women have larger breasts than men.		
A husband cannot follow his wife on a diplomatic posting.		
Girls drop out of school more than boys.		
In most African traditions, women do not own land.		
A man is the head of the household.		
It is not the job of the father to change nappies.		
Men don't cry.		
Girls dress in pink, boys dress in blue.		
A wife cannot initiate sex with her husband.		
Women menstruate, men don't.		

There are more male leaders than female leaders.		
A girl cannot propose to a boy.		
Women cannot be religions leaders.		
Women are natural child providers.		
There are more male miners than female miners.		
A man cannot get pregnant.		
The man is the breadwinner.		
Men make good doctors, women make good nurses.		

HAND OUT 2 Sex vs. Gender:

Sex:

Sex identifies the biological differences between women and men.

Gender:

Gender is the culturally specific set of characteristics that explain social behavior of women and men and the relationship between them. Gender therefore refers not simply to women and men, but to the relationship between them and the way it is socially constructed. Gender is an analytical tool for understanding social processes.

Gender refers to the economic, social and cultural attributes and opportunities associated with being male or female.

Gender differs from sex in that it is social and cultural, rather than biological.

Gender attributes differ from society to society and change over time.

Gender attributes are shaped by the economy, by religion, by culture and by traditional values.

8:15 – 8:35 PM (20 MINUTES)

THE MULTIPLE ROLES OF WOMEN

Aim:

Give participants an opportunity to examine the various roles of women – both productive and reproductive – and their dual responsibility.

Objectives:

Participants will be able to:

Describe the multiple roles performed by most women;

Identify inequalities between working women and men;

Talk about the multiple roles of women in their own communities; and;

Begin to identify forces that perpetuate inequality between women and men in their own countries.

Sequence:

During this activity, you will encourage participants to discuss current events in sports and to consider how these stories treat women and men differently. The objective of the activity is to encourage group discussion about the role of women in sport.

Closing:

The closing of your workshop should focus on whether participants feel they have achieved their objectives or not. At this stage, hand out a reflection sheet and make sure you have the lists of all the attendees so that you are able to send through a follow up certificate upon completion.

(Create Certificate that can be handed out)

QUICK TIP

If possible, you can provide links to additional resources for your participants so that they can follow up on the training you provided. Useful links are the Women's Sport Foundation and UN Women.

12 THANK YOU!

Thank you for your interest in Girls & Football SA and for your interest in working with us in our girls-only spaces. We look forward to designing more games, drills and techniques with you as we can continue to expand our program.

QUICK TIP

Remember to enjoy your time and make sure that those around you are having a good time as well! We're glad to have you on board!

13 CONTACT

✉ FOR MORE PROGRAM RELATED MATERIALS, PLEASE EMAIL:
program@girlsandfootballsouthafrica.com

✉ FOR QUESTIONS, PLEASE EMAIL:
info@girlsandfootballsouthafrica.com

✉ TO SUPPORT GIRLS & FOOTBALL SA, PLEASE EMAIL:
support@girlsandfootballsouthafrica.com

ℹ FOR MORE INFORMATION, PLEASE VISIT:
www.girlsandfootballsouthafrica.com

☎ + 27 8266 20740
+ 1 347 209 2394

If there are any ways you wish to contribute, if you want to send through tips or feedback, please let us know. We gladly welcome your input and look forward to hearing from you.