

Preparation and Facilitation

WHAT DO I NEED?

- Chart paper, colorful cards, and permanent markers
- Men and women's clothing (i.e. headscarves, shawls, men's hats, etc.) for role playing activity
- Print the following:
 - a. Pictures of man and woman and labor activities for activities 1 and 2
 - b. Workshop Evaluation, to be completed by observer during workshop
- Audio recording device to evaluate training afterwards (optional)

WHO DO I NEED?

Participants

It is important to keep the groups small to encourage good discussion. The recommended maximum number of participants is 12, and the workshop can be effective with as few as 5 or 6 participants. To encourage women's participation in meetings, crèches (daycare) for children or similar appropriate incentives can be arranged. It is important to allow sufficient time to select participants of different age, caste, and class, as well as to form groups in which all participants feel comfortable speaking. The groups should ideally be mixed, but keep in mind that sex-segregated groups often allow for a more secure space to speak. The choice between mixed or single sex groups depends on prior interventions in communities and how much women feel comfortable speaking about these topics in front of men. If there is significant hesitancy among the women to speak up, then single sex groups may provide greater individual participation.

Facilitators

It is recommended to have two facilitators for this workshop. While it may be that only one person is facilitating at a time, it is important to have the other facilitator act as an observer and take notes. The facilitators should speak the local dialect or language. Particularly in groups with female participants, it is necessary to have female facilitators.



WHAT DOES THE FACILITATOR DO?

The facilitator has a variety of very important jobs to make the workshop a success (adapted from the UNDP Afghanistan Gender Awareness and Development Manual). These are:

1. Encouraging participation

This is done by creating a safe space to talk about controversial issues, involving all participants in a discussion, and having an idea of the material and how participants might respond. To flatten hierarchies in communication, the facilitators should sit with the participants in a circle on the ground.

2. Directing the conversation

While participation should be encouraged, it is equally important for the facilitator to direct the conversation away from negative themes (such as reinforcing stereotypes about gender, or insulting other participants) and towards a positive, productive discussion that encourages collective participation. This is a difficult balance and one of the reasons why the facilitator is so important.

3. Sticking to the agenda

The facilitator must respect the participants' time in attending the workshop, and sticking to the time limits set in the agenda is a good way to do that. When participants know that time limits are being obeyed, they may also be more attentive during the sessions.

4. Participating in activities and discussion

While the participants should be talking more than the facilitator, it can be helpful for the facilitator to share observations of his or her own during the activities and discussions. Although this participation is infrequent, it helps show that the facilitator does not have all the answers and is also here to learn from the discussion.

5. Sharing responsibilities

Just as the facilitator does not need to pretend to know everything about gender equality, he or she also does not need to do everything. Feel free to have a participant volunteer take notes if no other facilitators are available, or have participants hold up props while you talk. This can also help keep quieter participants involved, and louder participants busy.



KEY FACILITATION SKILLS

Open-ended questions

To stimulate many responses

Wait for responses

To give time to think of an answer. Don't bombard them with more questions

Eye contact and names

To encourage people to contribute

Listen carefully

To understand, rephrase, and lead a discussion

Encouragement

To promote more responses ("That is an excellent point")

Rephrasing

To clarify understanding and show appreciation

Redirecting

To get others involved

Probing

To get out more information and views

Observing

To check on who is not participating

Active Listening

To listen with the eyes as well as the ears and check out body language cues

Summarizing

To help participants understand and reach an agreement

Source: iDE Zambia (2015: 3)



Gender Workshop Modules

INTRODUCING THE WORKSHOP (10 MIN)

This part of the manual will talk about how to introduce the workshop before activities begin. There are three topics to cover:

- 1) The agenda
- 2) Creating a safe space for discussion
- 3) Introductions and ice breakers

THE AGENDA

It is recommended to start by presenting the agenda, as it helps participants understand where the conversations might lead. Discuss the agenda generally, by explaining that the workshop consists of 3 activities and 3 discussion sections that focus on gender. Then go through the agenda point by point. The time periods mentioned throughout this manual are from the tentative agenda which is printed below. Emphasize that all of these activities and discussions require the voices and stories of the participants, which leads to



the next topic. A long introduction to the workshop is not recommended, as participants are already familiar with the agenda. Simply laying out the reason for the workshop, that gender plays a large role in rural life and is worth examining, may suffice.

Phase	Time	Activity
Introduction	10 min	Introducing the Workshop
Activity 1	30 min	Boy or Girl?
Discussion 1	20 min	“Gender” and “Sex”
Activity 2	45 min	Gender Position Bar
Tea/coffee break		
Discussion 2	20 min	Visioning Successful Female and Male Farmers
Activity 3	35 min	Bargaining Role Play
Discussion 3	15 min	Beyond the Workshop

CREATING A SAFE SPACE FOR DISCUSSION

Discussing gender may be a very new concept for the participants, especially in this unfamiliar setting. For this reason, it is important to talk about how the workshop will bring up sensitive and controversial issues. Let participants know that they may not agree with everything that is said, and that that is okay.

At this point, the facilitator should briefly discuss his or her role in the group. Emphasize that you will try to let as much discussion as possible take place. This discussion will be constructive and aim at supporting each other in the village.



PEER INTRODUCTION AS AN ICE BREAKER

Beyond introducing the workshop, it is important to have introductions of each participant and facilitator. This can be done in a creative way: participants discuss in pairs for one to two minutes, sharing their name, number of family members, which crops they grow, and other relevant information. Participants then introduce not themselves, but the neighbor that they talked to:

“My friend’s name is Srijana. She has five family members and grows paddy, wheat, and eggplant.”

Having some sort of ice breaker activity on hand (such as this) is important in developing a friendly and understanding atmosphere for the following activities and discussions.

