

## MODULE OVERVIEW

**TIME:** 1h, 25 min

### OBJECTIVES:

- ♦ To create pleasant environment for learning and sharing.
- ♦ To get to know each other.
- ♦ To establish training expectations.
- ♦ To present objectives of the training.
- ♦ To agree on training ground rules.

### MODULE OVERVIEW:

SESSION	
1. Participants introduction	40 min
2. Understanding expectations	20 min
3. Setting ground rules	10 min
4. Icebreaker: Gender positioning	15 min

### MATERIALS NEEDED:

- ♦ Flip charts, markers
- ♦ Sticky posts, pens
- ♦ Power Points PP0.0 - PP0.6
- ♦ Copies of gender statements
- ♦ Signs "agree" and "disagree" (Annex 0.8)

## Getting Started:

## INTRODUCTORY SESSION

### INTRODUCING EACH OTHER

**AIM:** Participants learn about each other and about the level of experience on gender issues in the room.

**TIME:** 40 min

**MATERIALS NEEDED:** Power Points PP0.0-0.1

#### STEP BY STEP GUIDE

- Step 1 Welcome the participants; briefly introduce yourself and other organisers of the training. **PP0.0**
- Step 2 Ask participants to stand up and make two rows facing each other.
- Step 3 Tell participants that the person standing opposite them will be their partner in this exercise.
- Step 4 Ask participants to share with their partner general information about them-self as well as answer following questions: **PP0.1**
- ♦ What are their experiences with gender issues?
  - ♦ Their reasons for applying to the training?
  - ♦ What did they always want to do, but they could not, because they were women/men, boys/girls.
- They have 5 minutes each for introducing themselves.
- Step 5 Instruct participants to remember information about their partner as they will have to report on their findings in the plenary.
- Step 6 After 10 minutes ask each participant to share in the plenary what they learned about their partner.

**ALTERNATIVE** (instead of the above questions): Ask participants to jointly answer the following questions and note down their observations:

For the women:

- ♦ "(In my culture) because I am a woman, I must..."
- ♦ "If I were a man, I could..."

For the men:

- ♦ "(In my culture) because I am a man, I must..."
- ♦ "If I were a woman, I could..."

Ask participants to introduce the participants and share their list.

- Step 7 Lead a discussion about the implications for individuals of the roles and responsibilities assigned to men and to women.
- Step 8 Use this questions to stimulate the discussion:
- ♦ Do women and men have to be, or do, the things that you wrote down?
  - ♦ Can women and men do things expected of the opposite sex?
  - ♦ How do these roles and responsibilities affect life choices?

**FACILITATOR'S TIP**

- Adjust the opening introduction depending on the format and opening ceremony.
- Comment on the level of experience in the room, encouraging mutual learning and sharing.
- Be sure to point out that both men and women are limited in their behaviours, responsibilities, and life choices because of culturally assigned roles and responsibilities.

**UNDERSTANDING PARTICIPANTS' EXPECTATIONS**

**AIM:** To better understand the participants' expectations of the training and to clear the objectives of the training.

**TIME:** 20 min

**MATERIALS NEEDED:** sticky posts, pens, Power Points PP0.2.-0.5

**STEP BY STEP GUIDE**

- |                               |   |              |
|-------------------------------|---|--------------|
| Step 1                        | Hand out two sticky posts to each participant   |              |
| Step 2                        | Ask them to think what they expect from the training, e.g. asking themselves "What do I want to bring home from this training?" Instruct them to write their expectations on a sticky post.   | <b>PP0.2</b> |
| Step 3                        | Ask them to stick the sticky post on the flipchart (or other designated space in the room).   |              |
| Step 4                        | Read some of most common expectations out loud.   |              |
| Step 5                        | Using the PP0.3, explain participants what were the pre-set objectives of the training and how they will converge with their expectations. If some expectations cannot be met, make sure to discuss that with the participants, explaining them why certain topics will not be covered. | <b>PP0.3</b> |
| <b>AGENDA AND METHODOLOGY</b> |   |              |
| Step 6                        | Using the PP0.4, present the participants with the agenda of the training and discuss with them any outstanding issues.   | <b>PP0.4</b> |
| Step 7                        | Inform participants about the training methodology, which is interactive, participatory and based on adult and experimental learning. Encourage them to participate through the training.   | <b>PP0.5</b> |

**SETTING GROUP RULES AND RESPONSIBILITIES**

**AIM:** To jointly agree on the rules, norms and responsibilities applicable during the training.

**TIME:** 10 min

**MATERIALS NEEDED:** flip chart, marker, Power Points PP0.6

**STEP BY STEP GUIDE**

- |        |   |              |
|--------|---|--------------|
| Step 1 | Ask the participants to create the training rules, norms and responsibilities they feel it would be productive and effective to follow during the training. | <b>PP0.6</b> |
| Step 2 | Write the rules on the flipchart paper and leave the paper in a place where all can see it during the training.   |              |

## FACILITATOR'S NOTE

The ground rules may include: punctuality, listening to and respecting opinions, experiences and views of others, active participation as well as the right of individuals not to engage, if they do not feel comfortable to do so, no phones, smoking, chewing or drinking alcohol.

## ICEBREAKER: GENDER POSITIONING

**AIM:** To get a “feel” of the views on gender in the room.

**TIME:** 15 min

**MATERIALS NEEDED:** copies of gender statements, signs “agree” and “disagree” (Annex 0.8)

### STEP BY STEP GUIDE

- Step 1 Prepare in advance two signs with the words “agree, “disagree” and place them on two opposite walls in the room.
- Step 2 Ask participants to stand up.
- Step 3 Stand at the centre of the room and read aloud the statements (enclosed below).
- Step 4 Ask participants to move across the room depending on their opinion to the statement introduced. E.g. the more they agree or disagree with certain statement, the closer to the wall with that sign they should move.
- Step 5 If all the participants agree on a statement, try to spice up the exercise by walking over to the opposite side of the room and asking, “Why would anyone be standing on this side of the room?”

### FACILITATOR'S NOTE

Try to engage all the participants to take a stand. However, if some of them do not feel comfortable expressing their opinion or do not have opinion on a certain subject, allow them to stand in the middle of the room as an “undecided” group.

### STATEMENTS

1. “Women are created to perform different roles e.g. looking after the children, doing housework, etc. Nothing can be done to change this fact.”
2. “In general terms, laws and their administration are gender neutral.”
3. “Once a matter is before the courts or another law enforcement agency, the sex of the parties involved is irrelevant.”
4. “The introduction of sexual and reproductive health rights might lead to an increase of domestic violence.”
5. “Men contribute more than women to the development of our society”

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Adopted: GIZ, 2011

## **Annex 0.8: AGREE/DISAGREE**

# **AGREE**

**DISAGREE**