

CHRYSLIS

Leadership Training For
Pioneering Women



BY
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WITH PHOEBE OMONDI

Winrock International Institute for Agricultural Development



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TRAINING GOAL



To prepare

Self-Confident, Risk-Taking Pioneering Women Leaders
as individuals and as a group - to bring about gender-sensitive
policies, programs, and practices that will positively affect the
lives of women and men.





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ACKNOWLEDGEMENTS

From a tiny seed grows a great tree with many branches.

Many seeds around the world produced this work of *Leadership for Change* for pioneering women who work in all sectors of development. The generic training design arose from the African Women Leaders in Agriculture and the Environment (AWLAE) program of Winrock International. Today the AWLAE (ow-lay) program helps inspire, motivate, and mobilize professional women as advocates for rural women in more than a dozen African countries. The model is now being replicated in China.

Winrock wishes to acknowledge the enormous contributions of the women and men throughout Africa and the U.S. who have helped create the AWLAE program, which began its second decade in the year 2000. It was the commitment of Robert Havener at Winrock International to increasing the number of women leaders in the agricultural and environmental sectors that planted the first seed.

Elise Smith, as AWLAE's first director, took this vision to Africa in 1989 to ask African women and men how they would design such a program. She shepherded the program through its early years and created the energy and magic that made possible the generous support of many donors. Phyllis Craun-Selka as the first Program Associate provided the grounding and the contagious enthusiasm to take the vision to reality. Program Assistants Talat Shah and Kelly Quinn were oases of calm organization that made everything happen. Program Officer Vicki Walker stepped in to bring support to West Africa.

The breathtaking expansion of the AWLAE program to 13 countries could not have taken place without the vision and energy of the two AWLAE Regional Coordinators Charity Kabutha in Kenya and Reine Boni in Cote d'Ivoire. Their individual leadership skills have taken AWLAE to heights not imagined at its inception. They are the embodiment of African women's leadership.

AWLAE national leaders – Noel Chavangi, Lilian Kimani, Julia Gitobu, and Grace Maina in Kenya, Naomi Muhanguzi in Uganda, Rhoda Kweka and Magdalena Ngaiza in Tanzania, Sissoko Naminata Dembele in Mali, Khadiata Lo Ndiaye in Senegal, Kone Dossongui Sabine in Cote d'Ivoire – have supported the program from its earliest days and reflect the kind of dedication that has mobilized thousands of professional women across the continent on behalf of rural women. In addition, AWLAE is deeply grateful for the dedication of staff members: Helen Ingati, David Omambia, Tobias Origa, Mukami Rimberia. Three of AWLAE's oldest and strongest male supporters – Raphael Kapiyo, Jimmy Kiio, and Paul Ongugu – deserve a vote of thanks for their pioneering efforts.

Ford Foundation and the Office of Women in Development of USAID have been consistent and major supporters from the early days. Their grants not only supported the start-up of the two regional offices, but also helped field-test the design of the *Leadership for Change* model in seven African countries and for African women scholars studying in the United States. Once AWLAE professional associations had been formed in East Africa, further Ford grants helped them on their road to sustainability.

One country's model took from another and, with these seeds from Ford Foundation and USAID, more than a dozen professional associations and NGOs now exist across the continent. Most especially, Winrock acknowledges the support of Nick Menzies of Ford Foundation and Maria Mullei of USAID in Kenya who have provided both inspirational and practical support, attending countless meetings and trainings over the years.

In the *Leadership for Change* training, two first-rate participatory trainers – Phoebe Omondi from Kenya and Isidore Boutchue from Cote d'Ivoire – have contributed greatly to the creation and refinement of the training since 1992. It is also a measure of the commitment that this program inspires that these two trainers (as well as the majority of the original volunteer National Action Committee members) continue the work today. Dian Seslar Svendsen worked on the original design in 1992 and gave her considerable talents to the review of this publication. Not least, the title of "Chrysalis" originated from her husband, Mark, who listened with one ear to many discussions of the program concept. Personal thanks go, too, to Suzanne Kindervatter, mentor and friend, in participatory training.

In recent years, Sarah Tisch, as the head of Winrock's Leadership and Human Resource Division, has been an untiring advocate for the program, both within Winrock and to the outside world. The program owes much to her strong leadership and support through high and low periods. Pam Woodard, Margaree Nelson, and Gail Tanner have been the steady support of more than 100 scholars who have pursued their Master's and Ph.D. studies related to rural women at institutions throughout the world.

Our thanks go, too, to all those individuals who touched and molded our lives and enabled all of us to bring those experiences, ideas, and vision to the creation of this program. And, finally, the rural women at the heart of this program – they are our constant inspiration as we become pioneering leaders for change.

*Maggie Range
April 2000
Washington, DC*



Dedicated to

Anne Janeway

Visionary, Learner,
Mentor, Educator





MODULES

I. BUILDING A PIONEERING TEAM

Who are we and
how will we work
together?

II. SEEING THE CHALLENGES AHEAD

What inspires and sustains
pioneering women?

III. MOVING BEYOND THE ROADBLOCKS

Where do we want to go?
What's stopping us?
How do we move forward?

IV. WOMEN & MEN: TRAVELING THE GENDER ROAD TOGETHER

What is gender?
Why is it important
and stressful
for women and men?

VII. PREPARING OUR PLANS

How do we mobilize
as individuals and as a group
for the journey ahead?

RECORDING THE JOURNEY: AN ACTION WORKBOOK

Creating a personal record of the journey:
thoughts, analyses, plans

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NOTES





A WORD ABOUT THE TRAINING PROGRAM

Pioneering leaders can be quiet or charismatic. They can be purposeful and determined or they can suddenly be propelled into situations as catalysts for change.

This manual is not a management course or a program about traditional leadership stereotypes and styles. It is a program about developing courage, about knowing who you are, about supporting other women to bring about change, and about working with men in partnership towards that goal.

Field-tested a dozen times with women from nearly 20 countries, the program puts forth an approach to leadership that is both inspirational and practical.

It helps women look at the unwritten rules of advancement and how they can overcome traditional barriers in the workplace. The program focuses on the qualities and the self-confidence that create leaders for change as opposed to managers of the status quo. Together the women prepare their own Action Plans for themselves, for their organizations and for their countries.

Most of all, this training focuses on the personal and professional journeys of women as individuals and as a group as they travel into the 21st century.

USE OF THE MANUAL

- Designed for experienced trainers.
- The Gender Module can stand alone, for implementation with both men and women.
- Works best with small groups from the same organizations.

Trainer Notes

NOTES





Trainer Notes

ORGANIZING THE TRAINING

Training Goal:

To Prepare SELF-CONFIDENT, RISK-TAKING
PIONEERING WOMEN LEADERS – As Individuals
and As A Group – To Bring about Gender-Sensitive
Policies, Programs, and Practices That Will Positively
Affect The Lives Of Women And Men.



* SAMPLE SCHEDULE IS AT THE END OF THIS SECTION, PAGE 17

THE MODULES

I. Building A Pioneering Team

Developing a supportive, inspirational spirit for our journey ahead.

I. Seeing the Challenges Ahead

Exploring the rewards and challenges of being a pioneering leader and examining the choices that other leaders have made.

II. Moving Beyond the Roadblocks

Assessing the status of women, determining where data is needed, and examining the specific challenges of women advancing in the workplace.

III. Women & Men: Traveling the Gender Road Together

Exploring gender issues in a way that involves both men and women from their childhood messages to their professional lives today. (*A module for both men and women.*)

IV. Preparing for the Journey

Developing plans for our own lives, our organizations and societies to help all women advance.

ACTION WORKBOOK

An inspirational personal record of individual and group learning for each participant to use daily.



MASTER CHART OF SESSIONS



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1. WHY THIS MANUAL

Many women learn techniques and skills for leadership, but still lack the self-confidence, the gender awareness, and the courage to take risks. This program aims to fill that void, combining inspiration and practical planning for change in their lives, their institutions, and their societies.



2. ASSUMPTIONS OF THE PROGRAM

Women should leave this workshop with an understanding that...

1. Becoming a leader for change does involve skills.
But, equally, it involves a capacity for RISK-TAKING, a belief in oneself as a PIONEER, and a SELF-CONFIDENCE brought about by taking risks -- small and large -- and succeeding.
2. Becoming a leader for change involves WORKING WITH MEN -- who are equally affected by change and must equally break out of societal boxes -- to improve society.
3. Change will occur not only in the professional arena. Women who see themselves as self-confident pioneers will inevitably have an impact on their families, their friends, their institutions, and their communities.



3. HOW TO USE THIS MANUAL

1. **OBJECTIVES:** Read the objectives for each module (especially important because this is not a traditional leadership training program).
2. **LENGTH:** Decide on the length (number of days) of your workshop and your daily schedule. The times will be longer if the number of participants increases.
3. **MASTER CHART AND SAMPLE SCHEDULE:** Read the "Start Each Morning...." (page 15). Select your Activities from the Master Chart (page 4) and Sample Schedule (page 17) found at the end of this Trainer Notes section.
4. **COPIES FOR TRAINERS:** Make copies of the Master Chart for all the trainers and check off assignments and materials for the sessions that you will include.



5. **POST MODULES:** Make an outline of the titles of the modules and their objectives on flipcharts to post in the room.
6. **ORGANIZATION EXERCISE:** If you don't have participants from the same organization, decide how you will handle the analysis of an organization in the Gender module.



4. SYMBOLS IN THE TEXT



Indicates that a flipchart should be prepared by the trainer.



Indicates that this item is in the participants' Action Workbooks.



5. DECORATING THE WALLS OF THE TRAINING SITE

1. Banner for the front of the room:
WOMEN AND MEN WORKING TOGETHER FOR...
 (If men observe or participate in the gender module, seeing this banner is enormously important in reducing resistance and stress.)
2. Posted to be seen and referred to throughout the training:
 Goal of the Program
 Titles of the Modules
 Tentative Schedule
3. Posted throughout training site: articles/photos of women leaders and pioneers.
4. Pioneer Portraits Flipchart sheet for each participant to create a Pioneer Portrait gallery. Each woman adds her picture/drawing and learning throughout the workshop.
5. Banner over the Pioneer Portraits which says:
PIONEERS WHO ARE CHANGING OUR COUNTRY
6. Copies of the quotations from the Action Workbook posted throughout the site.
 (See colored quotation pages in separate package.)
7. Flipchart sheet for Quotes. Place a few quotes on the sheet and leave room for participants to add material throughout the workshop.





6. RESOURCES FOR TRAINEES

Handouts and resources in the training room have three purposes:

1. To provide additional substance to a topic, giving more detailed information on which participants can reflect later.
2. To lessen anxiety of learners, helping them with the transition from traditional learning methods to experiential and learner-centered training methods.
3. To enliven the learning environment: quotes, newspaper articles, etc. and encourage a feeling of currency and activism about the topic.

Trainees have been provided with most handouts in their Action Workbooks. However, trainers may have access to additional materials that are more culturally relevant or timely. Books about any women's issues, sector issues, or any of the skill areas, such as negotiation, conflict management, communications, etc. can be collected. The Trainer's Manual includes, in the text, abbreviated versions of all the charts and forms that appear in the Action Workbooks.



7. DISPLAY OF RESOURCES

Materials can be organized in three categories on separate tables.

1. Display of single books or articles not to be removed.
2. Display articles which participants can request. Sign-up sheets can be provided for each article if you have facilities for photocopying.
3. Handouts for distribution to participants.



8. ROLES FOR WORKSHOP ASSISTANTS

For the entire training program, it is helpful to make several staff assignments, such as the following:

Monitoring Evaluation:

This person will introduce the evaluation procedures to the group, liaise briefly with the participant evaluation committee or liaison person nightly, ensure that daily feedback sheets are distributed and collected, work on the final evaluation instrument with participants, ensure its production and use on the final day, and collect all raw data feedback and evaluation forms in one folder to be given to the lead trainer at the end of the training.



Monitoring Issues:

One person can be responsible for keeping track of issues for women that are raised throughout the training. If the group wants to do follow-up activities, these lists can provide a basis for developing Action Plans.

Housekeeping:

One person can be responsible for all housekeeping details and any reports to the group as necessary each day. This person can be designated as the person participants should contact if they experience any problems with housing, food, transportation, etc.

**9. IF YOU HAVE TWO TRAINERS...**

LEAD TRAINER - Focuses on Content of the Session, Meeting the Objectives.

CO-TRAINER - Focuses on Process: Keeping Time, Ensuring Full Participation, Writing on Flipcharts, Supplies.

The second trainer focuses on process issues -- how the session is carried out.

This person:

- Watches the group to ensure that things go smoothly.
- Ensures that everyone with questions is acknowledged, that people are understanding what is going on, and that all participants have an opportunity in discussions.
- Ensures that all supplies are ready and objectives are posted.
- Assists with writing on and posting the flipcharts
- Helps keep track of time.
- Monitors any discomfort with temperature or lighting, and assists the lead trainer in anyway possible.
- Supplements the content matter. The two trainers can interact freely as long as the lead trainer remains in control.

**10. OTHER NOTES****Morning Reports:**

If you have several committees giving reports in the first half-hour each day, it is **ESSENTIAL** that reports are kept **BRIEF**. One trainer/participant should act as gatekeeper.

Time:

Sessions should begin as **PROMPTLY** as possible at the designated time in the morning, after breaks, and after lunch with no waiting for stragglers. A bell/drum can be used to bring people back from breaks. Only in this way will the rights of those who **DO** appear on time be respected and others will learn that you are **SERIOUS** about the schedule! If there are times (and there will be) when particularly important discussions arise and the trainer does not want to cut off the exercise, s/he should openly consult with the group and other trainers. The co-trainer in any exercise is responsible for keeping the lead trainer reminded of time.



Length Of Sessions:

Times for sessions are estimates based on a group of 25 participants. These estimates will vary depending on group size, experience, and interest in topic.

Beginning A Session:

Exercises (with a few exceptions) should begin with the posting of the OBJECTIVE ON A FLIPCHART. Each trainer is responsible for writing the objective on a flipchart before the session begins. The objective should be read by one of the participants. Then the trainer should add any other items that s/he hopes the participants will take away.

Ending A Session:

Every exercise should END WITH THESE QUESTIONS:

- *What have you learned from this exercise?*
- *Have any of you learned anything new about yourselves that you didn't know before?*
- *How does it relate to our module objective?*
- *How does it relate to our larger goal?*
- *Any questions or comments?*

Debriefing By Trainers:

Trainers should meet every evening for a debriefing and preview of the next day. One person can be asked each evening to provide a flipchart with the day's activities listed and to facilitate a somewhat structured discussion of strengths and issues in both the training content and training facilitation.

**11. THE TRAINING METHODS**

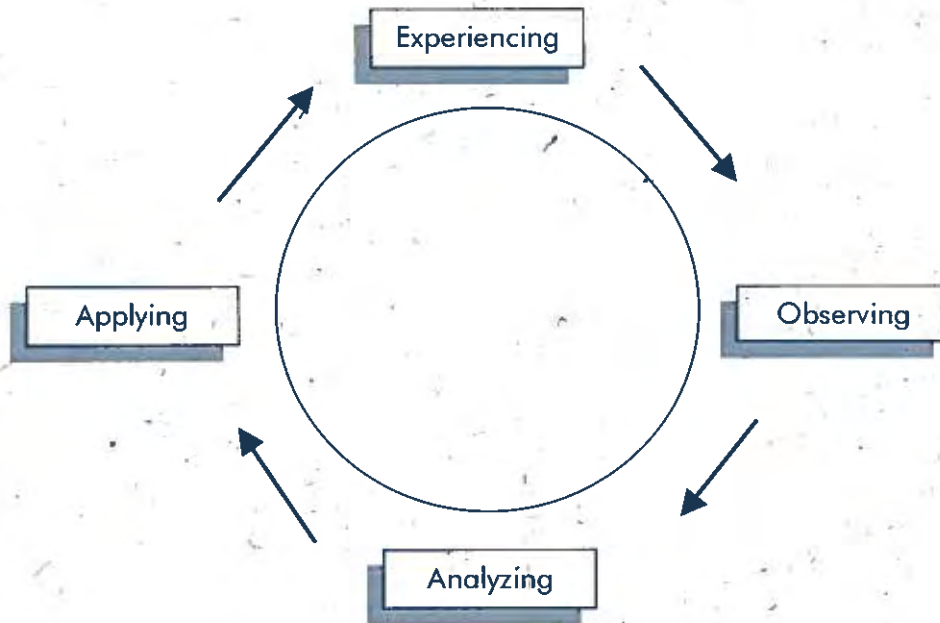
Adult education and participatory learning theories provide the foundation for this program that empowers its learners and, in turn, helps them to empower other women. The following sections provide a quick outline of tips.

**12. THE EXPERIENTIAL LEARNING CYCLE**

In learning, people go through four stages, according to educator David Kolb. Not everyone moves through the cycle in the same order or with the same awareness. People also have stages in which they feel more comfortable than others, and these reflect our learning styles and preferences.



The stages in which we are less comfortable tell us that we need to work on those skills. For example, the person who prefers experiencing may need to work on reflecting and learning from the experience. The person who prefers generalizing may stand back too often and needs to work on being more engaged in activities before asking "why?" Here is how to take your participants through the learning cycle:



A. Experiencing An Activity

Participants become involved in an activity -- acting, behaving, doing, performing, seeing, listening.

B. Observing What Happened

Participants share observations with others who have either experienced or observed the same activity. Here are some suggested questions to ask:

What happened?
What was going on?
What did you observe?
How did you feel?
What were you aware of?
Who had the same experience?
Who reacted differently?
How many felt the same?

C. Analyzing Lessons Learned

Participants extract generalizations or lessons learned from the experience. This can help participants further define, clarify, and elaborate on their learning. Some suggested questions:



*What conclusions do you draw from these observations?
What does this mean to you? How was that significant?
What do you associate with these observations?
How does this relate to other experiences?
How might the situation have been different?
What did it suggest to you?
What do you understand from this experience?
What lessons did you learn from this experience?*

D. Applying Lessons Learned.

Participants explore how they would apply the lessons learned to other situations. Learning is complete when a new learning or discovery is used and tested. Of course, the application is an experience which starts the learning cycle all over again. Some suggested questions:

*How could you apply or transfer that to another experience?
What would you like to do with that learning?
How could you repeat this again?
What modifications can make it work better for you?
What are the options for using these generalizations?
How might it have been more meaningful?
What changes would you make?
If you had it to do over again, what would you do?
What are the pros and cons of doing it the way you did?*



13. CONDUCTING DISCUSSIONS

The role of the facilitator is different from what most of us experienced in school. In experiential learning, the focus is on the learners not the "teacher." Here are some tips for facilitating learning activities:

Maintain neutrality

The trainer's job is to facilitate, not to side with the speaker or the audience, but to help ensure that full discussion takes place. Always try to avoid statements that indicate your own opinions unless you are serving also as a resource person.

Get the discussion started:

Start on time. Opening remarks should set the style of the conversation with brevity and directness. Ask a question that will start the discussion.

Keep the discussion on track

Keep discussions from rambling or being repetitive. If you let the discussion wander, some participants will become frustrated. But, if you hold too rigidly to an outline and appear to dictate the course of the conversation, your audience will feel they are being overly controlled. Ask: Is the discussion on the right track? and let the group decide.



Make occasional summaries.

Use summaries during the discussion to (1) stop needless repetition, (2) bring random conversation back to the subject, and (3) record apparent areas of agreement or disagreement. Make summaries brief and impartial. Ask the group to check you and to add any points you may have overlooked. Sometimes, ask a person from the group to summarize.

Encourage general participation.

It is not essential that every person contributes to the discussion, but it is important that anyone with something to say be encouraged to say it. Some members will be more reticent about speaking in a group, so be cautious about asking pointed questions that may embarrass them. Ask a general question: Would anyone who has not spoken like to add anything? You can also make a general statement and ask how many agree or disagree with it, then call upon a quieter person to explain why. Be cautious not to imply that silence is a negative behavior.

Get to the root of the matter.

Your group may be having a pleasant discussion, voicing casual opinions, but avoiding the real issue. When you feel that the discussion is not getting below the surface, ask probing questions to call attention to lack of evidence, evasion of basic issues, or weakness in reasoning.

Remain in the background.

Suggest rather than direct, ask questions instead of answering them. When someone asks you a question directly, you can often turn it back to the group asking what they think or if any of them know the answer.

**14. QUESTIONS TO ASK IN GROUP DISCUSSIONS**

To call attention to a point that has not been considered:
Has anyone thought about this point?

To question the strength of an argument:
What reasons do we have for accepting this position?

To get back to causes:
Why do you think (person) takes this position?

To suggest that the discussion is wandering from the point:
Can someone explain how this relates specifically to our problem? or Your point is a good one, but can you relate it more closely to the subject?

To suggest that new information be added:
Can anyone add to the information given on this point?

To handle a speaker who generalizes:
Can you give us a specific example on that point?



To note agreement or disagreement in the group:
Am I correct in assuming that we agree (or disagree) on this point?

To deal with people who dominate the discussion:
We haven't heard from everyone. Is there anyone else who would like to speak?

To handle a question when you don't know the answer.
I don't know. Who does?

To encourage the speaker to talk with the group, not at you.
I think everyone will hear you better if you face the group.

To cut off a speaker who is too long-winded.
While we are on this point, let's hear from some of the others. Can we save your other points until later? Who would like to comment on what she/he has said?

To encourage further questions.
That's a good question. I am glad you raised it. Anyone have an answer? Would anyone like to comment?



15. THINGS THAT MAKE THIS PROGRAM SUCCEED

This training program succeeds through its ability **to inspire, motivate, and mobilize** the women leaders in a catalytic manner.

It is not only a training for "leadership skills," but also an inspirational vehicle for further action. Consequently, the "how" is as important as the "what" of the program. The "how" is comprised of the small details that make for a creative, fun, dynamic learning environment.

Some of these important details are:

- **Pioneers Who Have Changed Our Country:**

Post articles/photos about women pioneers and leaders decorating the room, creating a "gallery" of women who are already leaders with the banner above.

- **Pioneers Who Are Changing Our Country:**

Each woman creates her own Pioneer Portrait, creating a gallery of participant Pioneer Portraits on a piece of flipchart paper posted under the banner above. This technique builds self-confidence and helps the women see themselves as part of a pioneering movement.



- **Participants help conduct training:**

Participants are encouraged to help the trainers in many sessions with writing on flipcharts, taking charge of elements of the training, working on evaluation and closing committees.

- **Post the products of the workshop:**

Trainers develop a cumulative collection of flipcharts on the wall, day by day, to create a growing sense of achievement by the participants.

- **Artistic & personal expressions:**

Quotations are posted throughout the room and in the Action Workbooks. Participants add new quotations and conduct music or singing daily.

- **Sharing personal stories:**

Participants share personal stories every day about risk-taking, affirmations, and support for one another.



16. START AND END EACH DAY WITH . . .

Start each morning with...

1. Evaluation Committee Report
2. Request that participants share any personal learning.
3. Ask if anyone wants to share a risk she took.
4. Housekeeping Matters. Food, Temperature, etc.
5. Review of the Module Goal, Preview of Day's Objectives and Schedule.
6. Explain to participants: Why are we doing these exercises? How do they relate to the overall workshop goal?

End each day with...

1. Review of the Objectives for the Day, reminder of "where we have been, where we are going" in the workshop.
2. Quick Daily Evaluation Form. (Important. These daily evaluations are often more valuable to the trainer than the final evaluation.)
3. A summary by participants of "What We've Learned."
4. Ask if any participant found a particularly meaningful affirmation written on her PIONEER PORTRAIT.





17. SELECTING YOUR SESSIONS

This training is designed for approximately seven to ten days, beginning with an evening introductory session.

Take care not to eliminate those items that speak to a person's self-esteem which are scattered throughout the program. These provide the "glue" for a program that usually results in a change in both attitudes about oneself and one's behavior.

An easy way to plan your schedule is to use small pieces of sticky paper (or "post-its" in some countries) and place them on a large sheet of cardboard. By using tape or non-permanent glue, you can move them around as you plan each day.



DON'T ELIMINATE THESE ITEMS!

Risk-taking, self-esteem.
Lots of small group work.
Action Plans for the future.



SAMPLE SCHEDULE

EVENING OPENING AND SEVEN DAYS

**Number of minutes are in parentheses. Schedule leaves plenty of flexible time for discussions and topics that the group brings up.*

I BUILDING A PIONEERING TEAM

First Evening

Welcome (5)

Pioneer Portraits (15)

Pioneer Interviews Instructions (5)

During the Session, Evening, or A Break/Meal

Pioneer Interviews in Pairs (30)

Day One

Pioneer Interviews Introductions(75)

Program Overview (15-30)

Break

Workshop Objectives (15)

Group Operations (10)

Workshop Committees (10)

Risk-taking for Pioneers (60)

Lunch

Affirmations & Self-Confidence (15)

Work Preferences (30). (Optional Ice Breaker after a formal opening ceremony.)

II CHALLENGES

The Nibbling Theory (30)

(Optional or over time;

Trainer must order book.)

Break

What Makes A Pioneer (60-120)

Non-Traditional Leaders (45)

Review of Day's Objectives

Daily Evaluation Form

What We've Learned

Special Affirmations

Day Two

Evaluation Report

Sharing Personal Learning

Sharing Risks

Review of goals & schedule

Bringing about Change (45)

Break

Turning Opposition (75)

Lunch

Messages for Success (45)

Building Self-Confidence (90)

Break

III ROADBLOCKS

Status of Women (30)

Barriers to Advancement (90)

Review of Day's Objectives

Daily Evaluation Form

What We've Learned

Special Affirmations

Day Three

Evaluation Report

Sharing Personal Learning

Sharing Risks

Review of goals & schedule

Areas for Future Research (15)

How People Advance (60)

Break

Visibility & Networking (90)

Lunch

Mentoring (75)

Break

Gender-Based Treatment (90)

Review of Day's Objectives

Daily Evaluation Form

What We've Learned

Special Affirmations



Day Four

Evaluation Report
Sharing Personal Learning
Sharing Risks
Review of goals & schedule
Beginning An Action Plan (60)

Break

Forming Action Groups (15-60)

Lunch

IV GENDER

Ground Rules (15)
Definitions of Gender (75)

Break

Boys Do, Girls Do (75)
Review of Day's Objectives
Daily Evaluation Form
What We've Learned
Special Affirmations

Day Five

Evaluation Report
Sharing Personal Learning
Sharing Risks
Review of goals & schedule
History - Gender (45)
Gathering Statistics (30)

Break

Stress & Gender Roles in Two Arenas (75)

Lunch

Power in the Workplace (75)

Break

Changing Gender Roles (90)
Review of Day's Objectives
Daily Evaluation Form
What We've Learned
Special Affirmations

Day Six

Evaluation Report
Sharing Personal Learning
Sharing Risks
Review of goals & schedule
Gender Issues in Org. (60-120)

Longer Break

Sexual Harassment (105)

Lunch

Sexual Harassment (75)

Break

Research/Planning in Org. (90 or on-going)
Summarizing Gender (60)
Review of Day's Objectives
Daily Evaluation Form
What We've Learned
Special Affirmations

Day Seven

V PLANNING

All Committee Reports
Sharing Personal Learning
Sharing Risks
Review of goals & schedule
What Constitutes Success (45)
Individual Action Plans (75)

Break

Institutional Action Plans (60 or several days in groups)

Lunch

Action Group Reports (90-120)
Evaluation & Affirmations (90)
Closing Ceremony

NOTES





TRAINING GOALS

To set a positive and inspirational climate for working together.

To create a PIONEER PORTRAIT of each person.

IN THIS SECTION, PARTICIPANTS WILL:

Be introduced to the program and workshop goals and agree together to a schedule and guidelines for how the group will operate.

Learn about each other and the staff, with each member being both learner and teacher.

Begin the creation of their own PIONEER PORTRAITS as the first step in building self-confidence, risk-taking abilities, and support for one another as pioneers.

Mama told her
children to
"jump at the sun".
We might not land on
the sun, but at least we
will get off the ground.

- Neale Hurston



Module I

BUILDING A PIONEERING TEAM

Trainer Note:

If possible, take close-up photos of each person as they arrive. Include the staff members. Post these on the "PIONEER PORTRAIT" flipchart sheets.

NOTES





BUILDING A PIONEERING TEAM

Module I

List of Activities

First Evening

1. Welcome
2. Creating PIONEER PORTRAITS (15 minutes)
3. Pioneer Interviews – Instructions (5)

During the Session, a Break or Overnight

4. Pioneer Interviews in Pairs (30)

First Day

5. Pioneer Interviews - Introductions (60-75 minutes)
6. Overview of Your Program (15-30)
7. Workshop Expectations, Goals & Schedule (15)
8. How the Group Operates (10)
9. Set-up of Workshop Committees (10)
10. Risk-taking for Pioneers (1 hour)
11. Affirmations and Self-Confidence (15)
12. My Work Preferences (30) (Icebreaker after formal workshop opening or long period of sitting & listening.)

Start each morning with...

1. Evaluation Committee Report
2. Request that participants share any personal learning.
3. Ask if anyone wants to share a risk that she took.
4. Housekeeping Matters. Food, Temperature, etc.
5. Review of the module goal, preview of day's objectives and schedule.
6. Explain to participants: Why are we doing these exercises? How do they relate to the overall workshop goal?

End each day with...

1. Review of the Objectives for the Day, reminder of "where we have been, where we are going" in the workshop.
2. Quick Daily Evaluation Form. (Important. These daily evaluations are often more valuable to the trainer than the final evaluation.)
3. A summary by participants of "What We've Learned."
4. Ask if any participant found a particularly meaningful affirmation written on her PIONEER PORTRAIT.



NOTES





CREATING PIONEER PORTRAITS

*First Evening
Presentation & Activity
15 Minutes*

OBJECTIVE: Create a method to build self-confidence throughout the workshop.

RATIONALE: This activity builds a supportive base among the participants and increases their self-confidence as everyone contributes to the creation of PIONEER PORTRAITS. For outside visitors to the training program, the Pioneer Portraits provide an interesting visual output of the program.

LINK: These PIONEER PORTRAITS of participants will be used and added to throughout the program. Women take them home at the end of the training.



PREPARATION: Post the session objective on a flipchart.

Locate articles, books or photos about women leaders in your geographic region.

On one wall away from the main workshop area, create an "art gallery" of articles and photos of women leaders' achievements. Above all the materials, post a banner saying: "Pioneers Who Have Changed (our country or continent)." These items should remain posted throughout the workshop.

On another nearby wall, post a blank flipchart paper for each participant (again, as in an art gallery). They should remain throughout the program and be reachable for drawing or writing. Above these papers, post a banner saying "Pioneers Who Are Changing (our country)."



Take a photograph of people as they arrive and post them on the blank PIONEER PORTRAITS. A Polaroid camera is ideal, but the important thing is to get the photos posted within 24 hours. If you do not have a camera, women can draw self-portraits.

Prepare a sign with the definition of the word pioneer ("One who prepares the road for those who follow.") and cover it.

Photocopy and hole punch the Action Workbook for each person and place these pages in a looseleaf notebook. Distribute before people sit down.

MATERIALS:

One flipchart paper for each participant, trainer, and staff member with plenty of tape & markers nearby for each person to use.

Action Workbook: Loose leaf notebook for each participant to insert her own Action Workbook.

Camera and film for each person's PIONEER PORTRAIT. Instead of using a camera, you can have participants draw their own portrait.

Articles, photos, etc. of women leaders and pioneers from your region.

Portrait Gallery

Pioneers Who Are Changing Our Country

PIONEER PORTRAIT	PIONEER PORTRAIT	PIONEER PORTRAIT	PIONEER PORTRAIT
-----------------------------	-----------------------------	-----------------------------	-----------------------------

Flipchart Page for each Participant





ACTIVITIES

1. Large Group (15 minutes)

- *Welcome the participants. Point out the objective, explain the rationale and its link with other sessions. Make the following points:*

You are very special women leaders, selected as pioneers, as leaders who want to change your country. You are joining the portrait gallery of women leaders and pioneers of (your country).

- *Point out the Action Workbooks and explain that, in these Workbooks, they will keep a record of their journey through this training and their planned actions for the future. Ask them to turn to Module 1: Building A Pioneering Team.*
- *Ask the following question, write definitions on a flipchart, and ask participants to take notes on Definitions of A Pioneer in their Workbooks under Module 1.*

How would you define a pioneer?

We will explore your roles as pioneers. Some of you may not think of yourself in that role, but pioneers have all different styles.

Definition of a Pioneer:

- *Uncover the definition that you have prepared (One who prepares the road for those who follow - A French military term) and explain:*

You have come up with many good definitions as we think about pioneers today. Here is how the word originated from the French.

As pioneers, other women and men will change because of you. You will be role models for young girls and women. This means that you can affect the next generation – and the generations to come.

During this week, look at the articles and photographs posted about other women leaders. Think about them and the challenges they faced as young women, the risks that they took. Imagine them as you are now.

We will say more during the program about leadership and pioneers -- and the risks that pioneers take. But now, we are beginning to build a portrait gallery. As



you learn more about yourself and each other over the week, we will be adding information and creating your own PIONEER PORTRAITS.

- *If the photos are posted on the PIONEER PORTRAITS, ask them to write their names and to draw a picture frame around the portrait. Emphasize that artistic ability is not important as these portraits begin to reflect their individuality.* ■

One Flipchart Page for Each Participant

Pioneer Portrait





PIONEER INTERVIEWS

*Pairs & Presentations
Instructions on First Evening
Introductions on First Day
1-2 Hours*

OBJECTIVE: Learn about each other and about the workshop staff.

RATIONALE: This exercise provides a different way of introducing participants and staff, giving information not only about the person being introduced, but about the partner doing the introducing. It allows strangers to make a personal contact in the first session. Although it seems long for introductions, the method is important in group development and building self-confidence.

LINK: This activity provides information for the PIONEER PORTRAITS of participants that will be used throughout the program.



PREPARATION: Post the session objective on a flipchart.

Photocopy the Pioneer Interview Form for each person, including one for each trainer and staff member.

Provide tape around the room for participants to post their Pioneer Interview Forms on the PIONEER PORTRAITS.

Trainer Note:

The introduction of the exercise can take place the first night. The 30-minute paired interviews themselves can take place during that session, later that evening or before the first session in the morning. Ensure that staff are also interviewed which reinforces the we-are-all-teachers, we-are-all-learners concept. The length of the exercise depends on the number of participants. For a group of 25 plus staff, you can schedule 2 minutes to introduce each person, but assume that they will go over that time.



MATERIALS:

Portrait Interview Form for each participant and each staff member (or write on a flipchart and have participants copy the form).

One blank card (or slip of paper), preferably in color, for each person.

Tape or "sticky stuff" near each PIONEER PORTRAIT.

FOLLOW-UP:

Collect the small cards on issues for professional women. Categorize them and either type or put them on a flipchart. Post the original cards on the PIONEER PORTRAITS.

**ACTIVITIES****Interviews****1. Pairs** (30 minutes or overnight)

- *Point out the objective, explain the rationale and its link with the other sessions.*
- *Ask each woman to choose a partner whom she does not know well. Include staff. Give out the Pioneer Interview Forms and a blank card to each person. Ask them to read "The Interview" in their Workbook.*
- *If you do the interviews during the session, remind the pairs at the end of 5-10 minutes so the other partner can be interviewed.*
- *Ask each woman to interview her partner and write the answers on the Pioneer Interview Form. On the blank card, she should write her name and what she considers as the major issues facing professional women in her organization or in her country.*
- *If they are doing the interviews during the session, ask the women to switch partners after 10 minutes. If they are tired, tell them they can do the interviews on their own before tomorrow's session.*



2. Large Group (60-75)

- *When the interviews are finished, ask the women to introduce their partners to the group with the information on the Pioneer Interview Form and the issue card. Ask them to keep introductions to two minutes each. (For a group of 25 participants plus staff, this will take 60-75 minutes.)*
- *At the end of the presentations, ask them to post the Pioneer Interview Forms on their PIONEER PORTRAITS on the wall and collect the Issue Cards. You will return them later for posting on the Pioneer Portraits. Make sure they have their names on them.*
- *Ask them to write their own responses to the Pioneer Interview questions in their Workbooks.*
- *Ask them what they learned from this exercise. ■*





PIONEER INTERVIEW FORM

Perhaps we should share stories in much the same spirit that explorers share maps, hoping to speed each other's journey, but knowing the journey we make will be on our own.

Gloria Steinem

Name By Which I Like To Be Called:

A Person (Outside My Family) Who Has Inspired Me – And Why

Some Thing or Event That Has Given Me Confidence In Myself

Professionally, Ten Years From Now, I Dream About....

A Pioneer. One who prepares the way for those who follow. – A French military term.





OVERVIEW OF YOUR PROGRAM

*Presentation
The First day
15-30 Minutes*

- OBJECTIVE:** Review the goals and status of your program or organization (not the workshop).
- RATIONALE:** This session helps participants understand their roles in the context of your program, its progress, and future goals.
- LINK:** If you plan follow-up work to the training program, this session sets the scene and rationale for any on-going Action Groups to work on the issues generated during the training.



- PREPARATION:** Prepare a talk and flipcharts on the status of your program or organization. Collect any materials to distribute.
- MATERIALS:** Prepared flipcharts, program handouts.



ACTIVITIES

1. Large Group (15-30 minutes)

- *Introduce the goals of the program as shown on the posted flipchart, give out handouts on your program and point out the special characteristics and assumptions of the program.*
- *Talk about the status and future plans of your program, how this workshop relates to its goals, and follow-up actions to the training if any are planned. (Many women form small groups to continue working on issues or barriers to women's advancement.)*
- *Ask for questions from the participants. Ask how they would describe the program to their mother or father. ■*



NOTES





WORKSHOP EXPECTATIONS, GOALS AND SCHEDULE

*Large Group
15 Minutes*

- OBJECTIVE:** Elicit, clarify, and reach consensus on expectations and goals for the workshop.
- RATIONALE:** This exercise helps participants and trainers to develop common goals and a full sense of participation.
- LINK:** The goal and expectations will be referred to throughout the workshop.



PREPARATION: Post the session objective, the training program goal, and the assumptions on a flipchart.

If you do an advance needs assessment, collect this information and, before the workshop, write the positive and negative expectations (What I Want To Happen, What I Don't Want To Happen) in two lists on flipcharts.

You can also make a large workshop schedule on a master banner with small pieces of "sticky paper" on flipchart sheets which makes it easy to adjust the schedule during the week. This can be displayed throughout the program. Otherwise, type out a schedule for the participants.

MATERIALS: Small pieces of "sticky paper" for each session and module.





ACTIVITIES

1. Large Group (15 minutes)

- *Point out the objective, explain the rationale and its link with other sessions.*
- *If you have done a needs assessment before the workshop, present the summary of people's expectations: what they want to happen and what they don't want to happen. Ask if there are any other expectations or concerns that should be discussed.*
- *If you have not done a prior needs assessment, ask them to write in their Workbooks. Then ask for them to share and write the list on a flipchart:*

Expectations for the Workshop



What I want to Happen	What I Don't Want to Happen

- *Present the goal for the workshop and ask them to compare it with expectations. Talk about differences and which expectations can or cannot be met. Go over the assumptions of the training program.*

Goal: To prepare self-confident, risk-taking, gender-aware pioneering women leaders – as individuals and as a group – to bring about gender sensitive policies, programs, and practices that will positively affect the lives of women and men.

Assumptions of the Program:

We should leave this workshop with an understanding that...

1. Becoming a leader for change does involve skills.
But, equally, it involves a capacity for RISK-TAKING, a belief in oneself as a PIONEER, and a SELF-CONFIDENCE brought about by taking risks -- small and large -- and succeeding.
 2. Becoming a leader for change involves WORKING WITH MEN -- who are equally affected by change and must equally break out of societal boxes -- to improve society.
 3. Change will occur not only in the professional arena. Women who see themselves as self-confident pioneers will inevitably have an impact on their families, their friends, their institutions.
- *Go over the schedule of the workshop.* ■





HOW THE GROUP OPERATES

*Large Group
10 Minutes*

OBJECTIVE: Come to agreement on guidelines by which the group will operate.

RATIONALE: This activity helps the group take ownership of their learning process and prevents misunderstandings from occurring. It also relieves the trainer from carrying full responsibility for how the group functions.

LINK: These results can be referred to later if there are problems, such as late attendance or too many people talking at once.



PREPARATION: Have flipchart and markers.

FOLLOW UP: At the end of this session, post the list in a place that can be seen throughout the week.





ACTIVITIES

1. Large Group (10 minutes)

- *Make the following points:*

Because we are a group of learners and teachers, together we need some guidelines on how we will operate this week.



- *Ask for a volunteer to write on the flipchart. Ask the group for suggestions on guidelines on how the group should operate.*

If the group has difficulty, offer some examples, such as:

Everyone be a mentor to someone else in the group

Any question is a good question.

Start and finish on time but also accept flexibility in the schedule.

Share responsibility for community tasks.

Only one person talking at a time.

- *Ask for volunteers to help keep the group on track and report to the group as appropriate.* ■





SET-UP OF WORKSHOP COMMITTEES

*Introduction and Sign-ups
10 Minutes*

- OBJECTIVE:** Make commitments for tasks during the training program that will benefit the entire group.
- RATIONALE:** Involving the participants in tasks related to the program helps them feel greater ownership of the training program and responsibility for their own learning. It also prepares them with a model of how participatory training should be conducted.
- LINK:** These committees will serve the group throughout the training program and possibly beyond.



- PREPARATION:** Select potential workshop committees and post blank flipchart papers with a title of one committee on each sheet.

Assign a staff member to be the liaison with the Evaluation Committee and to have the packets of Daily Evaluation Forms ready to give to a member of the Evaluation Committee.

Photocopy one Daily Evaluation sheet per person times the number of days in the workshop. If you want to save photocopying, you could write the questions on a flip chart and ask people to write the answers on blank paper each day.

- FOLLOW UP:** Ensure after the workshop that people have signed up for the committees. Remind them if necessary. Review committees so you can refer to members later in the week. Have one staff person designated to meet with each committee as needed.

- MATERIALS:** Flipchart sign-up sheet for each committee.
Daily Evaluation Forms (one per person per day)





ACTIVITIES

1. Large Group (10 minutes)

- *Explain the importance of full participation in this type of participatory learning program where we all take on responsibilities and where we are all learners and we are all teachers.*
- *Explain the purpose of each committee, and ask if there is a need for any other type of committee. Some examples:*

Evaluation Committee:

To distribute and collect daily feedback forms and report back to the group on the following morning.

To meet with a staff person to discuss the final evaluation form and any other concerns among participants. Feedback will be anonymous.

Follow Up Committee:

To design ways for the group to keep in contact after the workshop.

Recommendations can be discussed with staff and presented to the group on the last day.

Social Committee:

To assess the needs and design some social activities during the training.

Closing Ceremony Committee:

To design a program for participants and trainers to mark the closure of the week's program.

- *Ask the group to select a liaison person with the staff to communicate to the group and to help staff be aware of group concerns that might not otherwise come to the trainer's attention. ■*





DAILY EVALUATION *Form*

Content, Methods, Environment

What Worked Well Today.....

What Did Not Work Well Today.....

Suggestions.....

NOTES





RISK-TAKING FOR PIONEERS

*Large Group
1 Hour*

OBJECTIVE:

Recognize risk-taking as the first step to increasing our self-confidence as expressed in our lives and in our careers.

RATIONALE:

This exercise helps women to take the first small risks in a supportive environment. For some women, it can be as simple as speaking up in the large group; for others, the risk of not speaking every time.

LINK:

Risk-taking is a strong theme throughout the training. It should be constantly reinforced as the way that women advance and society changes. Pioneers should be referred to frequently as risk-takers.

**PREPARATION:** Prepare a dozen risk signs that say, for example:

Have you taken a risk today?
Risk not, Gain not.
Take a risk!
Nothing ventured, nothing gained.
Even a small risk can increase our self-confidence.
The turtle may move slowly, but
she only gets ahead by sticking her neck out.

Place the signs throughout the training site, not just in the training room. Example: hallways, ladies' rooms, by light switches.

MATERIALS:

Paper and markers for a dozen signs





ACTIVITIES

1. Large Group (5 minutes)

- *Remind the group of the definition of a pioneer.*

Pioneer (from the French military): Preparing the road for those who follow.

- *Make the following points:*

You are all pioneers in your fields, joining the women whose pictures are shown around the room. You are preparing the way for those women who come after you, and you are role models for them.

As we look at the pictures of pioneers who have changed our cultures, there is one element that they all have in common. That element is risk-taking.

- Each of us as a pioneer has taken many risks in our lives. As leaders for real change in our societies, we **MUST** take risks. But, by the end of this training, we will know that we are not taking risks alone. We will all be supporting one another in advancing in our organizations and with our goals.
- *Ask the participants the definition of a risk. Only if they have difficulty answering, suggest the following example:*

An action where we don't know the result and the result could result in a benefit or a loss to ourselves and/or others.
- *Point out that not taking action can also be a risk and ask for an example.*
- *Ask participants to take out their Action Workbooks and look at the page on taking risks.*

2. Groups of Three (15)

- *Ask them to share risks they have taken in their family or workplace or other areas.*





A risk I have taken with my family:

In my work:

In other areas:

3. Large Group (15)

- Ask for participants to share examples of risks they have taken.
- Start a discussion with the following questions and ask them to take notes in their Workbooks:



Why is it important to take risks?

Why don't we take risks sometimes?

What is the relationship, if any, between taking risks and self-confidence?

How do we feel if we take a risk and succeed?

(Example: Each small risk taken increases our self-confidence.)

What is a question we can ask ourselves as we contemplate a risk?

(Example: What's the worst that can happen? Can I live with that?)

How does that compare with the potential benefits if I succeed?

4. Individual Work (15)



- Have them read the page on Risking in their Workbooks and write down any points that have personal meaning for them.
- Ask participants to write in the section on Risks in their Workbooks and to list some risks that they pledge to themselves to take during the training, some change in behavior. (Examples: speaking up in a large group, remaining silent in the large group, initiating communications with someone in whose presence you don't feel totally comfortable, trying to look at a person or a situation in a new way.)
- Explain that this will be a personal pledge, but they can share it with a friend to support them as they take risks during the week. On the last day, people may share if they wish.



5. Large Group (10)

- *Ask if anyone wants to share what the article on Risking meant to them and anything else that they wrote about risk-taking.*
- *Ask them what they have learned in this session.* ■





TAKING RISKS

What animal would you associate with risk-taking? The turtle. She never gets ahead unless she sticks her neck out. Each day we take risks, consciously and unconsciously. Each time we take a risk and succeed, it increases our self-confidence. We feel stronger, energized, more empowered.

What is a small step for some is a large risk for others. Risks can range from speaking up in a male dominated meeting at work, asking family members to help with chores not usually associated with their gender role, making a proposal to our boss, organizing an informal women's support group, even leaving a job or an abusive marriage.

Sometimes it is scary to move away from a situation to which we are accustomed, no matter how bad it is. Sometimes we pretend that things are not so bad because admitting it means you have to do something about it. It is the doing something that is so frightening.

To risk implies taking action. You can just sit where you are and remain afraid to take a chance, doing nothing, waking up one day, wondering "what if..." But, if you want to reach your dreams, you will have to take a risk. You cannot make a good decision until you understand why you are afraid of making it. What is the worst that could happen? Could I live with that? If we can accept our fears, we feel free to move forward.

Some of us fear losing control of money, influence, or position, but underneath this fear is the fear of being weak, bad, angry, impotent, vulnerable, or rejected by someone. Some of us fear losing face, reputation, being embarrassed, shown up, make fun of or ridiculed, having our true feelings made public. People who take risks of esteem often panic at the moment of truth. Some of us have stage fright -- the fear of performing, of being seen, of being counted, measured, evaluated or judged.

When you try to gain esteem by being competitive, you may be trying to be better than others rather than to be your best self. Some people are overcome by the realization that they are not and never will be better than everyone else. This weakens their conviction, even when they have the ability to succeed.

For some of us who have become dependent on someone or some thing, we may have trouble leaving the familiar for the unknown. When we are fearful of change, old familiar things (old home, old job, old friends and lovers) may suddenly take on a glow, making them seem better than they were. Sometimes women risk by giving up dependency on a man (and that doesn't necessarily mean leaving him). The old may seem better because it was more comfortable to give up your power and vision of yourself to someone else, but you may never become the person you could truly become while dependent on another's approval.

One never stops taking risks for self-esteem. Once we have a reputation, others expect us to equal or improve on those achievements. Eventually each one of us must replace the attempt to impress others with a desire to please ourselves. We will never know the person we can be until we take some risks.



NOTES





AFFIRMATIONS & SELF-CONFIDENCE

*Individual Work
15 Minutes*

OBJECTIVE: Increase self-confidence through positive feed-back from peers.

RATIONALE: This activity gives the women specific feedback from their peers, and insures feedback for each person in the group, not just those who dominate discussions or appear to be the more extroverted leaders. This increases their self-confidence and helps women take more risks which, in turn, further increases their self-esteem.

LINK: This activity provides a positive thread throughout the week and, at the end of the workshop, each participant takes her PIONEER PORTRAIT home, filled with affirmations.



FOLLOW UP: Each succeeding morning ask if anyone received an affirmation that was especially meaningful for her. Encourage people during the week to add affirmations for everyone. Throughout the training, keep an eye on each PIONEER PORTRAIT and write messages yourself if some participants do not receive many comments.

Trainer Note:

It is useful to do this exercise just before a break.





ACTIVITIES

1. Large Group (15 minutes)

- *Explain the concept of affirmations:*

We all need positive feedback in keeping up our motivation, in building our self-confidence, and in encouraging us to take more risks. We need affirmations.

Affirmations can be written or they can be an action. Can anyone share one of the most important affirmations she has received? How did that affect you?

What does this tell us about women supporting each other as pioneers and risk-takers?

- *Point to the PIONEER PORTRAITS and ask each person to go and write positive words on people's portraits. Encourage them to write something every day, something they like about another participant, her potential for leadership, her courage in taking risks, her image as a leader, something they saw her do during the training. ■*





MY WORK PREFERENCES

*Icebreaker Exercise
Optional
30 Minutes*

- OBJECTIVE:** Learn more about each other, our work preferences, and how we each contribute to an organization.
- RATIONALE:** This warm-up session energizes people, gets them physically moving, talking to each other in an informal way. It also introduces them to types or types of leadership that every organization needs.
- LINK:** The answers to the questions will add information to the PIONEER PORTRAITS and can be referred to in later sessions as personal styles are discovered.



- PREPARATION:** Prepare the four signs that say PRACTICAL THINGS, IDEAS, PEOPLE, FACTS, and post in different sections of the room. Post the signs but have them covered until the exercise is explained. During the activity, have a staff member quietly write down the names of people in each group. Give the lists to the lead trainer.
- FOLLOW UP:** Ensure that people write their choices on their PIONEER PORTRAITS. Review the lists from each group to better know the trainees and to be able to refer to them later in the workshop. The list can be posted if desired.

Trainer Note:

Use this activity at the beginning of a morning or afternoon session. If you have a formal opening to your program with speeches, this session could come immediately after in order to re-energize the group. To some degree, these four categories correspond to preferences in the Myers Briggs Type Inventory (MBTI). If you are able to conduct the MBTI or the Keirsey Temperament Sorter instrument (available on the web), this exercise provides useful initial information.





ACTIVITIES

1. Large Group (10 minutes)

- *Make the following point:*

We want to learn more about each other as we build our PIONEER PORTRAITS, and to learn about our preferences in our work situations. This will help us see how each of us can contribute to an organization.

- *Read the signs and ask participants to move near the sign to which they are most drawn.*

2. Small Groups (10)

- *Ask them in the small groups to share their reasons for choosing that group. Let them discuss 5-10 minutes.*
- *Ask for volunteers to share with everyone what was said in the small groups.*

3. Large Group (10)

- *Ask participants:*

Does this reflect the type of work you have chosen?

Why do we need people representing each of these preferences in most organizations?

- *Ask the following questions and write their answers under each of the four categories on a flipchart:*

How can people with each of these preferences be pioneers or leaders?
Can you give examples?

- *Ask participants what they have learned from the exercise. Point out again that each organization needs people with each of these interests.*
- *Ask the participants to write on their PIONEER PORTRAITS the word to which they were most drawn: PRACTICAL THINGS, IDEAS, PEOPLE, FACTS. ■*





TRAINING GOALS

To identify what inspires, sustains and gives women leaders self-confidence to be pioneers who bring about change.

IN THIS SECTION, PARTICIPANTS WILL:

Examine the characteristics of pioneers and leaders for change, the risks they take, issues they face, and forces that motivate them and give them self-confidence.

Examine one's own strengths, styles, goals, and inspiration for becoming a leader for change.

In the confrontation
between the stream
and the rock,
the stream always wins.
Not through strength,
but through persistence.



Module II

SEEING THE CHALLENGES AHEAD

Trainer Note:

This module attempts to provide the momentum for personal growth and commitment to helping other women.

NOTES





SEEING THE CHALLENGES AHEAD

Module II

List of Activities

1. The Nibble Theory (30)
2. What Makes A Pioneer (1-2 Hours)
3. Non-Traditional Pioneering Leaders (45)
4. Bringing About Change (45)
5. Turning Opposition into Support (1 Hour 15)
6. Messages for Success (45)
7. Building Self-Confidence (1 Hour 30)

Special Materials: *The Nibble Theory and the Kernel of Power: A Book about Leadership, Self-empowerment and Personal Growth*, to be ordered from KJCG Enterprises, 279 River Street #401, Troy, New York 12180 USA, Tel. 1-518-271-7000. (\$6.95 plus postage in 1999).



Start each morning with...

1. Evaluation Committee Report
Report on previous day's evaluation and learning
2. Request that participants share any personal learning.
3. Ask if anyone wants to share a risk she took.
4. Housekeeping Matters. Food, Temperature, etc.
5. Review of the module goal, preview of day's objectives and schedule.
6. Explain to participants: Why are we doing these exercises? How do they relate to the overall workshop goal?

End each day with...

1. Review of the objectives for the day, reminder of "where we have been, where we are going" in the workshop.
2. Quick Daily Evaluation Form. (Important. These daily evaluations are often more valuable to the trainer than the final evaluation.)
3. A summary by participants of "What We've Learned."
4. Ask if any participant found a particularly meaningful affirmation written on her PIONEER PORTRAIT.



NOTES





THE NIBBLE THEORY

*Large Group, Individual, Pairs
30 Minutes plus overnight work
Schedule anytime during the training program.*

- OBJECTIVE:** Increase awareness of factors in one's own and others' feelings of self-confidence and empowerment.
- RATIONALE:** This activity deepens the self-learning experience.
- LINK:** This exercise usually becomes a reference point for the women who use "nibbling" as a keyword throughout the training.



- PREPARATION:** The Nibble Theory and the Kernel of Power: A Book about Leadership, Self-Empowerment and personal growth. Paulist Press, New York, 1984.
Order copies of the book from KJCG Enterprises, 279 River Street #401, Troy, New York 12180, USA, Tel. 1-518-271-7000. (\$6.95 plus postage in 1999). Distribute the book and ensure that participants have read it before doing the exercise.

On the wall:

Quotation:

Growth is like the light of a candle. When you give away some of the light by lighting another, there isn't less light. The same is true of love and growth. —The Nibble Theory

- MATERIALS:** A small strip of paper or blank card for each participant.



Trainer Note:

If possible, obtain the book and distribute to participants. This warm, delightful book with many drawings describes the "nibble theory", how it works and tells us how to get in touch with our own "kernel of power" that can make us immune from nibbling. The "Nibble Theory" talks about the uniqueness of every individual and her potential contribution. It illustrates how others often deny our capabilities and nibble at us to diminish our uniqueness. The book is creative and richly illustrated, thus making it difficult to summarize for a handout. This is the only book recommended for purchase for participants.

Give out the book and the assignment. Allow a day or more for reading and insert this exercise later in this module.



ACTIVITIES

1. Individual Work (15 minutes)

- *Each participant should have read the book. Ask them to write on their slips of paper a thought, statement, or idea from the book that had particular meaning for them when they read the book. At the end of the exercise, ask them to post their paper on their PIONEER PORTRAIT and to circulate and read the comments of others on all the PIONEER PORTRAITS.*

2. Pair Activity (10)

- *After people have read all the papers, ask them to get into pairs to share their "nugget" and to answer the following questions: Why did you choose a particular quote or selection from the book? What does your choice tell you about yourself? About how you relate to others?*

3. Group Activity (5)

- *Ask people to share things if they wish from their pair discussions.* ■





WHAT MAKES A PIONEER

*Large Group, Individual, Pairs
1 Hour (2 hours if outside presenters)*

OBJECTIVE: Identify the characteristics of leaders for change, pioneers, and change agents; the risks they take, issues they face, and forces that motivate them.

RATIONALE: This exercise helps the women understand how many common issues they have with pioneers and successful women leaders. It increases their feeling of mutual support as they take career risks.



LINK: This exercise is another building block of self-confidence for the women as they identify themselves with women pioneers.

PREPARATION: Post the session objective on a flipchart.
Ask for a volunteer who will read the poem, *You are the Instrument*, later in the session.

MATERIALS: List of questions to give the outside speakers before the session.
Flipchart paper and markers.

Trainer Note:

A popular option is to have participants interview a panel of successful women or individual speakers, focusing on what made them believe in themselves, how they handled gender discrimination, how they kept motivated, what risks they took, what lessons they learned, tips for effective gender communications, motivating messages for success, etc. (See questions at the end of this session.)

If successful women are invited to the workshop opening on the first day, they can stay on for this exercise.





ACTIVITIES:

1. Large Group (25 minutes)

- Point out the objective, explain the rationale and its link with the rest of the sessions.
- Ask the group when they have been pioneers and to write the answer in their Workbooks. If they have difficulty coming up with ideas, give the following examples from other women who have taken this workshop:

First woman forester in my country.

First woman to go to university from my village.

First person in my institution to attend this leadership workshop

First lady vet in my district.

First woman to preach in my church.

- Ask them to post the "firsts" on their own PIONEER PORTRAIT.
- Point out that being a pioneer means breaking new ground and being an advocate for doing things differently for those who come afterwards. Some "leaders" may only hold positions, but pioneering leaders change life for others.
- Discuss the rewards and challenges of being a pioneer and list on the flipchart. They can take notes in their Workbooks.

Being a Pioneer

Rewards	Challenges

- Ask the group for characteristics of pioneers or leaders for change. Have a participant write on the flipchart. Only if they have difficulty, give them the examples that other women in the workshop have offered.

What kind of qualities do Pioneers need to have?

What Other Women Said:

Courage to take risks.

Belief in one's self.

A fire that burns.

Ability to learn from success and failure.

Persistence despite opposition.

Vision of what could be.

Determination.



2. Action Workbook (10)

- *Ask them to look at the list and think about these characteristics in relationship to themselves and write in the chart in their Action Workbooks.*

Have you demonstrated some of these characteristics? When?
If you don't have all these, can you acquire them? Which ones do you want to work on?

My Growth As A Pioneer



Characteristics I Have Demonstrated	Ones to Acquire or Improve

3. Pair Activity (10)

- *Ask them to share their ideas with a partner.*

4. Large Group (15)

- *Ask the group for a volunteer to summarize what it means to be a pioneer.*
- *Ask for a volunteer to read the poem, You Are The Instrument.*
- *Ask the participants to summarize what they have learned about pioneers and their own capacity for being leaders for change.* ■

If you schedule a panel discussion of successful women, here are some questions to help them prepare:

Who has inspired you? How?
What risks have you taken in your career?
What gave you the self-confidence to take risks?
What messages from your childhood inspired or discouraged you?
When you made a mistake, what did you tell yourself?
What would you say to a young woman about how to increase her self-confidence?
How have you handled sexual discrimination or harassment?
Have you had a mentor? How important was it?
What has been your attitude in working for/with men?
What lessons have you learned that might help other women?



YOU ARE THE INSTRUMENT

When all is said and done, you are the instrument.
When the tools and techniques have run their course,
You were still the conduit.

When you respond to what's going on,
Your self is involved.

While it's important to know theory and method,
It's not enough.
It's necessary, but not sufficient.

What comes out, comes out through you...
through your filters
through your self-esteem
through your fears
through your skills
through your needs
through your personal turmoil
through your presence.

You are the instrument of change,
and that means knowing who you are...
how you "touch" people
your special qualities
how others gain from you
how you communicate with others
your way of giving
what you value and what you value blindly
what brings out the worst in you
when you're at your best
what you're working on personally
the selves inside of you
the spaces that you occupy
how you're influenced
when it's fun and when it's not
when you're "on" and when you're "off"
your need for structure and security
your repetitive patterns.

Being an instrument of change is exciting,
challenging, scary, fulfilling, engaging,
intense, and rewarding.
Through our work we help others,
And grow ourselves.

Excerpts, Dave Jamieson, OD Practitioner, March 1991





NON-TRADITIONAL PIONEERING LEADERS

*Large Group
45 Minutes*

OBJECTIVE: Examine different types of leaders who bring change, especially non-traditional leaders who may not fit the usual stereotypes.

RATIONALE: People hold images of leaders who are charismatic public speakers. Yet other images of pioneering leaders are appropriate -- and needed -- to bring about change. The emphasis is on the leader's impact on others, not in her public position or popularity. Consequently, a larger group of women, who may not have seen themselves as leaders, begin to do so.

LINK: This exercise prompts participants to think beyond stereotypes, which is a continuing thread throughout the training program.



PREPARATION: Write the session objective on a flipchart. Prepare flipchart paper on Transformational Leadership.

MATERIALS: Flipchart paper, markers.
Post these quotations on the wall:

As an empowering leader, the highs for me have been making people do things they could never do before. Giving them the confidence and the criticism and the help and the ideas, and sharing my courage, and making them have it too. That's the empowerment.

— Anonymous.

Power is an energy that transforms oneself and others and identifies the effective leader as one who empowers others to act in their own interests.

— Carroll





ACTIVITIES

1. Large Group & Action Workbooks (45 minutes)

- *Point out the objective, explain the rationale and its link with the rest of the sessions.*
- *Tell participants the following story:*

Once there was a woman who lived in a house with a huge rock on her land. She wanted to move the rock because she wanted to plant a garden in that area. Everyone in the community told her that it was impossible, that the rock was too big to be moved. But, she was determined.

One day she had an idea. She saw kids playing. They were home during school break and had nothing to do. "If you will go and get your hammers and break small pieces off this rock, I will give you all the lemon drink and sweets that you want," she said. The kids ran home, telling other kids on the way, and found their hammers. Every day they came and hammered the rock until it was only small pieces that could be taken away.

The whole community talked about how she solved the problem of getting rid of the rock and how she mobilized the children. Then a leadership organization heard the story and came to see her. "We want you to work for us. You are just the kind of leader we need. Creative. Determined. You have vision. You know how to reward people and are able to mobilize them." "Oh, no," she protested. "I am not a leader -- just a housewife and a mother."

A true story.

- *Ask the participants:*

What does this story tell us?

- *Point out:*

There are women all over the world who don't see themselves as leaders, but they are seen by those who appreciate non-traditional creative leadership that brings results.

Today there are many courses that examine types of leadership from authoritarian to collaborative styles. Many people's image of a leader depends on the position she holds or how good a public speaker she is. However, this workshop focuses on those leaders and change agents who may not yet be empowered to see themselves as leaders.



Pioneers may have many different styles of leadership. Some leaders may be dynamic and strong. Others may be quiet -- or known to only a few.

They may or may not hold important positions.

They may speak often in public or they may labor in isolation in a laboratory, but the test of their leadership is if their lives result in profound positive change for others.

- *Ask participants for examples of quiet women who brought profound change. Women who were thrust into being a pioneer, but may not have chosen the role of leader. If they have difficulty, suggest an example or cite Rosa Parks, the African-American woman who refused to give up her seat on the bus and thus began the American Civil Rights movement.*
- *Ask participants to think about any individual person who has brought change or inspired them personally to do something differently in their lives, even if that person was not recognized as a leader. Ask them to write the name in their Action Workbook.*



A person who brought change or inspired me to do something differently in my life:

Would anyone like to share an example? Did this person intend to be an instrument for change?

- *Offer the following points and questions:*

One evolving model of leadership encompasses many values that women have employed in "leading" their families and what goals people have for their children.

How have you been a leader in your family? How have you inspired them?

- *Explain the following on the flipchart and mention any ideas from participants that correspond with the new style of leadership:*

A new style of leadership is emerging that relates more to the leadership style that women often use, but don't realize it. It is called "transformational leadership." The values are often those that we use in our families towards our children, who are future citizens. This type of leadership:



Transformational Leadership

Fosters an environment where it is safe to create visions (we may encourage our children to dream about the future),

Where each person's vision is heard.

Encourages participation in all parts of an organization, especially participation of those whom the change will most affect. (not true in every family, but may encourage discussion when a change will affect the children)

Empowers people to become independent and strong,

Encourages people to take risks in order to build their self-confidence.



- *Ask them to discuss and note in their Workbooks:*

Can you think of some transformational leaders in your community or country?
How can we be transformational leaders with our children?

- *Ask participants what they have learned in this session.* ■



The greatest power
for good
Is the power of an
example.





BRINGING ABOUT CHANGE

*Large Group & Action Workbook
45 Minutes*

- OBJECTIVE:** Define the process of change and why people resist or accept it.
- RATIONALE:** Women need to understand the process by which change happens in order to make it happen for themselves and other women.
- LINK:** This exercise provides a theoretical base for many other exercises.



- PREPARATION:** Post the session objective on a flipchart.
Prepare flipchart paper on Pain/Gain.
Post on the wall the quotation:

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

— Margaret Mead.

- MATERIALS:** Flipchart paper, markers.

Trainer Notes:

- (1) *This session focuses first on a personal situation for change, such as change in the family or role in an organization. However, the session can be tightly focused on very specific changes participants wish to make in their organization or country which they will carry out in the coming year. The exercise could extend over a number of days and they could prepare a presentation for the end of the workshop on their planned change.*
- (2) *For a longer session, have participants take one aspect of the women's movement which has attempted to bring about a specific change and analyze its success according to the ideas here.*





ACTIVITIES

1. Large Group (10 minutes)

- *Point out the objective, explain the rationale and its link with the rest of the sessions.*
- *Ask participants to write down a definition of change in their Workbooks, but to do it in the hand opposite to the one they normally use. Tell them you will explain later.*



Definition of Change

- *Ask participants to share their ideas. Post their answers on the flipchart.*
- *Start a discussion about change:*

Is change always good? Give some examples.

Can a change be good and bad? (Example: A new micro-enterprise project may bring extra funds to a family, but more work to women.)

2. Individual Work (10)

- *Ask them to write in their Action Workbooks. Name a good and bad change for women. Name a good and bad change for men.*

Change

Good for Women	Good for Men



Not Good for Women	Not Good for Men



- Then ask participants to write about an example when they or someone they know reacted to change.

Reactions to Change



Example of Change	Why Resisted	Why Accepted

3. Large Group (25)

- Ask participants to share some examples and post them on the flipchart using the chart above.
- On a new flipchart, brainstorm additional reasons why people may resist change. If they run out of examples, you can offer the following:



Why People Resist Change

Examples of Why People Resist Change

Means Extra Work

Less Money

Loss of Some Kind

Fear of the "Unknown"

Jealousy

Not Supported by the Group

Cannot See Long-Term Benefits


False Rumors

Uncertainty about the Causes and Effects of Change

Unwilling to Give Up Current Benefits, or

Awareness of weaknesses/consequences that change agents may not have realized. (Point out that this is the reason to involve both women and men in designing change.)

- On the flipchart, brainstorm examples and additional reasons why people accept change and ask them to write in their workbooks.



Why People Accept Change

- Explain the concept of PAIN/GAIN.



There is a theory called PAIN/GAIN that is applied to why people accept or resist change. It refers to current pain, current gain or anticipated pain or anticipated gain.

People resist a change because they feel good about the current situation (current gain) or fear a change (anticipated pain). People accept change because they feel bad about the current situation (current pain) and good about the possibilities of the new (anticipated gain.)

- *Ask them to come up with examples on a flipchart. If they have difficulty, suggest the following.*

PAIN/GAIN Motivation for Change



Pain motivation:

Unhappy with the current situation.

Current situation no longer makes sense as things change around you.

Resisting change might have costs for you.

If resisting, not sharing in the rewards of the change.

Gain motivation:

When the change will increase professional or personal benefits.

When colleagues support the change.

When you see that the change is logical.

When you will be rewarded for being in the forefront of change.

When change will benefit the entire organization.

When the change means small behavioral changes that are reinforced.

- *Analyze their previous examples on the flipchart of why people resist or accept a change and put a G or a P by each item explaining if it is pain or gain.*
- *Ask them to think back when they were writing the definition of change with the opposite hand from normal.*

How could the PAIN/GAIN theory be applied to that experience?

What would be painful enough now or in the future to convince you to change?

What long-term reward would convince you to change?



- *Ask them what they have learned about change and what they might do differently in bringing about a change. Note this in their Action Workbooks.* ■





TURNING OPPOSITION INTO SUPPORT

*Large Group & Action Workbook
1 Hour 15 Minutes*

OBJECTIVE: Examine how to reframe situations to diffuse opposition.

RATIONALE: This session helps women understand that “women’s issues” are not for women alone. They can only be solved by partnership with others who may initially oppose the ideas.

LINK: This exercise provides a theoretical base for many other exercises.



PREPARATION: Post the session objective on a flipchart.

MATERIALS: Flipchart paper, markers.

Trainer Note:

This session continues with ideas introduced in the previous section.





ACTIVITIES

1. Large Group (15 minutes)

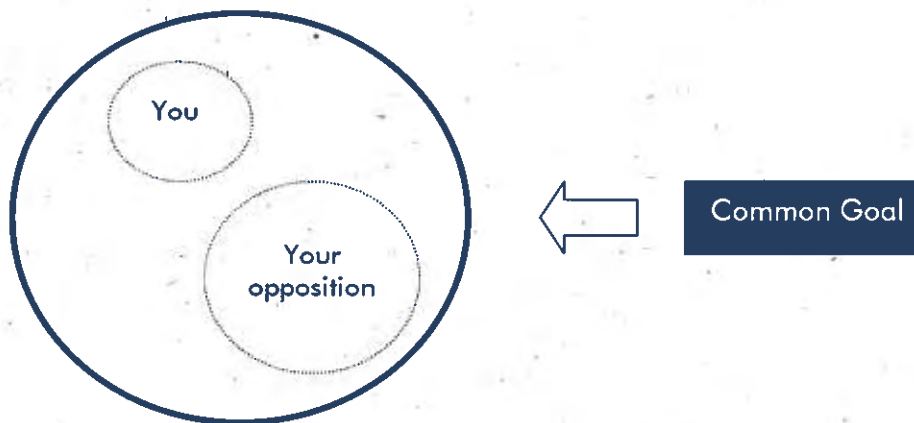
- Ask for examples of why men might resist change that they as women would want to make in their family, organization or community. Develop a list on the flipchart:

Why Men Might Resist Change That Helps Women

- Explain the theory of the famous Brazilian educator Paulo Freire as follows:

Draw two small circles on flipchart paper, representing you and potential resisters. Then draw a large circle around the two small circles. Explain that this is a strategy for change. When you and resisters are in opposition, you need to draw a circle that embraces a larger idea to which you both can commit. Ask for an example when a larger cause drew two opponents together.

Paolo Freire's Idea



- Ask participants:

How can we reframe the issues of women in a way that all people -- including men -- can see the GAIN or that the price of PAIN is so great that they would change? Can you give examples?



- *If they don't come up with examples, you can offer the following:*

In the women's movement, "equity" has not always been a winning argument because it may imply loss for the other party. Here's an example reframed to appeal to common interests:

We can say that we all want adequate food for Africa. Women produce 70% of the domestically-consumed food in Africa. Consequently, benefiting women farmers will help improve food production of the continent as a whole, thus benefiting all men and women.

- *Ask them what other strategies work in helping people to accept change. Post on a flipchart and ask them to write in their Workbooks. Only if they have difficulty, suggest the following:*

Invite participation in the change.

Explain clearly the need for change.

Explain why any risks are worth taking.

Invite people's questions.

Acknowledge any anticipated problems.

Avoid surprise.

Strategies for Helping People Accept Change

2. Small Groups (30)

- *Ask the women to look at the chart on "A Change I Want to Make" in their Action Workbooks and ask each woman to write down a change that she would like to bring about in her family, her organization or her community. Complete the charts and share them with people in a small group.*
- *Remind them NOT to assume that all men will resist changes for women and NOT to assume that all women will support them. Ask for example: (i.e. Women who support female genital mutilation.) Point out that these could be changes that they personally want to implement or they could be changes for an Action Group of participants from the same institution or geographic region to continue after the training program.*

A Change I Want To Make:

Who might resist	Ways to diffuse resistance	Who might support	Ways to increase support



3. Large Group (30)

- *Share ideas and plans in the large group by creating the same chart on the flipchart. Identify common themes and if any people have plans on which they could collaborate. Discuss the next steps if appropriate.*
- *Ask a participant to read the Hundredth Monkey from the Workbook and then discuss.*
- *Ask participants what they have learned from this session.* ■





THE PHENOMENON OF THE HUNDREDTH MONKEY

The Japanese monkey, *macaca fuscata*, has been observed in the wild for a period of over 30 years.

In 1952, on the island of Koshima, scientists were providing monkeys with unwashed sweet potatoes, but the monkeys found the dirt unpleasant. An 18-month female named "Imo" found that she could solve the problem by washing potatoes in a nearby stream. She taught this trick to her mother. Her playmates also learned this new way and they taught the other mothers too. This cultural innovation was gradually picked up by various monkeys before the eyes of the scientists.

Between 1952 and 1958, all the young monkeys learned to wash the sweet potatoes to make them more palatable. Only the adults who imitated their children learned this social improvement. Other adults kept eating dirty sweet potatoes.

Then something startling took place. In the autumn of 1958, a certain number of Koshima monkeys were washing sweet potatoes --the exact number is not known. Let us suppose that when the sun rose one morning there were many monkeys on Koshima Island who had learned to wash their sweet potatoes. Let's further suppose that later that morning, the hundredth monkey learned to wash potatoes.

THEN IT HAPPENED!

By that evening, almost everyone in the tribe was washing sweet potatoes before eating them. The added energy of this hundredth monkey somehow created an ideological breakthrough! But, notice. The most surprising thing observed by these scientists was that the habit of washing sweet potatoes spontaneously jumped once the number of one hundred was reached. Colonies of monkeys on other islands and the mainland troop of monkeys at Takasakiyama began washing their sweet potatoes!

Thus, when a certain critical number achieves an awareness, this new awareness may be communicated from mind to mind. Although the exact number may vary, the Hundredth Monkey Phenomenon means that when only a limited number of people know of a new way, it may remain in the consciousness property of these people. But there is a point at which if only one more person reaches a new awareness, a field is strengthened so that this awareness reaches almost everyone.

Excerpts from The Hundredth Monkey by Ken Keyes Jr.
(Out of Print)



NOTES





MESSAGES FOR SUCCESS

*Large Group, Individual
45 Minutes*

OBJECTIVE:

Identify the messages from childhood that motivate women for success.

RATIONALE:

This exercise helps women to think consciously about the childhood messages that motivated them for success, and provides learning that they can then apply to motivating girls in their countries. For those who did not receive positive messages from parents or mentors, they will learn how to give messages to themselves.

LINK:

The outcome of this activity provides important information to which participants can refer throughout the training. A Working Group on mentoring could use the information for continuing their work after the training.



PREPARATION: Post the session objective on a flipchart.

MATERIALS: Flipchart paper, markers.

Hope sees the
invisible, feels the
intangible, and
achieves the
impossible





ACTIVITIES

1. Large Group (5 minutes)

- *Point out the objective, explain the rationale and its link with the rest of the sessions.*
- *Make the point:*

All of us have been influenced as pioneers, as change agents, by messages from our family, our friends, or role models. Many of those images still ring in our ears. Some were positive and some were negative. Sometimes, a negative message can motivate us forward, make us even more determined to succeed. Now we want to think about what motivates us.

2. Action Workbook (5)

- *Ask the women individually to write in their Action Workbooks a message they heard from their parents or from a role model that motivated them to succeed.*



A Message That Motivated Me To Succeed

3. Large Group (15)

- *Discuss these messages and write some on flipchart paper.*
- *Point out that some of us didn't have motivating messages for success growing up and we had to give ourselves messages. Write those down too. Suggest examples from the list.*

Examples of Motivating Messages:

- Your life is in your hands.
- You are loved and special.
- Education is your first husband. (Education is essential.)
- Show you can do it, even if you are a girl.
- Education is the only insurance that will never lapse.
- I want you to be the youngest in your field.
- If the boys can do it, you can do it.
- You can be courageous and take risks.
- I want you to be SOMEONE with education.
- You are entitled to dreams of greatness.
- I don't think you can do it. (Producing positive action.)
- Educate a man, you educate an individual. Educate a woman and you educate a nation.



- Ask participants what they observe about these messages. Ask what it tells us about messages we want to give our daughters.

4. Action Workbook (5)

- Ask them to write a message for a young woman or girl they know.



A Message For A Young Girl

5. Large Group (15)

- Ask a person to read the page in their Action Workbook on "Empowering Messages." Note that some women – and some men – have said that the article had a profound effect on how they have viewed or behaved towards their daughters.
- Ask people which points have the most meaning for them.
- Ask participants to summarize what they have learned about messages for success. Have a participant write the points on the flipchart.
- Ask participants to write their motivating message on their PIONEER PORTRAIT. ■





EMPOWERING MESSAGES TO GIVE OUR DAUGHTERS

Parents who recognize the enabling messages that helped them become leaders can pass them on to their daughters. They can also be aware that unspoken messages from parents can suppress a young girl's courage and ambition. Some daughters receive an ambivalent message that says one thing -- "You can be whatever you want" -- while carrying with it an unspoken contradiction -- "Don't make people not love you."

SOME IMPORTANT MESSAGES:

You are loved and special.
You can do anything you want.
You can take risks.
You have a right to ask for what you need.
You are entitled to dreams of greatness.

It is especially important that these empowering messages be reiterated loudly and firmly during adolescence at a time when their desire to be loved threatens their sense of independence.

- Say these messages loudly and often. Don't assume that a child knows it, once spoken. Demonstrate it physically.
- Make sure girls are asked to do the same chores that boys have. Listen to them so they know their opinions are important.
- Let them know they are still loved if they take a risk and fail.
- Help them stretch and build their self-confidence.

When you hear your daughter express her goal (no matter how casually), encourage her to go for it. Help her develop a strategy and a plan to achieve it. Encourage her activity by your interest and support. Help her develop a sense of power: I am. I can. I will. "I am" implies that I have a sense of identity. "I can" suggests mastery. "I will" describes intention to take certain action. Help her depend on her own initiative and drive to provide for her future.

If a woman accepts a subservient role with her husband, her daughter will learn that it is appropriate for women to defer to men.

If her father is too protective or much more responsive to her independent behavior, he will be perpetuating the message that males love only dependent females and that being independent will put her at risk for ever getting married and having a family.

Both parents should bring her up with limitless expectations for herself. HER expectations. If your expectations are limitless, she will feel as if she can never measure up.

Excerpts from Women in Power : The Secrets of Leadership
by Dorothy Cantor and Toni Bernay, Houghton Mifflin, 1992





BUILDING SELF-CONFIDENCE

*Large Group Small Groups, Individual
1 Hour 30 Minutes*

OBJECTIVE: Identify what contributes to women's self-confidence, how it is linked to messages from others and risk-taking.

RATIONALE: This exercise helps women examine the sources of self-esteem and self-confidence and learn how to increase it, despite negative messages from their environments.

LINK: The thread of self-confidence runs throughout the workshop and should always be linked with encouraging risk-taking.



PREPARATION: Post the session objective on a flipchart.
Post the definitions of self-esteem on a flipchart but leave them covered from the participants.
Post self-confidence questions on the flipchart.
Put a list of the "mistakes" quotes on a flipchart, leaving room for participants to add others.

MATERIALS: Flipchart paper, markers.

Trainer Note:

In some cultures, "risk-taking" is seen as dangerous and foolish. Here you must link taking small risks in changed behavior with building self-confidence.

Courage is being the
only one who knows
you are afraid.





ACTIVITIES

1. Large Group (20 minutes)

- *Point out the objective, explain the rationale and its link with the rest of the sessions.*
- *Ask participants to write in their Action Workbooks what self-confidence means to them.*



Definitions of Self-Confidence

- *Write their suggestions on the flipchart. If they have difficulty, suggest the following definition:*

Sample Definitions of Self-Confidence

Feeling competent in one's ability to think and to cope with the basic challenges of life.

Being comfortable with a feeling of being worthy, being deserving, entitled to state our needs and wants, and a belief that our opinions are valid.

- *Tell participants:*

Self-Esteem is essential to pioneers and leaders for change. Women often ask: How can I get it? There is no magic potion to take to suddenly have self-esteem. Rather, it is step by step, small actions, taking small risks, recognizing that you have a right TO BE as a person, a human being, a woman.

Why do so many women -- even in high positions -- not possess it?

What is the connection between self-confidence and childhood messages?

Self-confidence is fundamental to women's leadership. We need to give it more attention.

- *Ask each person individually to write out answers to the following question in their workbook. Then make a list on the flipchart and discuss.*



How do self-confident people speak, look, behave?



2. Action Workbook & Pairs (20)

- *Tell participants to work on the following questions in their Action Workbook and then share with a partner:*

Self-Confidence Questions

When have I felt self-confident?

Describe the mental and physical changes when you feel self-confident.

What factors contribute to my feeling self confident?

What do I need to change in my looks, my behavior, my speaking to look, feel, and be more self-confident?

3. Large Group (10) Self-Confidence Examples

- *Go over the questions and ask for volunteers to share their best examples.*
- *Point out that self-confident women together can do a great deal as they support each other – especially in taking risks and in taking actions together.*
- *Ask if they know any quotations that can inspire women to feel more self confident. Write their quotes down and later put on the wall.*

Example: Self confidence is feeling comfortable in your own skin, in being who you are with no apologies.

A woman is like a tea leaf. When she gets in hot water, she just gets stronger.

4. Large Group (10) Making Mistakes

- *Ask the participants:*

Do self-confident people make mistakes?

What do they say when they do?

What do you say?

- *Show them examples of what other women who have attended this workshop have said:*

"I am only human."

"A mistake is a gift. It tells us something that we didn't know before."





"Everyone makes a certain percentage of mistakes. A mistake means I am one step closer to the step that brings success."

"Remember that many people like leaders who are human beings, who can admit their mistakes, laugh at themselves, and move on."

5. Large Group (10) Taking Risks

- *Explain that for many women self-confidence comes in small steps, taking small risks. With each success, you feel more self-confident. Tell them:*

Now it is time for you to take some risks that can lead to self-confidence. What are some examples of new risks you might take?

- *Give them these examples that other women have decided to take in this workshop.*

Examples:

Speaking up in a male-dominated meeting.
Asking my spouse to help with a chore.
Forming a women's support group at work.
Letting a boss know what I have achieved.
Taking a trip by myself.
Writing an article for a newsletter.
Asking my preacher if I can speak at church.

- *In their Action Workbooks, ask them to list a risk they will take in their organization, in their family, with their friends, or in their community.*



A Risk I Will Take

6. Large Group (20) Factors in Self-Confidence

- *Read the list of Key Factors in Self-Confidence and ask them to pick one that is the most important advice for them and to mark it in their Action Workbook.*
- *Ask them to share examples and then ask them to summarize what they have learned about self-confidence. Write on the flipchart.*
- *Close by asking them to go and write on other PIONEER PORTRAITS the advice they would give one another on how to increase self-confidence.* ■





KEY FACTORS IN SELF-CONFIDENCE

- Increasing our knowledge about ourselves and being able to describe ourselves. Having knowledge and confidence in who we are, an okay person.
- Rejecting society's female stereotyping as a measure of who we are and the most we can become.
- Setting realistic standards for ourselves and describing ourselves by what we are, not what we are NOT.
- Refusing to continue comparing our childhood fantasies with who we are now and finding ourselves wanting.
- Describing ourselves with confidence, not with apologies for what we are not or always exaggerating our faults.
- Valuing something we feel competent in as much as those areas where we are not competent.
- Appreciating our uniqueness and feeling confident about it rather than constantly comparing ourselves to others and looking for differences between ourselves and others.
- Feeling okay when a mistake is made, focusing on what we achieve rather than the errors we make, knowing that they enable us to learn and grow.
- Being able to accept a compliment, rather than fighting it and saying to ourselves: "If they really knew me, they wouldn't say that."
- Searching for our own validation, rather than through something external person or thing, because inside we feel deficient, inadequate, not good enough.
- Accepting being an individual person, sometimes alone, as a positive thing, knowing that no matter how close two people are, they are still two individuals, not putting our lives "on hold" until we meet a man and believing that life only begins with marriage.
- Refraining from seeing motherhood as our only source of self-esteem and, when our children fail, blaming ourselves.
- Being comfortable with our bodies, rather than criticizing our body image, exaggerating our faults, forgetting how often we accept other people's bodies no matter what their shape or size.

- Anonymous



NOTES





TRAINING GOALS

To identify the current status of professional women, the knowledge gaps for potential research on that status, ways to combat subtle forms of discrimination, and ways to organize for individual advancement and support of other women's advancement.

IN THIS SECTION, PARTICIPANTS WILL:

Review the statistics and realities of the status of women.

Identify the internal and external barriers to women's advancement and choose barriers on which they want to work.

Identify the knowledge gaps on the status, policies, and practices regarding women that require further research.

Develop strategies to deal with subtle forms of discrimination.

Begin to work on individual and/or group Action Plans.

Every obstacle is a
stepping stone
on the path
to success



Module III

MOVING BEYOND THE ROADBLOCKS

NOTES





MOVING BEYOND THE ROADBLOCKS

Module III

List of Activities

1. Status of Women (30 Minutes)
2. Barriers to Advancement (1 Hour 30)
3. Areas for Further Research (15)
4. How People Advance (1 Hour)
5. Visibility and Networking (1 Hour 30)
6. Mentoring (1 Hour 15)
7. Gender-Based Treatment (1 Hour 30)
8. Beginning an Action Plan (1 Hour)
9. Forming Action Groups (15-60)



Start each morning with...

1. Evaluation Committee Report
2. Request that participants share any personal learning.
3. Ask if anyone wants to share a risk she took.
4. Housekeeping matters. food, temperature, etc.
5. Review of the module goal, preview of day's objectives and schedule.
6. Explain to participants: Why are we doing these exercises? How do they relate to the overall workshop goal?

End each day with...

1. Review of the objectives for the day, reminder of "where we have been, where we are going" in the workshop.
2. Quick Daily Evaluation Form. (Important. These daily evaluations are often more valuable to the trainer than the final evaluation.)
3. A summary by participants of "What We've Learned."
4. Ask if any participant found a particularly meaningful affirmation written on her PIONEER PORTRAIT.



NOTES





STATUS OF WOMEN

*Brief talk on Local Situations
30 Minutes*

- OBJECTIVE:** Explore the current reality for women in our region.
- RATIONALE:** Before they can move forward, women need to examine their status and what data are needed to support arguments for their own advancement and, if appropriate, that of their sisters in rural areas.
- LINK:** This information can provide data for future research and advocacy work in follow-up Action Groups.



- PREPARATION:** Write the session objective on a flipchart.
- Prepare a talk, gathering data on the status of women and girls in your country or invite an outside speaker. If possible, offer comparisons with women in other regions. Hand out statistical profiles if available.
- FOLLOW UP:** Talk to women about how and where they can gather further statistics and information on the status of women.
- MATERIALS:** Flipchart paper, markers.





ACTIVITIES

1. Large Group (20 minutes)

- *Point out the objective, explain the rationale and its link with the rest of the sessions.*
- *Present talk and give out data.*
- *Ask the women if the statistics surprise them and why the statistics may differ from other countries. Point out that they can use this information as background for developing their individual and/or group Action Plans.*
- *Have them prioritize the issues or discuss those situations, causes, and potential solutions.*

2. Individual Work (10)

- *Ask them to write in their Action Workbooks about the statistics that concern them most.*



Statistics on Women That Most Concern Me

- *Ask people to read "Perceptions and Realities" before the next session. It is in their Workbooks and at the end of the next exercise on "Barriers."* ■





BARRIERS TO ADVANCEMENT

*Small Group Work
1 Hour 30 Minutes*

- OBJECTIVE:** Identify internal and external barriers to the advancement of professional women.
- RATIONALE:** This helps women clarify the internal barriers that they can change as well as the external societal barriers that may require a collaborative strategy.
- LINK:** This activity lays out issues that follow-up groups may wish to tackle. This information can also provide understanding of rural women who also face internal and external barriers.



PREPARATION: Write the session objective on a flipchart.

Assign a staff member to begin collecting and monitoring the barriers and issues that may be topics for follow-up work.

Prepare two slips of paper or cards for each participant. (Different colors will make the task easier. Decide which color will be External Barriers and which one for Internal Barriers.) Assign small groups on the basis of organizations or geographic proximity if they will be working on these barriers in any follow-up groups after this training program ends. Prepare instructions on flipchart.

Photocopy the handout on Outline for Small Group Reports or write the instructions on a flipchart and refer participants to the examples in their Workbook on "Deciding Which Barriers To Tackle."

Write the titles of Internal Barriers and External Barriers on a flipchart.



FOLLOW UP:

Ask participants to post Barriers cards on their PIONEER PORTRAITS. If preparing for follow-up groups, type the categories of issues from the flipchart and distribute copies.

MATERIALS:

Blank flipchart paper and markers for small groups.
Two blank cards or slips of paper for each person (two colors if possible).
Photocopied Handouts.

Trainer Note:

Participants can begin this exercise by (1) only identifying barriers to raise consciousness about them or (2) identifying barriers and solutions as the basis of long-term Action Groups. This activity can take place in class as described or through meetings in the evenings. One staff member should begin to monitor, collect, and categorize the issues for future work if desired. Decide now if you will form these long-term Action Groups so you can guide the activities appropriately

**ACTIVITIES****1. Large Group** (15 minutes)

- *Point out the objective, explain the rationale and its link with the rest of the sessions.*
- *If they haven't done so, ask the group to quietly read "Perceptions and Realities" in their Action Workbooks and then discuss which perceptions are valid and how to counteract them. Ask which ones they would most like to change.*
- *Point out:*

As we begin to identify areas where we would like to plan change, we recognize that there are two sets of reasons that hinder the progress of women: Internal Barriers and External Barriers.

The internal barriers involve such things as our self-confidence, attitudes, knowledge or skills -- things that we can change in ourselves. The external barriers involve institutional and national laws, policies, practices, and customs.

Note the quotation from Aristotle in 4th century B.C. ("The female condition must be looked upon as a deformity.") Is this an internal or external barrier? (External: knowledge/attitude barrier.)



By clarifying the two sets of issues, we can decide which barriers we want to address. The more specific we are, the better we can develop action plans for ourselves and target our collective efforts to specific groups of people.

This is the preparation phase for developing our individual and/or group Action Plans.

2. Individual Work (15)

- *Give out two blank cards of different colors (one for External, one for Internal) to each person. On separate cards, have them write the major external and internal barrier on which they want to work. Remind them that the focus can be issues for themselves, their female colleagues, or for women in rural areas. If they need examples, offer the following:*

Examples of barriers identified by women

Internal Barriers

Lack of self-confidence.
Poor communication skills.
Lack of knowledge of how to advance themselves.
Lack of credentials.
Women competing with, rather than supporting, one another.
Fear of taking risks.
Little experience of taking action with other women.
Nibbling rather than building on each other's strengths.
Limited experience.
Lack of ambition, assertiveness.

External Barriers

Lack of institutional gender-sensitive support mechanisms.
Discrimination in promotion.
Competing family and professional roles.
Lack of access to research funds.
Government policies not gender-sensitive.
Seen as too emotional.
Non-sharing of household responsibilities by family.
Lack of acceptance of women's authority by men.

- *Have them post their cards on their PIONEER PORTRAITS and have a "walk-about" to view all the cards.*



3. Small Groups (30)

- *Form small groups to list, discuss their personal barriers, and prioritize the major barriers. Distribute handout on the Outline for Small Group Reports or post instructions on flipchart. Refer them to the examples in "Deciding Which Barriers To Tackle" in their Workbook. Give these instructions:*



Instructions

Choose a recorder and a reporter.

List and prioritize the major barriers, then list a proposed activity and a target group.

Remember that in listing barriers, you are really identifying problems. The more clearly and precisely the problems are stated, the easier it will be to design actions to solve them.

4. Large Group Reports (30)

- *As each small group reports, simplify any issue statements and ensure that each group has prioritized their list.*
- *Ask participants:*

What have we learned from this exercise?

What can we do with this information as professional women? ■

Trainer Note:

If you set up on-going Action Groups working on barriers, collect all the issues, categorize them and potential solutions. Set up each Action Group with a senior advisor to work on priority issues over the next year. This committee could also help document progress on Individual Action Plans among group members.





OUTLINE FOR SMALL GROUP REPORTS

OBJECTIVES:

To prioritize internal/external barriers that affect both professional and rural women.
To present a CONCISE summary of 3 priority issues to the large group so that an Action Group could plan activities related to these issues.

PROCEDURE:

Each group should begin by reviewing and prioritizing three issues and barriers. This process should answer the question: Is it the women who need to change or their environment?

The issues can affect professional or rural women. Internal barriers, such as reluctance to speak in public, could mean that the activity would focus on the women, not on the males and females around them. However, if women are not asked or permitted to speak in public forums, then the activity could be targeted to the professional environment, not the women themselves.

The following gives an example of how the Action Groups might eventually develop action plans based on internal and external issues you identify.

EXAMPLES:

Internal Barriers	Target of Activity	Activity
Women in Ministry lack confidence, skills to speak in public.	Professional Women in Ministry.	Newsletter tips, Workshop.
Men alienated by attitude that "gender-sensitive" equals "women-sensitive," forgetting men.	Professional Women	Build support, participation with men.
External Barriers	Target of Activity	Activity
Attitude that girls should not study science.	Parents of school girls Career Counselors	Meetings
Women Not Appointed to Meetings, Workshops, Committees	Policy Makers	Gather research For presentation to policy makers.

**Present your short list of internal and external issues in LARGE CLEAR LETTERS on flipchart paper.*

Internal/External Barriers	Target of Activity	Activity
1.		
2.		
3.		





PERCEPTIONS AND REALITIES

In the 4th century BC, Aristotle wrote:

"The female condition must be looked upon as a deformity."

Attitudes about professional women are in part a consequence of the thousands of years of conditioning to the idea that the female is inferior.

SOME MALE PERCEPTIONS OF PROFESSIONAL WOMEN:

Unfair competitors who use their minority status or feminine qualities to obtain advantages.
Not serious about their work, just hunting for a husband.
Not having sufficient abilities to lead teams.
Cause problems with special demands and requirements related to family responsibilities.
Dreading discussions with feminist activists who wish to confront rather than discuss and solve problems.
Difficulty coping with "emotionalism" of women at times of family stress or reacting to negative evaluations.

SOME COMMON OCCURRENCES:

Men moving in on a promising area being explored by a woman, expanding on it and dominating it, giving little or no credit to the woman originating the ideas.
Stereotyping women as unequal partners in teams, seeing them as technicians rather than conceptual or quantitative thinkers.
Some males seeing themselves as guided by intellectual objectivity, refusing to admit that any of their actions may be the discriminatory or irrational actions of human beings as well as logical thinkers.
Appraisal of women as sex objects as well as professionals.

REALITIES OF WOMEN IN TOP POSITIONS:

A woman at the top may feel very alone. If she is a "token" woman, she has enormous pressures on her to succeed. She may want to keep the best interests of other women in mind, but not allow too many gender considerations to enter the decision-making process. As a lone woman, she may be excluded from many facets of life at the top and may have no support network at her level. In addition, junior women may expect special treatment and be hostile to her when she tries to act with impartiality.

Excerpts from: Women in Science: Portraits from a World in Transition by Vivian Gornick, 1993 (out of print), and The Woman Scientist: Meeting the Challenges for a Successful Career by Clarice Yentsch and Carl Sindermann, Perseus Books, 1992.





AREAS FOR FUTURE RESEARCH

Large Group Activity (Optional)
15 Minutes

OBJECTIVE: Identify areas where more research is needed on the status of professional women and the discrimination they face in order to plan future action.

RATIONALE: This optional activity helps women to summarize the information gaps and needed research. Good statistics on the status and issues provide documentation for policy and program changes.

LINK: If women researchers are among the participants, this activity provides ideas for scholarly or professional study.



PREPARATION: Write the session objective on a flipchart.

Post on the wall all the barrier issues developed during the training.

FOLLOW UP: The results of this session could form the basis of a post-training program Action Group. Senior advisors could work with individuals or small groups of women who wish to pursue research topics, perhaps as an Action Group activity.

MATERIALS: Flipchart paper, markers.





ACTIVITIES

1. Large Group (15 minutes)

- *Point out the objective, explain the rationale and its link with the rest of the sessions.*
- *Go over all the issues and barriers which the women have identified. Ask participants to identify the priority areas where research would provide documentation to help women advance. Write them in their Workbooks.*
- *Write the list on the flipchart and identify individuals or small groups that may work in these areas.* ■



Trainer Note:

Note that some women who have gone through this workshop have formed Statistical Action Groups to work with the central bureaus of statistics in their countries. They have done studies on how women, especially rural women, are left out of statistical studies. Point out that in the Workbooks, there is a page in the Gender Module showing how to get better statistics on rural women.

Facts, combined
with ideas,
constitute the
greatest force in the
world.





HOW PEOPLE ADVANCE

Large Group, Workbooks
1 Hour

- OBJECTIVE:** Recognize the methods by which people actually advance their careers.
- RATIONALE:** The session explores the official and unofficial ways in which people advance in their careers, such as the Old Boy Network.
- LINK:** This activity lays the foundation for development of individual, institutional, and national strategies for the professional advancement of women.



- PREPARATION:** Write the session objective on a flipchart.
Read "Crashing the Old Boy System" and determine if it is appropriate for your culture. Collect any other articles on networking or the Old Boy system.

- MATERIALS:** Flipchart, markers.

Trainer Note:

Part of this exercise assumes that people will continue to work together after the training program is complete. That reference can be omitted if desired. Even if they don't form long-term groups, always end this training with participants working on their own Action Plans for advancement – both individual and institutional. Depending on time, you can use one of the following exercises:

- 1. Brainstorm how people advance in small professional groups (examples: policy, fieldwork, research, teaching). Then work individually and make notes on their Action Plans and share their ideas in the small groups, OR*
- 2. Divide into small groups and ask each group to come up with a role play on how a man advances in their culture. Then ask the group which methods are appropriate for women or which methods women can use to help other women advance.*





ACTIVITIES

1. Large Group (20 minutes)

- *Point out the objective, explain the rationale and its link with the rest of the sessions.*
- *Explain that:*

People advance in their careers in many ways. These ways may vary in different cultures and disciplines, in official and unofficial ways, and between men and women. In order to help other women – especially rural women, more professional women must advance to roles and positions of influence. What we write on the flipchart will help us plan strategies to advance our own careers and those of other women.

- *Ask a participant to write on the flipchart while other participants brainstorm ideas of how people advance. This exercise can also be done in functional (management, research, teaching) or sector (agriculture, health, microenterprise) small groups.*

Examples: mentoring, role models, professional associations, speaking at conferences, having friends, political contributions, publishing, media attention, etc.



Women	Men	How People Advance

- *Ask participants:*

Are there different patterns for men and women?
Does the Old Boy network exist and how do you see it working?
Is it different in private and government organizations?
Are there differences in the ways people advance in different functional areas, such as research, extension, management?
Which methods can you comfortably use in your own careers? Which new methods can you try?

- *Ask a participant to read aloud the true story, *Crashing the Old Boy Party*, or use a similar story from your own culture.*



- *Ask participants:*

What does this story tell us? What are the most important lessons for us? (Working together to gain visibility.)

How could we as women apply these lessons to ourselves or to our institutions?

2. Action Workbook (10)

- *Give people a few minutes to write down methods which they want to use or have women from the same institutions meet to work on advancement plans for their institutions.*

Strategies to Help Women Advance in My Institution



3. Large Group (30)

- *Ask people to share their plans. with the large group.*
- *Ask how they will monitor these plans.*
- *Ask someone to summarize the learning from the session.* ■





CRASHING THE OLD BOY PARTY A TRUE STORY

An informal group of women in middle management had been meeting monthly for several years. They realized that after many years they were still middle management while men with better contacts got the jobs above them. Many people who recruited for jobs didn't even know they existed. They were invisible.

Calling themselves the A Team, they resolved to be pragmatic, to be noticed, to help one another move up. Their goal was to have at least three of them in the top positions within a few years.

In a highly organized way, they let people know about their desire to take on higher positions, making phone calls, informing personnel officers, politicians, sympathetic senior managers, and mentors, holding seminars on management topics where they needed to brush up. They invited key people to their meetings.

From the beginning, they took a one-for-all approach, sometimes competing for the same positions – but knowing that the more women who are in the pool for advancement, the better for all women. The strategy of aiming for the top gave the group a sense of both urgency and mission.

They fanned out across the region to speak with women leaders in other fields, anyone who might help them press their case. Their goal was to learn more about how to break into the power structure and to make their names known at key institutions.

Every time a senior-level job came open, they phoned friends and former associates to recommend colleagues. Today nearly half the group hold senior positions. The group still meets to discuss other issues more related to family and personal development.

Initially they had had no agenda except to create a safe place to discuss their professional concerns. But, today, one says: "We knew if we didn't initiate an organized approach, it would never happen."





VISIBILITY & NETWORKING

*Large Group, Pairs, Workbooks
1 Hour 30 Minutes*

- OBJECTIVE:** Recognize the importance of visibility and networking for women on an individual, national, and international basis.
- RATIONALE:** This exercise is designed to help women begin to organize, to plan their own "visibility" strategies, and to consider specific actions in networking.
- LINK:** This session is one more step in the Action Plans for participants.



PREPARATION: Write the session objective on a flipchart.

MATERIALS: Flipchart, markers.

Material about local organizations or professional associations.

Trainer Note:

If you have time, ask the women to develop a list of organizations – both professional associations and key institutions – with which they could network. Have them add these to their Action Workbooks, OR

Have them draw a picture of a net, writing in all the associations and connections that give them support, both informal and formal.





ACTIVITIES

1. Large Group (10 minutes) Visibility

- *Point out the objective, explain the rationale and its link with the rest of the sessions.*
- *Talk about visibility of women. (You can refer to the A Team group in the previous Old Boy story.) Discuss how women are often invisible in professional situations, how they are so used to this condition, that they are not even aware of visibility as a key element in advancing one's career. Ask them for examples.*
- *Ask participants what people do when they are looking to fill a new position, make a committee assignment, or send someone to represent their organization. (Most of the time, they think about people who are "visible" to them, whose names come up, or who have recently brought an idea to them.)*

- *Tell the following story:*

There was a woman on a task force who had a brilliant idea and did most of the work. But another man on the task force thought to mention to their boss that the task force was doing great, moving forward with a new idea. The boss assumed that the man was the leader in the task force and behind the brilliant idea. This was what was remembered in their next performance evaluations and promotions. The woman remained invisible.

2. Pairs (10) Visibility

- *Form pairs and ask the women to come up with a list of ways to become visible in your professional field. Ask them to write in their Workbooks.*



Ways To Become More Visible in My Profession

3. Large Group (15) Visibility

- *Ask people to share ideas and write on flipchart paper. Ask them if there are ways that are more important in some fields than others, such as differences between being a researcher or being a health worker.*
- *If the following methods are not suggested, review them in their Action Workbooks.*




Making Ourselves Visible

- Attending conferences.
- Speaking/presenting at conferences.
- Joining or volunteering for committees.
- Finding one or more mentors.
- Building a collection of references for jobs.
- Letting people know our career goals.
- Joining/volunteering for/organizing panels at professional meetings.
- Telling others about the work of our team.
- Publishing an article about our project in a newsletter or professional journal.
- Starting a task force or coalition.
- Writing memos with positive problem-solving suggestions.
- Using the media to publicize individual or group activities.
- Point out to supervisors the good work of other women.
- Get to know people outside our department.
- Find a woman mentor who dresses well and ask her for advice on your wardrobe or professional image.
- Suggesting women for every possible assignment or position. Forward lists of candidates.
- Copy appropriate people on memos so they are aware of your presence. (For example, when you compliment another staff member, copy their boss on the memo.)
- Make sure that senior people are aware of what I am doing through memos or informal conversations.
- At the end of a meeting, take a leadership role and summarize for people, noting "This is what I think we've agreed to. Is this correct?"

4. Action Workbooks (15) Visibility

- *Ask them to write three ways they will try to make themselves and other women more visible in their organizations.*

Three Ways I Will Increase Visibility



For myself	For other women
1.	
2.	
3.	



5. Large Group (15) Networking

- Ask the group to define networking and write in their Workbooks.



Definition of Networking

- Draw a picture or ask them to visualize a net. Put an example on the flipchart. Ask them to think about all the connections, and how each section is stronger because it is connected to others.
- Connect the idea of networking to the previous session in which they looked at how people advance. How do men network? (Example: men network at private clubs or sports activities.)
- Ask the group to list the various kinds of networks and how they are important to the advancement of women. Only if they don't come up with ideas, you can suggest the following:

Examples: support networks, professional networks, religious networks.

6. Action Workbooks (10) Networking

- Ask them to write three places where they could expand their networks. If they are creating a professional association at this workshop, point out that this association can be a very important network and advocacy group to make women more visible.



Networks That Can Help Me Advance

7. Large Group (15) Networking

- Ask a participant to read the poem, "Decide to Network," in their Action Workbooks.
- Ask them to summarize the most important points about networking and write on a flipchart. They can write them in their Workbooks. ■



Most Important Points About Networking



DECIDE TO NETWORK

Decide to network.

Use every letter you write,

Every conversation you have,

Every meeting you attend

To express your fundamental beliefs and dreams.

Affirm to others the vision of the world you want.

Network through thought.

Network through action.

Network through love.

Network through the spirit.

You are the center of a network.

You are the center of the world.

You are a free, immensely powerful source

Of life and goodness.

Affirm it.

Spread it.

Radiate it.

Think day and night about it

And you will see a miracle happen:

The greatness of your own life.

In a world of big powers, media, and monopolies

But of four and a half billion individuals

Networking is the new freedom

The new democracy.

A new form of happiness.

- Robert Mueller



NOTES





MENTORING

*Large, Small Groups
1 Hour 15 Minutes*

- OBJECTIVE:** Identify the important factors in having and being a mentor.
- RATIONALE:** This session highlights a rarely recognized factor in how women advance. Too few women have considered the advantages of mentoring -- and the pitfalls.
- LINK:** The exercise also contributes to the women's Action Workbooks.



PREPARATION: Post the session objective on a flipchart.

Divide up the information on mentoring according to how many small groups you can make. Copy the material on mentoring and cut up the paper, giving one or more areas to each small group which they will then present to the rest of the group.

MATERIALS: Flipchart, markers. Slips of paper with mentoring assignments.

Trainer Note:

Instead of doing a presentation, you can –

List the topic areas and have the women themselves come up with ideas, only adding items if they don't originate them by themselves,

OR

Bring in women or use women in the group who have had mentors to discuss the type of mentoring relationship, how mentoring was valuable, any problems that occurred, what guidelines they set.





ACTIVITIES

1. Large Group (20)

- *Point out the objective, explain the rationale and its link with the rest of the sessions.*
- *Ask the group to define "mentor." If they have difficulty, offer the following ideas:*

The word "mentor" comes from Greek mythology in The Odyssey where Mentor, as the goddess Athena in disguise, embodied both the female and male personas.

The word "protégé" come from the French, meaning to protect.

A mentoring relationship is between someone who is more experienced and sometimes, (but not always) older with someone less experienced, a protégé.

A mentor may be of either sex, and women may have one or many mentors.

A mentoring relationship may last for an hour or several years.

A mentor can give you access to the thinking, attitudes, and the networks of your profession.

A mentor can give you pointers and points of reference in such areas as mastery of your profession and self-confidence.

A good mentoring relationship helps you to develop a professional identity.



- *Ask participants to list the definition and the advantages of being mentored in their Workbooks. Put on flipchart.*
- *Ask participants to list the advantages of being a mentor. Only if they have difficulty, suggest the following:*

This relationship gives the mentor an opportunity to sit back, reflect on what she has learned, and pass it on to another young "rising star." It also provides an opportunity to stay in touch with the younger generation.

Some people use this process to build a power base -- having protégés who write about them, quote them, and invite them to speak. Mentoring can enhance a reputation in an organization for identifying and developing good talent.



- *Explain that mentor relationships can be formal and informal, one time or over months or years. Note that a major study listed "a hand up" as one of the three major reasons people advance in organizations.*
- *Ask the group for any experience they have had in mentoring or being mentored.*

2. Small Groups (20)

- *Give each small group an assignment to do a mini-session on one aspect of mentoring from the mentoring section in their Workbook. Tell them they should add their own information to the topic, disagree with the points, make the information their own. In their mini-session, they can also ask the group questions about their area. The presentation should only take five minutes. (You can copy and cut the Mentoring section into strips and give to each group.)*

3. Large Group (35)

- *Have each group present their information in five minutes each.*
- *Ask people what they have learned about mentoring. ■*



NOTES



MENTORING

**ADVISOR • CONFIDANT • TEACHER.
PARENT FIGURE • CONFESSOR • MOTIVATOR**

MENTORING IDEAS

A mentor can provide access to the thinking, attitudes, and the networks of your profession.

Mentors give you signposts on your journey to competence, assertiveness, and self-esteem.

A good mentoring relationship helps you, the protégé, develop a professional identity.



You heard about a rising star in your profession. You telephoned and asked if you could interview her to learn about aspects of her profession. The rising star was flattered and you had a new mentor.

WHAT IS MENTORING?

A mutually beneficial relationship between someone who is more experienced and sometimes -- but not always -- older with someone less experienced, a protégé. A mentor may be of either sex, and women may have one or many mentors. A mentoring relationship may last for an hour or several years.



Protégé: (French) "to protect."

My mentor keeps an open door for me. When I am really having problems, I can go in and say 'I'm struggling. I need your help.'

THE MENTOR BENEFITS TOO

This professional relationship gives the mentor an opportunity to sit back, reflect on what she has learned, and pass it on to another young "rising star." It also provides an opportunity to stay in touch with the younger generation.

Men have often used this process to build a power base -- having protégés who write about them, quote them, and invite them to speak. Mentoring can enhance a reputation in an organization for identifying and developing good talent.



MENTOR FROM GREEK MYTHOLOGY

The word "mentor" originated in The Odyssey where Mentor, as the goddess Athena in disguise, embodied both the male and female personas.

ROLE MODELING OR "UNCONSCIOUS MENTORING"

A role model is a person emulated and admired by young professionals; there may be no personal relationship involved.



Exercise:

Identify your role models, observe them. Write down every aspect of them that you admire ... the way they present themselves, their clothes, manners, air of confidence, particular skills, courage, speaking out, social skills, etc.

Assess yourself according to these items and draw up a plan for the qualities, skills, and characteristics that you can emulate, practice, or learn. In some cases, you can even ask your role model for help.

SELECTING A MENTOR

"...This is my professional goal. I am seeking someone whom I can call on to give me advice about my professional career, help me with learning the informal ways of career advancement and issues that come up along the way. Would you be willing to be help me with that?"

Before you approach someone about mentoring you, put yourself in her position -- perhaps she would welcome the opportunity, but again, perhaps she feels she is too busy or not interested or feels currently overwhelmed by personal problems. Think of specific ways you can ask her for help, which then could expand into a broader mentoring relationship. It could also be that the "chemistry" between you is not right.

You could ask:

Would you be willing to advise me on this project in your area of expertise?

Could you suggest any ways I might learn (a particular skill)? Would you be willing to give me some feedback if I try it out?

I am still learning the ropes here. Would you be willing to help me understand the culture of the organization and how it works informally and unofficially?

I would really like to learn how to make a presentation as well as you. Can you suggest how I could learn that?



I have admired the way you always look so professional. Could you give me some advice on my professional appearance or tell me where to go for suggestions?

OTHER WAYS OF SHORT-TERM MENTORING

If your candidate is not interested in an on-going mentoring relationship, you could still get some help by offering to take the person to lunch "to pick her brain" if she is willing.

Call a person you met at a conference and say you'd like to ask their advice over the telephone.

Don't forget to look for mentors in professional organizations and other areas outside your own work environment.

Find a successful woman you admire and say you'd like to interview her about her career path and why she made the choices she did.

IF YOU WANT TO RISE IN ONE ORGANIZATION

If your goal is to advance in one organization over the years, selecting the right mentor is even more critical. In your mind, you must also interview the potential mentor. Is s/he the best one to help you reach your goals? How is she viewed within the organization? How would those supervising you view your association with her/him?

QUESTIONS TO THINK ABOUT

Do you want someone with access to and knowledge about power in the organization?

Do you want someone accessible to you frequently?

Do you want someone supportive and encouraging?

Some studies indicate that male mentors currently give more in terms of advancement, while women mentors provide more support and teaching.

POTENTIAL WOMEN MENTORS

Role models may know that they are good, but they may not be aware that they are being scrutinized closely for traits useful to aspiring professionals.

Some women in positions of power do not see themselves as powerful or do not feel powerful because society devalues their sex and because they feel insecure in their position.



CONSIDERING A MALE MENTOR

- With a male mentor, be more assertive and less deferential in developing the professional relationship. (Here is what I need in a mentoring relationship; would you be willing to fulfill this role?)
- Men may be more reluctant to mentor women because of concern how others will view the relationship. Some may fear the risk of sexual harassment charges.
- Women should be cautious about offers of 'professional friendship' that turn out to be less than professional.
- There are many similarities between an evolving mentor relationship and an evolving romantic relationship.
- A sexual relationship with a mentor is almost certain to have a negative effect on your future career.

IF YOU SELECT A MALE MENTOR:

- Avoid discussing personal matters or asking for personal advice.
- Try to keep the relationship objective and friendly.
- Keep the door open during conferences to avoid idle talk.
- Avoid falling into a father/daughter relationship and excessive deference in a mentoring arrangement.
- At the first sign of personal attraction on his part or your part, dissolve the relationship quickly and completely.
- If a mentoring relationship develops into romance, there is the danger of a mentor taking unfair advantage of a less experienced protégé, who may be infatuated with the glow of power and influence.

DIFFERENT ASPECTS OF MENTORING

Mentors can make things happen for their protégés. For a young professional who does not yet understand how the informal power structure operates, it may seem like magic.



MENTORS HELP BY...

Providing a sounding board, as well as feedback and political information and advice -- most often by mentors who are peers with special expertise.

Coaching the protégé by giving specific feedback and honest appraisals of a protégé's performance or behavior.

Sponsoring the protégé by promoting her within the organization and bringing her to public attention, such as making positive comments about the protégé to important others. (This can enhance the mentor's position if the protégé is successful.)

Introducing the protégé to the informal power structure and power-brokers of the organization, relaying behind-the-scenes information, and lobbying on her behalf for choice assignments.

DON'T LEAVE THIS RELATIONSHIP TO CHANCE. THINK THROUGH WHAT YOU WANT.

Finding a mentor is an active process, requiring vision, planning, and sensitivity. You cannot wait to be chosen.

1. Define your career goals.
2. Identify your professional strengths and weaknesses -- training, credentials, achievements, areas of competence.
2. Identify anyone who might have been observing you as a potential protégé.
4. Identify any relationships at work that might develop into mentoring relationships or people in other institutions or fields who might help.
5. Identify what you think you need -- more access to powerful people in the organization, more information about the informal ways of advancement, advice about career paths, etc.

IDEAS FOR FORMAL MENTOR PROGRAMS

Institutionalize the mentor program in a university by randomly assigning all senior staff to act as mentors for junior staff or graduate students.

Develop training programs on how to be a successful mentor and/or protégé.

Incorporate successful mentoring as an element of performance evaluation for promotions.



TIMES WHEN A MENTOR IS CRITICAL

Because women's roles are more complex than those of men, women need role models and mentors at different ages and at different times of their lives to help them formulate their work dreams, advance them in their careers, and support them as professional women.

1. When she first sees her work as more than a job and realizes that she'll be doing it for the rest of her life.
2. When she is ready for the final push to the top where few women have ventured and role models are scarce.
3. When deciding on a specialty.
4. When changing careers.
5. When faced with a tough decision about a promotion or job offer.

It is often said that women learn to know themselves through their relationships and that 'needing' someone does not compromise them. Often when women consider their own individualistic needs first, they view themselves as selfish. In contrast, men may see individuality as their right. Consequently a man may deny the intimacy involved in mentoring and emphasize the power/success aspects, while the women stress the support they receive.

Often it is women's lack of self-confidence and inexperience that hold them back, not their lack of ability. A mentor can help a woman to take risks, to succeed and increase her confidence.

GET YOURSELF READY FOR MENTORING

Take risks, show others that you are willing to take initiative and accepting a challenge. Volunteer for a job that no one else wants and do it creatively.

Show a desire to learn, to grow. Show curiosity and interest in expanding your knowledge or skills and signal to others that you are receptive to new ideas and open to challenges. Accept criticism as valuable information to help you grow.

Work on learning non-verbal signals, body language, pacing, actions, etc. As you move up, communication becomes much more subtle and reading non-verbal cues more important.



Mentoring is not necessarily a one-time or one-person process. Women often have a network of mentors and support people throughout the stages of their lives.



Excerpts from:

- Women, Mentors, and Success by Joan Jeruchim, Pat Shapiro and Patricia Gottlieb Shapiro, 1992 (out of print).
- The Woman Scientist: Meeting the Challenges for a Successful Career by Clarice Yentsch and Carl Sindermann, Perseus Books, 1992.
- Corporate Romance: How to Avoid it, Live Through It Or Make It Work For You by Leslie Aldridge Westoff, 1985 (out of print).
- The work of Carol Gilligan.



NOTES





SUBTLE FORMS OF GENDER-BASED TREATMENT

*Small, Large Group, Workbooks
1 Hour 30 Minutes*

- OBJECTIVE:** Identify subtle forms of discrimination that women experience and to develop strategies to deal with them.
- RATIONALE:** This exercise brings into the open many of the very personal experiences of women that they often do not know how to handle.
- LINK:** This information can help people develop more personal strategies for their individual Action Plans. These items can be used later for discussions with male supporters or men could be invited to this session.



PREPARATION: Write the session objective on a flipchart.

Take the sheet on "Subtle Forms", photocopy it and cut into strips to divide among the small groups or assign each group one or more numbers of the sheet from their Action Workbooks. Write on a flipchart: "What could a woman do or say when these things happen?"

MATERIALS: Flipchart paper, markers for each small group.

Trainer Note:

This activity can be done in small groups or, if time is short, participants could discuss the handout on Subtle Discrimination in a large group, placing group solutions on a flipchart.





ACTIVITIES

1. Small Groups (30 minutes)

- *Point out the objective, explain the rationale and its link with the rest of the sessions.*
- *Give out the examples on slips of paper to small groups or assign each small group two or more numbered examples from their Action Workbooks. Ask them to suggest solutions and to report back to the large group.*

2. Large Group (45)

- *Have the small groups report and ask for other examples that they have observed or experienced.*
- *Ask them how they think male supporters would suggest they respond to these situations. Ask if they think some men also experience such gender-based treatment.*
- *Suggest they talk about these items with men in their lives and discuss how they can do this. Point out that bringing up these topics involves risk-taking, but without risk-taking, there will be no change. Remind them that such gender-based treatment is often unintentional – not always – because the other sex is completely unaware of the behavior that they have been taught as a child and by their peers. So we have a responsibility to educate each other in non-confrontive ways. Ask for suggestions of what someone might say to a spouse.*

3. Action Workbooks (15)

- *Ask them to write in their Action Workbooks two situations that they would like to change for themselves and what they will do or say. Later, have volunteers share what they have written. ■*



What I Will Do To Change My Reactions

I have learned through bitter experience the one
supreme lesson:
To conserve my anger. And, as heat conserved is
transmuted into energy,
even so our anger controlled can be transmuted
into power which can move the world.

- Gandhi





SUBTLE FORMS OF GENDER-BASED TREATMENT TOWARDS WOMEN

1. Exclusion: Lack of participation in male networks, exclusion from informal social or recreational sites where decisions are made, lack of support for new proposals, acceptance for training opportunities, tips on job openings, collaboration in ongoing research, the give-and-take of networking, and conversation about technical matters. Exclusion in jobs and promotions on the basis of non-functional or irrelevant criteria, such as race, religion, extent of commitment to careers, family plans, physical appearance, and other devices to disguise bias.

2. Condescension: Men operating with condescension (often without awareness) with the idea that women must be protected from harsh realities and that only men should handle work requiring specific physical or technical abilities. Not selecting women because they are too "fragile" or "vulnerable." Women can be accused of emotionalism if they express annoyance.

3. Role Stereotyping: Women can still be trapped in stereotyped expectations that they should be supportive of men, feminine in appearance, often emotional, sexually available, committed primarily to home and family, and assumed to perform service and secretarial functions in a group.

4. Tokenism: Tokenism exists when male-predominant environments employ one or two token women to demonstrate non-discriminatory practices. The token women must unwillingly assume responsibility as representatives of their sex and are expected to perform above average. On a daily basis, their every action and appearance receive spoken or unspoken criticisms, in effect isolating women.

5. Hostility: Hostility can occur when women who are viewed as trespassers on male territory (in fear of being displaced or bested by a woman competitor). Often disguised as teasing, making belittling and inappropriate remarks, and accusing the woman of lacking a sense of humor if she responds negatively. Other forms of hostility can be expressed in the ugly aside or double entendre.

6. Sexual Innuendo: Most women have stories of uncomfortable and humiliating sexual innuendo by men focusing on women as sex objects rather than as professional colleagues. Examples can range from inappropriately placed sexual photos or suggestive jokes in the workplace.

7. Invisibility: Examples: Not calling on women in class, forgetting them in introductions, ignoring contributions to work co-authored by men, overlooking them in discussions, directing remarks and making eye contact only with males in the group, and dismissing their roles as wage earners for the family. Again, such expressions are often unconscious by men until called to their attention.

8. Body Language: Expressions of discomfort with the presence of women can be all too familiar in body language based on assumed sexual overtones for every interaction. It can also be seen in open displays of disinterest when women are demonstrating professional competence.

9. Backlashing: In a competitive world, backlashing is often expressed by complaints -- or lawsuits -- about "reverse discrimination." Sometimes men, following a personal experience of being bested by a woman, express dismissal of the entire concept of feminism.

10. Devaluation: Devaluation occurs when a woman's success is attributed to chance, to sexual factors, or affirmative action rather than competence and hard work. Credentials may be evaluated differently from those of men or their contributions or comments may be trivialized. In the labor market, it occurs when female-dominated professions earn lower salaries than male-dominated professions requiring comparable skills and when jobs requiring female-stereotyped functions, such as caring or nurturing, are less valued in the marketplace.

Excerpts from The Woman Scientist by Clarice Yentsch & Carl Sindermann, Perseus Books, 1992



NOTES





BEGINNING AN ACTION PLAN

Writing Goals & Objectives
1 Hour

OBJECTIVE: Write clear, achievable, measurable objectives to address problems faced by women.

RATIONALE: This exercise introduces women to the techniques of writing clear objectives, which will help them not only in the workshop but in their professional and personal lives. It helps the women to think logically, as well as to be specific on their plans.

LINK: This activity begins the first major step in creating an Action Plan with specific activities that each woman can commit to achieve in the coming year.



PREPARATION: Write the session objective on a flipchart.

Prepare and cover four signs until ready to use:
Goal/Objective/Outputs; Example; Problem Flip, and the quotation, "If you don't know where you are going, any way will get you there." Read through the exercise completely to decide on methodology in certain sections.

MATERIALS: Flipchart paper, markers.

Trainer Note:

This exercise can be carried out with small group work in class or, if time is limited, by critiquing the papers after class.



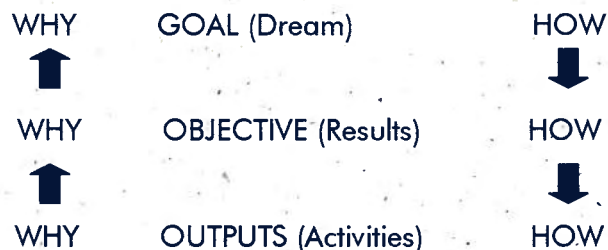


ACTIVITIES

1. Large Group (30 minutes)

- Point out the objective, explain the rationale and its link with the rest of the sessions.
- Ask what they know about goals and objectives. Each person writes it down. What are they? When needed?
- Show them the GOAL/OBJECTIVE/OUTPUTS sign and the EXAMPLE sign and gradually uncover the levels as you talk, starting with the top level.

Goal/Objective/Outputs



- Talk about GOALS as broad general statements of what we are trying to accomplish. Our dream. On the other flipchart, walk them through the example: To increase the influence of professional women on policies affecting rural women. Reveal one section at a time.

Example

GOAL:

To increase the influence of women professionals on policies, programs and practices affecting rural women.

OBJECTIVE:

To prepare 1000 gender-sensitive, self-confident, risk-taking professional women by December 31, 2010.

OUTPUTS:

175 academic scholarships awarded.
10 *Leadership for Change* Training Programs held.
8 Professional Associations established.
6 Gender Centers established.
6 Mentor Programs established.



- *Talk about OBJECTIVES as being more specific, measurable statements about what we want to accomplish by a given point in time. As we look at our goal statement, we ask "HOW will I work toward that goal?" That gives us our objective.*
- *Ask them for an example of an objective that would work toward the goal (increasing influence...). Point out that it requires numbers and time limits by which to measure success. How could a person from the outside come and look at your objectives and agree/disagree with you that they have been achieved?*
- *Show the second EXAMPLE: OBJECTIVE on the flipchart.*
- *Talk about OUTPUTS as the next level down. As we look at the objective statement, we ask, "HOW will I work toward that objective?" These are the activities that will lead to the achievement of the objective. Ask for an example and then reveal the output level on the Example flipchart.*
- *Looking at the two signs and show how the logic moves downward as we ask HOW? and upward as we ask WHY? we want to do each thing.*
- *Refer to the PROBLEM flipchart and point out that a good objective is the reverse of a clear problem statement. Unless people start with identifying the real problem (rather than the symptoms), a good plan cannot be developed.*

Problem Flip

"melborP" = Objective



Measurable
How Much?
How Many?
How Good?
By When?

"Problem" is the reverse of the Objective.

Problem:

Few women have credentials to hold professional positions.

Objective:

To prepare 175 women with graduate degrees
for professional positions by December 31, 2010.



2. Action Workbooks (30)

- *Ask them individually to do the following either during class or afterwards:*

Write a goal, specific objective, and outputs related to their own career advancement or work related to other women. This is the first draft of the Goals for their Individual Action Plan.



First Draft of My Goal and Objectives

- *This activity can be handled in one of two ways:*

Method One: Exchange the writing in pairs or small groups. Trainers circulate to critique and answer questions. Ask for examples from the group and have the group critique them.

Method Two: The trainer collects the papers (with names on) and individually critiques the work before returning it to the women. People should write on a separate piece of paper and include their names.



- *Point out the quotation: "If we don't know where we are going, any road will get us there – and how will we know when we have arrived?"*
- *Ask someone to summarize what has been learned about Problem Statements and Writing Goals and Objectives.* ■





FORMING ACTION GROUPS

*Large Group, Action Groups
15-60 minutes
Optional*

OBJECTIVE: Establish Action Groups to carry out activities during the coming year.

RATIONALE: Establishing Action Groups at this point prepares the women for taking "ownership" of the program and planning their own activities during and after the workshop. In previous training programs, these Action Groups have been key to motivating and mobilizing women volunteers to effect change in institutional gender policies and programs.

Planning a presentation of Action Plans to senior people at the end of the training provides momentum throughout the week. With the presentations, the senior advisors themselves are energized by the work of the women leaders and seeing the concrete results of the training.

LINK: This can be one of the most important activities of the workshop that can launch an array of actions over the coming year.



PREPARATION: One staff member should collect all the barriers/issues identified by the groups since the workshop began and share them with the groups. (Issues were identified in the early session on Pioneer Interviews.) This staff member should monitor the Action Groups to see that they are focused with clear objectives and plans.

Post a list of potential Action Groups and ask for additions or changes. If the group chooses to launch a professional association, they could meet again in a year with the goal of having the association registered by that date.





Potential Action Groups

1. Professional Association Action Group
(to organize a new organization)
2. Communications/Public Relations/Media Action Group
3. Mentoring and Professional Development for Young Women
4. Next Generation Action Group
(mentoring, girls and boys in schools, career advice)
5. Rural/Professional Women's Linkage
(activities to connect these groups)
6. Men's Advocacy Action Group
(to increase support, involvement of men)

Prepare extra copies of the Action Group forms to be completed by the small groups so that each person will have a copy in addition to the form in the Action Workbook.

If you have sufficient funds, ask each group to prepare a small budget for planned activities during the year. These costs might include transportation to the meetings, photocopying or production of materials.

MATERIALS:

Flipchart, markers.

FOLLOW UP:

Decide which staff or senior advisers will work with the Action Groups throughout the workshop and over the coming year.

Make copies of each Action Group plan before participants depart and return originals to participants.

Trainer Note:

This is an optional exercise to be used primarily if you will have further contacts with the women, intend to establish an organization to sustain the training program goals during the coming year, and can help them with follow-up activities. Otherwise, Action Groups can be formed only for the duration of this workshop and can be focused on identifying internal/external issues and actions to take in their workplace.

Setting up these Action Groups can take place during the main part of the day, but they can meet in the evenings. Eventually a senior advisor from the appropriate sector/institution should be linked to each Action Group as a resource person. These advisors should include male supporters.

It is important that the Action Group members come from the same organization or work in close geographic proximity so that the groups can meet easily in the next year.





ACTIVITIES

1. **Large Group** *(15 minutes if introducing small group work to be done out of class or 1 hour if they develop plans now)*

- *Remind participants of the goals of the your program and that the training is only one part of the long-term effort. In many countries, this training launches professional associations and other activities that are the foundations of a program that can change their country.*

Now that issues have been identified and barriers -- both internal and external -- have been described, we know some of the major areas to be tackled.

In the coming year; we will launch activities to make the reach of this training expand far beyond your group. Most important will be the launch of a professional association of women and men dedicated to the advancement of women. Some professional associations choose to focus on improving the lives of rural women by changing policies, programs, and practices that affect them.)

In this session, we will organize Action Groups to address the priority issues for women that you have identified. Senior professionals will act as resource persons or advisors to the Action Groups and, together, you will work to change your institution and your country.

Here is a list of Action Groups. We can add others.

- *Go over the list on the flipchart. Have people sign up for Action Groups and meet. Either now or over the week, have them develop an annual plan, which should include goal, objective, outputs, schedule, assignments, and resources needed (proposed budget) for the year. ■*





ACTION GROUP

One-Year Plan

Goal:

Objective:

Outputs/Activities:

Schedule for the year:

Assignments:

Resources needed:

NEXT MEETING TIME/PLACE:

LIAISON PERSON WITH YOUR PROGRAM:



TRAINING GOALS

To clarify the definition, impact and implications of gender roles for women and men and to identify specific gender issues in organizations and possible solutions.

IN THIS SECTION, PARTICIPANTS WILL:

Learn about the differences between gender and sex and about the historical development of the word "gender" in the international development context.

Learn how childhood messages about gender roles influence our adult behavior and attitudes.

Gain greater understanding of the stresses and perspectives of the other sex.

Increase sensitivity as to how societies mold females and males into boxes that may or may not reflect their choices or opportunities to reach their full potential.

Think about the future and gender roles in their own personal and professional lives.



Module IV

TRAVELING THE GENDER ROAD ROLE TOGETHER

Trainer Note:

This module is primarily designed as a gender awareness and sensitivity workshop for both sexes, but can be done with only women or only men. A main objective is to have each sex understand the boxes in which the other is constrained in order to bring better communications and understanding. It is also important to have at least one session where men can talk to men and women to women in order to get the discussions to move more freely, but a facilitator should be present to help focus on stereotypes and assumptions based on myths and childhood messages. In general, the facilitator should address problems directly and with humor where possible.

NOTES





TRAVELING THE GENDER ROAD TOGETHER

Module IV

List of Activities

1. Ground Rules for Gender Discussion (15)
2. Defining Gender (1 Hour 15)
3. Boys Do, Girls Do:
Childhood Messages about Gender (1 Hour 15)
4. History & Perspective on Gender (45)
5. Gathering Statistics on Women and Men (30)
6. Stress & Gender Roles in Two Arenas (1 Hour 15)
7. Power in the Workplace (1 Hour 15)
8. Changing Gender Roles (1 Hour 30)
9. Gender Issues in Our Organization
(1 Hour + 2 Hours in two sections)
10. Sexual Harassment (1 Hour 30)
11. Research & Planning around Gender (1 Hour 30 plus Fieldwork)
12. Summarizing Gender (1 Hour)



Start each morning with...

1. Evaluation Committee Report
Report on Previous Day's Evaluation and Learning
2. Request that participants share any personal learning.
3. Ask if anyone wants to share a risk she took.
4. Housekeeping Matters. Food, Temperature, etc.
5. Review of the Module Goal, Preview of Day's Objectives and Schedule.
6. Explain to participants: Why are we doing these exercises? How do they relate to the overall workshop goal?

End each day with...

1. Review of the Objectives for the Day, reminder of "where we have been, where we are going" in the workshop.
2. Quick Daily Evaluation Form. (Important. These daily evaluations are often more valuable to the trainer than the final evaluation.)
3. A summary by participants of "What We've Learned."
4. Ask if any participant found a particularly meaningful affirmation written on her PIONEER PORTRAIT.



NOTES





GROUND RULES FOR GENDER DISCUSSIONS

*Large Group
15 Minutes*

- OBJECTIVE:** Identify ground rules for gender discussions.
- RATIONALE:** Setting ground rules at the beginning can encourage openness and make the discussion around this sensitive topic more productive.
- LINK:** This session sets the stage for further discussions of the topic.



- MATERIALS:** Flipchart paper, markers for each small group.
- FOLLOW UP:** The ground rules should be posted throughout the module and one trainer and/or one participant should moderate that they are followed.





ACTIVITIES

1. Large Group (15)

- *Point out that this topic is often a sensitive one for people, that participants may have strong feelings or some concerns about coming to this workshop. This activity provides some ground rules for the discussions so the dialogue can be more productive.*
- *Ask people to share how they are feeling about the topic.*
- *Ask people for ground rules that they would like to suggest:*

Examples: No personal attacks, no blaming, punctuality, respect the other person's experience even if yours is different, confidentiality among those in the room, one person speak at a time, be objective, use lots of humor, listen carefully.

- *Point out that humor is one of the most important tools we have when we are dealing with topics where people are uncomfortable. Also, add or reinforce a rule about confidentiality so all will be comfortable in speaking.*
- *Ask one participant to volunteer to help monitor the discussions for these ground rules.* ■





DEFINING GENDER

*Large Group
1 Hour 15 Minutes*

OBJECTIVE: Define the often-confusing term of gender.

RATIONALE: Starting from a common understanding is critical for any discussions of the topic.

LINK: This session provides the foundation for future exercises.



PREPARATION: On flipcharts, write the definition of gender, the list of Gender Words, and the eight gender/sex statements on newsprint.

Write and cover a sign with the quotation at the end of this session:
"Gender is about....."

MATERIALS: Flipchart paper, markers.

FOLLOW UP: Continue referring to gender as being about choice for both sexes.





ACTIVITIES

1. Large Group (30)

- *Make these points:*

What do you think about when you hear the word "gender"? What does it mean in your culture?

In some cultures there is no word for gender.

We want to dispel some of the myths that have built up around gender, stereotypes that are perpetuated by both sexes. (Both women and men often equate the word gender with women.)

- *Ask participants for the difference between gender and sex. Write their answers on a flipchart in two columns and ask them to copy them in their Workbooks. When they have finished, add any of the missing elements below:*

Gender	Sex
Societal roles of each sex.	Biological.
Changeable.	Unchangeable.
Varies in different societies, generations, situations.	Universal.

- *Present the definition on a flipchart.*

Definition of Gender:

Gender refers to the socially-constructed roles, responsibilities, and behavior that a particular society expects of women and of men.



- *Make these points:*

Sex is a law of nature -- from birth, universal, unchangeable. However, societies can and do construct different gender roles and expect different gender behaviors from women and from men. Such expectations can change depending upon the society, the economic climate, or crises such as war or famine.

- *Explain that:*

The word "gender" comes from a Latin noun *Genus* that means kind, sort, group. For example, French nouns are divided into masculine and feminine "genders."

In the 1980s, the term "gender" emerged from the world of linguists to the world of development. People began to understand gender as the social and cultural traits that separate the expected behavior and activities of men and women.

Gender roles can change because of external events, such as economic conditions (i.e. men leaving for employment in urban areas.), war, famine. Can you think of other examples?

Gender roles may be perceived as unchangeable or "God's will," but they can change as we look at examples from many cultures.

- *Review these terms often used with gender:*

Some Gender Words for Women and Men

Gender: The roles and behaviors that different societies or groups "assign" to or expect of women and men.

Gender Analysis: Conducting an analysis of the actual activities, behaviors, resources, roles, etc. according to the sex of the population.

Gender Equity: Women and men with equal access and opportunity to choose roles and behaviors. (This does not mean absolute parity in all situations.)

Gender Stereotypes: Fixed societal views of how women and men should behave and what kinds of tasks they should take on in society, such as only women being the caretakers of children or only men responsible for cash crops.

Gender Sensitivity: Developing and demonstrating an awareness of the stereotypes and language that constrain women and men from reaching each individual's potential outside of society's "assigned" roles.

Gender Gap: The differences and possible inequities between women and men's gender roles that are illustrated as a result of using gender analysis tools,



- Ask participants how they would summarize the definition to their mother or father.

2. Large Group Quiz (45)

- Explain that you will now give them a quiz on the topic. Show the newsprint with the statements about women and men and ask them if they reflect gender or sex. (Answers and discussion points for trainer are in parentheses.)

Write these on the flipchart without the answers in parentheses:

- (1) Males cannot give birth to babies, females can. (Sex.)
- (2) Women can breastfeed babies; men can bottle-feed. (Sex and gender. Sex about breastfeeding, but who bottle feeds is a gender role.)
- (3) Most construction workers in our country are male. (Gender. The reverse gender role may be true in some countries.)
- (4) Men's voices break at puberty; women's do not. (Sex.)
- (5) Little boys are tough; little girls are gentle. (Depends upon definition. Probably gender and sex. Most men have stronger muscles and higher testosterone levels, but most women live longer than men, so it depends on what is meant by "tough" or "strong.")
- (6) In many countries, women agricultural workers are paid less than men. (Gender.)
- (7) In most cultures, women cook but men are the well-known restaurant chefs. (Gender.)
- (8) According to UN statistics, women do 67% of the world's work, but earn only 10% of the world's income. (Gender.)

Adapted from The Oxfam Gender Training Manual by Suzanne Williams with Janet Seed and Adelina Mwau, 1994.

- Talk about three different types of gender training and how each addresses issues around gender.

- (1) GENDER AWARENESS
- (2) GENDER ANALYSIS: Organizations & Programs
- (3) GENDER ANALYSIS: Communities

- (1) **Gender awareness** is when women and men become aware of the term and its implications in their own roles and behaviors. This is often called "gender sensitivity," but that term is not used here because it implies that someone is insensitive when they may just not be aware. Also, we cannot assume that most women are aware of the gender implications for men since the focus of the gender work has been almost exclusively on women.
- (2) **Gender analysis applied to programs and organizations**, using checklists and tools.



- (3) **Gender analysis tools applied to communities, especially rural areas**, which is the most common type of gender training and uses tools like Participatory Rural Appraisal (PRA), the Harvard Case Study Method, and Gender Analysis Matrix (GAM).

- *Ask if they now have a common understanding of gender. Discuss the following:*

Why it is important to be aware of gender?

- *Summarize by noting:*

Some women want to change their gender roles at work and at home (such as leaders at work, not the primary caretaker at home).

Some men want to play different gender roles at work and at home (such as being a dancer or doing a task that is usually dominated by women, such as being a secretary, or being the caretakers for their children).

The objective of this module is to sensitize both women and men as to how society encourages males and females to conform to certain boxes that may not be the choice for either sex or the best expression of their talents.

Sex is biological. Gender is about having the freedom to choose your role without ridicule or harassment for either sex. Gender is about CHOICE.

For women moving into different roles at work, it is about risk-taking. For men moving into different roles, it is equally about risk-taking. ■



Gender is about having the freedom
to CHOOSE your role in society
without ridicule or harassment from either sex.
Gender is about CHOICE.



NOTES





BOYS DO, GIRLS DO

*Large Group, Exercise
1 Hour 15 Minutes*

OBJECTIVE: Identify the childhood messages about gender that have shaped our lives.

RATIONALE: This exercise sets the scene for a discussion about how gender messages that children receive can affect them all their lives and are carried into the workplace as adults.

LINK: These messages will be referred to in subsequent exercises as participants examine how changing gender roles affect men and women differently.



PREPARATION: Prepare a flipchart model with four sections.



Boys Do	Girls Do
Boys Don't	Girls Don't

Put the instruction questions from activity #3 on a flipchart.

MATERIALS: Flipchart paper and markers for each small group.
Tape or "sticky stuff" to post flipchart paper.





ACTIVITIES

1. Small Groups (15 minutes)

- *Select the number of small groups (maximum 6 people) and have participants count off to form groups. Give each group paper and markers.*
- *Show them the flipchart model, "Boys Do, Girls Do," ask them to write for a minute in their own Action Workbooks and to come up with as many messages as they can remember:*



When you were a child, what messages were you given about what boys and girls SHOULD or COULD do or be? Should or could NOT do or be?

- *They should then copy the model on a piece of flipchart paper and create a group summary. When the small groups are finished, have them post the flipchart paper and walk around the room to view each other's work.*

2. Large Group (15)

Trainer Note:

This is an important section. As you review each flipchart, you must draw out participants in order to have good material for the future sessions.

Typical Responses from Other Groups

- Boys are bigger.
- Boys keep the family name alive.
- Girls are soft-spoken.
- Girls are not allowed to play with cars.
- Boys are not allowed to play with dolls.
- Girls don't bump into each other.
- Girls should look pretty.
- Boys can't cry.
- Girls have to cook food for men.
- Boys will have to work when they grow up, women don't have to work.
- Girls should be on a pedestal.
- Girls have to sit in a particular way.
- Girls have to stay home from school to help their mothers with chores.
- Boys will have to be providers.
- Boys handle tough jobs, girls handle easy ones.



A Gender Stereotype

For a man, the sky is the limit.

For a woman, it is the roof of the house.

- anonymous



Trainer Note:

Most boys' messages refer to being in charge, being a-leader, being "out there" in the world, taking care of or protecting females, "being your own man," taking initiative, being the provider, being smarter, hiding emotions, not crying, etc. Girls' messages usually illustrate restrictions, being in the background, or fulfilling other people's expectations: keep clean, don't fight, be gentle, be ladylike, look pretty, be nice, be subservient.

- *While they remain in their small groups, ask participants:*
 - What do you see in these charts?
 - Are there commonalities among the various charts?
 - Did anything surprise you?
 - How would you characterize the messages for girls? (put on flipchart)
 - How would you characterize the messages for boys? (put on flipchart)
 - What happens to boys who don't conform to these messages?
 - To girls?
- *Point out that while girls' messages restrict them from fulfilling their abilities or wants, boys' messages place equal pressure on them to fulfill their roles. Mention that in many countries men have more heart attacks from stress and have much higher suicide rates.*

3. Small Groups (20)

- *Point out that gender messages touch our very identity.*
- *Ask them to link these childhood messages to our behavior and attitudes today in the workplace and in our families. Circulate to the small groups to ensure that their discussions are on target and that someone is taking notes. Give them sufficient time to come to insights themselves.*



Instructions

- How do these messages translate to the workplace?
- How does our behavior in the workplace with each other and in our job assignments and tasks reflect what we were told as children?
- How do these messages shape our behavior in the family?



4. Large Group (25)

- *Have each group report. Be sure to emphasize again that no one is saying certain roles are right or wrong for either sex, but that gender should be about the freedom to choose roles.*
- *Summarize by asking a participant to write on a flipchart what people have learned about gender in this session. Ask participants to write in their workbooks.* ■





HISTORY AND PERSPECTIVE

*Lecturette, Discussion
45 Minutes*

- OBJECTIVE:** Place the term "gender" in the historical context of the international women's movement.
- RATIONALE:** This exercise helps women and men to see the broader context, which prepares them for working together, and to understand that "gender" is not only a concern for women.
- LINK:** This lecturette provides a common understanding among participants that prepares them for the "Two Arenas" discussion in the next session.



- PREPARATION:** Prepare flipcharts with historical model and the discussion points for small groups.





ACTIVITIES

1. Large Group (10)

- *Ask participants why they think the women's movement came about and what they remember about its beginnings.*
- *Ask people what arguments they have heard in favor of the women's movement. What are the emotions attached to these arguments? For women? For men? (Examples: Fairness, Equality, Effectiveness)*
- *Discuss the historical evolution of the women's movement and make the following points from the flipchart:*

1970s: Equity was the issue. Separate programs for Women in Development (WID)

1980s: WID marginalized. Beginning to use the term "gender." Effectiveness was the issue. Gender analysis tools being developed.

1990s: Gender programs established but the term often synonymous with women.

2000s: Gender roles being examined for women AND men.

- *Point out that:*

In the 1970s, women focused on arguments of inequity between the sexes. "It's not fair." *(Ask them how this argument was received.)*

Gradually Women in Development (WID) programs -- specifically and only for women -- were established around the world. *(Ask them what happened with these programs, how they affected women.)*

In the 1980s and early 1990s, women realized that appointing WID officers and monitors and giving resources for WID activities tended to marginalize and isolate women. Little money was given; less qualified people were appointed or WID responsibilities were added to someone's existing job. The marginalization of WID made it easier for men to dismiss these issues or approach them in a patronizing way.

The term "gender" began to be used in the development community to designate roles. Gender analysis tools were developed. These tools presented data in logical ways to illustrate the inequities and the impact of those inequities, as well as the potential for more involvement of women as both beneficiaries and actors.



Equity was no longer sufficient to convince those in power to allocate resources to programs for women. They needed to understand that it was "good business" or "good development" to include and empower all citizens, including women, for the good of the society. (*Ask what happened next.*)

Effectiveness became a more accepted rationale for allocating resources to programs that benefited women, rather than equity which tended to become a disempowering term that classifies women as being victims of inequity. There was also an increased emphasis on women as "actors" as well as "beneficiaries" in the development process.

In the early 1990s, the term "gender" was used, but it was still perceived as applying mostly to women. Most gender training manuals were still focused on women. Only in the late 1990s did people begin to explore the implications of gender for men and boys.

In the new century, we are approaching a new understanding of gender. Both men and women are seeing that gender applies to roles for each sex, and women are becoming aware that they, too, have sometimes been caught in stereotypes of the opposite sex.

There is no doubt that there still exist profound inequities between the sexes in most countries. But, as part of changing this picture, "gender training" is beginning to move beyond being either "women focused" or "men as trainees in gender sensitivity."

Our next step is increasing understanding and appreciation of the stresses, constrictions, and lost opportunities for both women and men if they are caught in rigid gender roles and expectations.

2. Small Groups (20) (Mixed sex if possible):

- *Ask participants to discuss the following:*

My first perceptions of and reactions to the women's movement.

My perceptions and reactions now.

What emotions and feelings the topic raises in me.

My feelings about an equal movement for men to have the freedom to make different choices.

3. Large Group (15)

- *Ask for results of the discussions and conclude by asking what we have learned.* ■



NOTES





GATHERING STATISTICS ON WOMEN AND MEN

*Large Group
30 Minutes*

- OBJECTIVE:** Review the statistics that document the status of women and men.
- RATIONALE:** This exercise must localize the issue, making it clear that the problems exist in one's own country and in many areas or sectors.
- LINK:** This exercise can be attached to the previous session to illustrate why gender efforts have focused on women.



PREPARATION: Collect local studies or newspaper articles from ministries, gender centers, women's groups, or research institutes.

If appropriate for your group, photocopy the Handout on Gathering Data on Women in Rural Areas.

Trainer Note:

This session focuses primarily on problems in gathering statistics on rural women, but it can be adapted equally to discussions of professional women.

A person does not walk very far
or very fast on one leg.

How can we expect half the
people to be able to develop a
nation?

Yet the reality is that women are
usually left aside when
development needs are discussed.

- Julius Nyerere





ACTIVITIES

1. Large Group (30)

- *As appropriate for your audience, present an overview of statistics on:*
 1. Status of professional women and men in your country.
 2. Status of rural women and men or girls and boys in your country.
- *Wherever possible, make charts that show female and male statistics side by side, not women's statistics alone. This approach has greater impact than discussing women's statistics in isolation.*
- *Have a brief discussion on what these statistics mean and the reasons for this status. Tie the discussion points back to the childhood messages of people who make the policies and design the programs.*
- *Put particular emphasis on education statistics because this is the first level where females are excluded or expected to perform in certain ways that affect them the rest of their lives.*

Examples: school attendance, dropout rates, disciplines chosen, degrees, types of training, safety issues enroute to school, expectations of helping with childcare or household chores at home, less importance placed on their education, economic considerations such as marriage and dowry affecting parents' education decisions for girls.

- *Ask why statistics may sometimes overlook women in both rural and urban areas, in developing and industrialized countries.*
- *URBAN: For urban areas, ask them how urban women may be overlooked or undercounted in various types of statistics.*

Example: Gross National Product does not include the informal sector, where many women work. Also, many women may work in part-time jobs or be under-employed in low paying jobs that distort statistics on employment.

- *RURAL: Ask if any of them have been researchers in rural areas and what experiences they had in gathering sex-disaggregated data. If appropriate for your participants, refer them to the notes on Gathering Data on Women in Rural Areas in their Workbooks. Ask the following questions:*

Why is it important to obtain information directly from women?

Why is it important to disaggregate data by sex?



- *Ask them to look at the box in their Workbooks and discuss if they have had any of these experiences. If they work with rural women, ask them if they agree with the points in their Workbooks.*

Importance of Gathering Sex-Disaggregated Data.

- Women may be involved in tasks that the men do not recognize.
- Researchers cannot know the entire system from only half the population.
- Women may not benefit from certain development efforts because of their already heavy workloads, their low literacy or education rates.
- Researchers may learn about constraints in transport, time, resources, and cultural practices that affect the success of projects.

- *Summarize by asking volunteers to read aloud the following points from their Workbooks and to tell why they are important.*

Keys To Full Participation of Both Sexes In Any Research Study

- Actively involve women and men separately in defining and prioritizing their problems and needs.
- Examine the research methods from a gender perspective in how the data is collected, how the questions might be worded, delivered, and analyzed.
- Involve both women and men as participants, decision-makers, and beneficiaries.
- Use research methods that reach each sex separately when women are available and can speak freely.
- Consider literacy and cultural factors in communications with women.
- Address resources of time, transport, and access for each sex.



Gathering Data on Women in Rural Areas

"I never knew we were missing women because we went to ask questions at a certain time of day."

- Researcher

Researchers face special problems in gaining the full participation of rural women in research studies in developing countries. Here are some examples of why women may be missed in studies:

1. Women may be more difficult to interview than men.

- Women may be too busy getting food, water, fuel, caring for children to talk to researchers.
- Women may defer to men. If men are present, they may not answer questions.
- Women are not involved in some tasks on which the researcher focuses, but may be in others that may also impact findings – and vice versa. (gender division of labor).
- Women may be shy with outsiders.
- Women may not be allowed culturally to speak to a researcher of the opposite sex.
- Women may not be literate or speak the national language.
- Women may think their husbands won't want them to say anything.
- Women may not identify what they do in the same ways that men would. Example: Do you work? They may assume the researcher only means salaried work. Even in industrialized countries, women in the informal sector may not be counted as "employed."

2. Ways to interview rural women.

- Ensure that women are on the interviewing teams.
- Visit rural women at appropriate times, such as early mornings when husbands are in the field or late afternoon when husbands are out, or when they are not involved in urgent fuel and water tasks.
- Talk with them in their kitchens or when they are working.
- Talk to two or three women together to lesson their fear or embarrassment.
- Ask older children and men to leave or, if interviewees are willing, have one part of the interviewing team interview the men separately.
- Have male interviewers who are sensitive to the issue of talking with women.
- Ask women about the topics that they are experts in. (What tasks are you good at that the men may not do so well?)



- *Discuss the difference between quantitative and qualitative data and the advantages and disadvantages of each for women and men.*



Advantages of Sex-Based Qualitative Data:

- Tells what is really happening to individual women and men.
- Tells what is happening and to whom.
- Tells the degree to which it is happening.
- Reveals the possibility of other problems.
- Prompts us to ask further questions.

- *Ask why it is important to interview women directly in research studies.*



Importance of Gathering Sex-Disaggregated Data.

- Women may be involved in tasks that the men do not recognize.
- Researchers cannot know the entire system from only half the population.
- Women's involvement with planting, harvesting, storing, and processing food affects the family status in a variety of often-unrecognized ways.
- Women may need laborsaving household technologies to be able to take on new time-demanding opportunities in development projects.
- Researchers may learn about constraints in transport, time, resources, and cultural practices that affect the success of development projects.

- *Summarize by asking them what are some keys to getting the full participation of women and men in research studies, especially in rural areas.* ■



Keys To Full Participation of Both Sexes In Any Research Study

- Actively involve women and men separately in defining and prioritizing their problems and needs.
- Examine the research methods from a gender perspective in how the data is collected, how the questions might be worded, delivered, and analyzed.
- Involve both women and men as participants and beneficiaries.
- Use research methods that reach each sex separately when women are available and can speak freely.
- Consider literacy factors and how freely individuals feel to speak.
- Involve each sex as decision-makers at various steps leading to nutrition program.
- Address resources of time, transport, and access for each sex.



NOTES





STRESS AND GENDER ROLES IN THE TWO ARENAS

*Lecturette/Small Groups
1 Hour 15 Minutes*

OBJECTIVE: Explain why both sexes are undergoing considerable stress during this transition period of changing gender roles and illustrate the two arenas in which gender roles are important.

RATIONALE: This session helps women to understand why men may be feeling stress and vice versa.

LINK: This session provides a conceptual framework for looking at issues of equality and choice for both sexes throughout the rest of the training.



PREPARATION: Write out the session objective on a flipchart.

Prepare the completed flipchart on Stress in the Two Arenas and cover.

Why Stress Exists in the Two Arenas

In:	Women	Men
Workplace Arena Where Programs Affect Society	Explore more opportunities, new roles of power and economic independence.	Still dominant, but retrenching; provider/power role is threatened.
Home/Family Arena Where Future Citizens Are Raised	Caretaking role is not threatened, but carrying burden of two jobs.	Sometimes excluded from partnership at home, not yet exploring possibilities.

Prepare other flipchart questions.

MATERIALS: Flipchart paper, markers.



Trainer Note:

We want to move towards an understanding that these arenas are equally important because they each affect the future of our country. Women may have more power over children at home, but this means that both men and the children are losing out. Men may (or may not) feel excluded from household or family decisions and withdraw from them because the assumption is that the women have the power here. Women feel undervalued when their work is not paid. Men and women assume that men have the power in the workplace. Both arenas need to change as people explore gender roles and choose what they do best and enjoy most.



ACTIVITIES

1. Large Group (5)

- *Point out the objective, the rationale, and how it links to other parts of the program.*
- *Point out that:*

This session is about changing gender roles and how they produce stress for both sexes.

Amidst all the changing gender roles, we operate in these two arenas: the workplace and the family.

We want to look at who has power and influence in these two arenas and what kind. Examples: Power to make decisions and what kind, power over earning money and spending money, power over education and training opportunities for themselves and their children.

2. Individual Work, Small Groups (15)

Ask them in small groups to write in their Workbooks on the Types of Power chart. What kinds of power does each sex have? Look at resources, access, and decision-making power. Then share with the person next to them.

Types of Power in the Two Arenas



Power/Influence in:	Women	Men
Workplace Arena Where Programs Affect Society		
Home/Family Arena Where Future Citizens Are Raised		



3. Large Group (40)

- *Have participants share their work on power with the larger group.*
- *Ask them, looking at these two arenas, what causes stress for women. Think back to their childhood messages. If they have difficulty, suggest the following points. Gradually reveal the women's side of the flipchart on Stress in the Two Arenas.*

Females were told that they were caretakers; today these roles have not changed; women still have the major caretaking role in the family.

At the same time, women are moving into a new arena: the workplace and they see their opportunities increasing.

But, if we think back to their childhood messages about caretaking, they are still feeling that their gender role is being in charge of the family and that they have a lot of power over the children, educating them, influencing them, helping them to reach their goals. There are also many rewards to having this power.

Their gender role of caretaking in the family is not being threatened. But, in effect, they are carrying two jobs where they feel guilt and stress about doing a good job in either arena.

- *Ask them what has happened with men and their stress? What causes it? How is this stress related to their childhood messages? Let them answer before you give them suggestions.*

Men are seeing retrenchment in the workplace as they face more competition from women.

They were told that they were the providers, they were in charge, they were the ones who went out to work. They are now told that they are not solely in charge, so their gender roles in the workplace are threatened.

But, in the family arena, some men have explored or valued the opportunities for achievement in the family arena. Only a small number of men are realizing the personal satisfaction and a new concept of power in the family, that of positively influencing future citizens.

In addition, some men feel intimidated in the family arena where they – and their partners – may unconsciously assume that the woman is in charge. Women and men may be confined by their own stereotypes of men and women in this arena.

Consequently, many women and men have to look at the childhood messages they are sending their own sons and daughters.



- *Point out that if we compare the workplace to the family, we see different things happening for women and men in changing gender roles. Let them answer the questions before you give the suggestion:*

In the workplace, what is our goal?

To make the organization effective. For an organization to be the most effective, it needs the talents, perspectives, and personal experience of all its employees.

How does this idea apply to the family? In the family, what is our goal?

To help children become effective. For children to grow into effective, well-rounded citizens, they need the talents, perspectives and personal experiences of both their parents.

- *Ask a participant to summarize why each sex is feeling stress and review the flipchart on Stress in the Two Arenas.*

4. Small Group (10)

- *Ask participants to write in their Workbooks answers to the following questions. Then ask them to turn and talk to one or two people sitting nearby about their experience of gender roles in these two arenas and if they would like to change them.*

Changes I Want To Make In My Gender Role	
At Home	At Work

Do you have any different perceptions of the opposite sex and how s/he might want to choose slightly different gender roles in these two arenas?

5. Large Group (5)

- *Ask participants:*

What have we learned about these two arenas and how we have been viewing them? ■





POWER IN THE WORKPLACE

*Small Group Work, Role Plays
1 Hour 15 Minutes*

- OBJECTIVE:** Clarify how power and oppression influence organizations and families.
- RATIONALE:** This session helps people see how lack of sharing power can affect the results and bottom line achievements of the organization.
- LINK:** This exercise provides further thought for planning around gender issues in the organization.



- PREPARATION:** Write out the session objective on a flipchart.
- Prepare the flipchart with the Feelings about Power headings.
- Write out instructions for people in the role plays in activity #3.
Solicit volunteers and prepare them before the session begins.
- MATERIALS:** Flipchart, markers.





ACTIVITIES

1. Large Group/Pairs (15)

- *Point out the objective, the rationale, and how it links to other parts of the program.*
- *Point out that in most cultures where males have dominated, the relationship between the two sexes is about power. Ask them to talk in pairs about a situation where they felt powerful. Then talk about a situation where they felt powerless. What was it in those situations that made you feel powerful? Or powerless? Ask them to make notes in their Workbooks.*

Feelings About Power



Feelings When I Felt Powerful	Feelings When I Felt Powerless

- *After they have talked in pairs, put two columns on the newsprint: Powerful/Powerless. Ask them to share how they felt in the situation where they felt powerful and write down those words. (Usually, people say confident, productive, strong, energetic, etc.)*
- *Then ask them the same question for the feelings when they felt powerless. (Usual examples: desperate, depressed, angry, hopeless, resentful, stressed, etc.)*
- *Ask them to look at these two columns. Which feelings produce the best employees in an organization? Which people will be more productive in the workplace? Can the same happen in the family? Ask for examples.*

2. Large Group Role Plays (20)

- *Before the session, ask for four or more volunteers (at least two males, two females) for two role plays. Instruct them on their roles.*
 1. Set up a role play where a man is asking for an opportunity to attend a training, sit on a committee, or obtain an important assignment. A woman plays the boss who is interested in retaining power over this employee and rejecting the request. She wants her female colleague to get the opportunity instead.
 2. Set up a role play where a man is at home with the children (male or female volunteers) who are sick and he wants his wife to share some responsibilities at home. She works full time at a high-pressure job and is expected to travel; she is reluctant to help.



3. Large Group Discussion (10)

- *Ask the observers:*

What did you see happening in each role play?

What was the experience of those in the role plays?

How did these scenes relate to feelings about power?

What conclusions would you draw?

What would be their next steps in the roles if the situation were to continue?

What did you learn from the role plays?

4. Large Group Power Exercise (10)

- *Ask them to hold out their palm and, making a fist with the opposite hand, push the fist down on the palm. What happens? (The palm resists.) What is happening to the fist? (It is concentrating on pressing down.)*



How does this illustration apply to the organizations?

What happens in an organization when people use power to oppress or discriminate?

What do they get? (Resistance, just as the palm resisted.)

What are those not in power using their energy on? (Resisting, just as they did against the fist.)

What happens to the organization? (Put on flipchart.)

EXAMPLES:

The organization loses the full energy and resources of both sexes because they are using their creativity in a power struggle.

The oppressor is diverting his energy from the organization to dealing with resistance.

Likewise, the person being oppressed or discriminated against is diverting her/his energy in fighting the oppression rather than enabling the organization to benefit.

The lower levels of effectiveness can reflect upon the boss or oppressor.



What happens when they work in partnership and neither is diverting energy from achieving the goals of the organization?

- *Ask them to touch their fingers together and push. Then put their hands together and interlock their fingers and now feel the increased power when both hands are engaged, moving in one direction.*



5. Pairs (10)

- *Ask them with a partner sitting next to them to discuss the following: Do you have any new ideas on how to start this dialogue about sharing power in your family? In your community? In your organization?*
- *Ask for volunteers who want to share their ideas.*

6. Individual Work (10)



- *Ask participants to write in their Workbooks and then discuss the following:*

What did you learn about the perspectives of the other sex from these exercises?

What are the lessons learned? (Place on flipchart.)

How do I want to apply these lessons in my life? ■





CHANGING GENDER ROLES

*Small Group Exercise
1 Hour 30 Minutes*

- OBJECTIVE:** Clarify the change process as it applies to gender and identify an action plan related to gender.
- RATIONALE:** This session helps people to begin thinking about any relationships or situations affected by gender issues that they wish to change.
- LINK:** The session is one more step in the Action Plan where risk-taking is an element.



- PREPARATION:** Write out the session objective on a flipchart.
- Prepare the flipchart on Why People Resist Change, Changing Gender Roles and Force Field Analysis.
- MATERIALS:** Flipchart paper, markers.

Trainer Note:

If you are going to do the two sessions that follow on Gender Issues in Our Organization and Sexual Harassment, you can give out the assignment now. Distribute individual blank cards for them to describe anonymously a situation around gender that they either experienced or observed and that made them uncomfortable.

After they have finished, the trainer needs time to categorize these answers and put them on a flipchart for the next sessions. Take care that no participant can be identified by the wording of any incident that appears on the flipchart.





ACTIVITIES

1. Large Group (10)

- *Writing on the flipchart, ask participants for examples of gender stereotypes using the phrases,*

"Men are..... than women."

"Women are..... than men."

- *Ask them if they have personally experienced some of these stereotypes. Were these stereotypes true?*
- *Point out that gender roles are changing and change is difficult for all of us.*
- *Talk about change to the group and write their definition of change on the flipchart. Ask them:*

Why do people resist change? Why are these questions relevant to our discussion? Refer back to the session on change and why people resist for pain or gain in the Module II on Seeing the Challenges Ahead.

Why People Resist Change



Pain	Gain

2. Small Groups (20)

- *Point out that our gender roles are changing and our perceptions of gender roles as being positive or negative are changing. Ask them to identify one change and look at the advantages and disadvantages for each sex.*
- *They should first make notes in their Workbooks and then discuss in the small groups. As you circulate among the groups, encourage them to find a positive as well as a negative for each.*

Changing Gender Roles



Change	Advantage (+) Disadvantage (-) For Women	Advantage (+) Disadvantage (-) For Men	Advantage (+) Disadvantage (-) For Society



3. Large Group (45)

- Have each small group report and put examples on the flipchart.
- Ensure that the discussion is somewhat balanced and thoughtful, that the perceptions go beyond the first impression of loss for men, gain for women. Keep the discussion focused on how society will benefit and, consequently, both men and women.
- Take an example of a change from the group. Examine the concept of Force Field Analysis, which helps us look at what is helping and hindering us from achieving a certain change. Ask them the following question and walk them through an example on the flipchart. They can make notes in their Workbooks.

What are the helping and hindering forces for changing gender roles for women and men?

Force Field Analysis



Change	Forces That Help Change For Women	Forces That Hinder Change For Women	Forces That Help Change For Men	Forces That Hinder Change For Men

4. Individual Work (15)

- Ask the groups to report out.
- Ask them to write in their Workbooks one thing they could do in their own organizations as individuals or as a group to bring about change for women and one thing to bring change for men.



What I/Our Group Could Do In Working for Change for Women in the Organization:



What I/Our Group Could Do In Working for Change for Men in the Organization:

- Ask for volunteers to share their plans.
- Ask participants to keep these ideas in mind for their Action Plans as individuals and as groups. These are ideas that they could work on in the coming year. ■



NOTES





GENDER ISSUES IN OUR ORGANIZATION

*Individual, Small Group & Large Group Exercises
1 Hour and 2 Hours in Two Sections*

- OBJECTIVE:** Identify the issues around gender most important to staff in the organization, both as a group and as individuals.
- RATIONALE:** This exercise brings some order and clarity to the feelings that people have had around gender and brings a common awareness of perhaps previously-unidentified problems that affect the organization's productivity and effectiveness.
- LINK:** This session prepare participants to draw up plans for changes in their organization around gender issues. By working with personnel staff before and during this session, trainers can help the organization set up an ongoing working group on gender issues.

Section I (1 Hour)

1. GROUP Identification of General Gender Issues
2. Large Group Reporting on Issues
3. INDIVIDUALS' Identification of Personal Gender Issues

Long break of hours, overnight, or days

Section II (2 Hours)

5. Large Group Presentation of Participant Issues
6. Small Group Work on Strategies
7. Large Group Presentation & Discussion of Issues
8. Lecturette on Gender in Organizations
9. Individual Pledges (only if you are not doing session on Sexual Harassment)
10. Summarizing Learning

Trainer Note:

For the task of individuals identifying issues on blank cards, You can give the assignment in the previous session. The assignment results are used in Section II of this session.



PREPARATION: Write out the session objective on a flipchart.

Write instructions for #3 on flipchart paper. Prepare blank newsprint and markers for small groups.

Ensure that you have discussed this session with the Personnel Office and that a Personnel staff member is present for the activities.

MATERIALS:

Blank cards or slips of paper for participants. Flipchart paper and markers for small groups.

Important Trainer Note:

This is a critical exercise for an organization when you want to identify specific issues and believe that the organization is ready to take some steps to remedy gender problems with policies, programs, or practices.

If the groundwork has been well prepared, participants and/or the personnel office should be able to form a working group to address these gender or sex discrimination issues. Further gender awareness workshops may be appropriate for additional staff or follow-up with this group.

The awareness and support of senior management is also critical in any organizational change. People may want to do further work on the Advantages/Disadvantages and Force Field charts in this session, examining these areas for senior management and the organization as a whole. This would prepare the group for presenting any suggested changes to senior management.

This is a complex session. Read through completely. There must be a long break or an overnight after the collection of cards with individual issues so that the trainers can categorize and write the issues on the flipchart. This should not be done in a rushed manner.



Important Trainer Note:

Involvement of Personnel Office: It is extremely important to meet with personnel officers ahead of time to discuss potential issues and solutions. Invite representatives from the personnel office, preferably female and male, to attend at the point where the small groups are presenting their summaries of gender issues in the organization. (Arriving earlier might inhibit discussion. However, if you have reason to believe that personnel officers, whether male or female, are not fully aware of gender issues, you may want them to participate in the entire session or go over some of the exercises with them ahead of time.)

Personnel Policies: Explain that it is important for personnel staff members to be present to clarify policies or be well informed to respond to participant suggestions for action. Frequently questions may arise that the trainer or participants cannot answer or participants may have erroneous information about policies.

Sexual Harassment: Participants commonly identify sexual harassment as an issue. Decide whether you will do a separate session or incorporate parts of the next session on Sexual Harassment when you come to this topic on the list of participant-identified issues. Discuss this with the personnel officer and be prepared to tell people where they can go if they have a complaint and if there will be further training or action by the organization.

Forming A Gender Team: Discuss with the personnel office the possibility of having a gender team of a man and a woman to whom complaints can be brought who reflect the sex and racial diversity of the organization. This will greatly increase comfort and openness. If a policy does not yet exist around sexual harassment, the organization should develop one. Emphasize the need for a mixed sex gender team because having only women handling gender can marginalize their issues and women staff members may be reluctant to bring certain issues to a male staff member.



ACTIVITIES

SECTION ONE (60 Minutes)

To be completed before a long break, overnight, or several days.



Trainer Note:

This is the first step towards getting general issues on the table and getting people comfortable in talking about them.

1. Small Groups (20) Identification of Issues.

- *Point out the objective and explain the rationale and the link with the rest of the workshop.*
- *Divide participants into small groups according to their seniority or other work functions. (Be aware that some people may not share freely if their supervisors are in the same group.) If the topic is particularly tense for the group, divide them also by sexes, but this is less preferable than having the sexes begin to talk to each other in small groups.*
- *Ask each group to identify gender issues in the organization related to policies, programs, or practices that affect women and men. Ask them also to think back to the Boys Do, Girls Do exercise and to examine again how these messages have translated to the workplace. Give each group paper and markers.*

Trainer Note:

If you think your organization is one in which people may deny publicly that there are any gender-related problems for either women or men, suggest some of the categories below. (Even if denial takes place at first, the next section with anonymous individual statements will force people to recognize that there are issues below the surface)

Examples of Categories: Hiring, Salary and Benefit Packages, Job Assignments, Task Assignments within Departments, Travel or Training Opportunities, Working Atmosphere, Family Policies, Interpersonal Relations.

While most of the issues are more likely to affect women, the trainer should continue to suggest that men have issues as well but that society is often reluctant to talk about them. Men's issues around gender roles may increase as more women move into top positions.

2. Large Group (30)

- *Have small groups report. Ask the participants for some common themes among the reports.*



3. Individual Work (10) Individual Identification of Issues (If this work has not already been done in the previous session.)

- *Explain that these are general problems, but that now we want to go to another level of specificity because every man or woman may not feel comfortable bringing up examples in a public forum.*

This is true of all organizations, even those in which some people feel the organization has made real progress. In fact, the pressure may be even greater in those organizations because senior management may feel that things are in order on paper, but individuals may still be experiencing problems in how policies or practices are carried out.

- *Give out the blank cards and read the instructions:*



Instructions:

Write down an incident around gender issues that you experienced or observed that made you uncomfortable. Do not write your name. These will be completely anonymous.

- *Collect the cards and end this part of the session.*

Trainer Note:

*You can either schedule a long break before the next part or make it a completely new session. You need sufficient time to categorize the cards, **paraphrase the issues** and write the examples on a flipchart under each category. **Be sure not to put up details of a situation that could identify the person who wrote the card.** Include examples of where men were placed in boxes they did not like.*

If there are numerous examples of sexual harassment, write these up separately and deal with them in another session.

The ideal situation is having time to type and photocopy these issues for the next part of the session.



Sample Categories of Issues from Participants

- Sexual Harassment, including maintaining a hostile working environment for either women or men because of their sex. (Can include men working in a female-dominated organization.)
- Workplace assignments based on assumptions or stereotypes about the sexes, including bias against males who want jobs considered as only appropriate for females, such as secretarial positions.
- Training & travel opportunities based on sex and assumptions about family responsibilities or assumptions about safety.
- Disparities in economic rewards by sex, including gender-biased assignments to high/low-paying or high/low-prestige jobs or gender-prescribed roles, such as more physical jobs for men.
- Discriminatory policies in benefits for males, females, male spouses, female spouses.
- Transference of domestic roles to workplace: Expectations about making tea, cleaning up, bringing food for special occasions, taking notes at meetings.
- Discriminatory practices under "protection of women" (Making assumptions rather than allowing individual women to make decisions about their desire for the job that may involve risk or other activities thought "inappropriate" for women.)
- Work overloads for single females or males (Assumptions that they have no family responsibilities.)
- Anti-gay attitudes that reflect discomfort with people taking on gender roles or behavior different from those stereotypes expected by society for their sex.
- Lack of respect based on faulty assumptions at first meetings, such as expecting all women – including senior women -- to be secretaries or service workers.



SECTION TWO (2 Hours) After a long break or overnight

Trainer Note:

If the lists are long, have more than one trainer read the list. The suggestions should be noted for a report. Explain what will happen to their suggestions (received by personnel office, should they form a committee, etc.)

4. Large Group (30)

- *Point out the following:*

This list of issues comes from you. You may agree with some of the items and disagree with others.

However, what is important is that these incidents are **PERCEIVED** as gender issues and that they make some women and some men uncomfortable. Therefore, they **ARE** gender issues to be dealt with by the organization.

Until they are resolved, the organization cannot perform at peak energy because of frustration over these issues.

- *Point out that the purpose of this exercise is to increase awareness of what situations people perceive as gender issues, NOT to report specific incidents in the organization or cast blame. Follow-up of specific incidents must be handled through organizational channels for complaint.*
- *Review the list of issues on the flipchart. After each category, ask participants to summarize the issue and write that summary statement on another flipchart.*
- *Explain that sexual harassment will be covered in the next session because it requires further clarification for both women and men.*
- *Go over the categories and lists on the flipchart and discuss.*

5. Small Groups (30)

- *Divide participants in mixed sex groups – by seniority if some people would be reluctant to talk with their supervisors present. Ask them to take up the three most strongly-felt issues and to write for five minutes in their own Action Workbooks. Then as a group they should suggest practical strategies for the organization to address them. Explain that their recommendations will be presented to senior management in a report or that a working group can be established to further refine the issue statements and suggestions.*





Strategies To Address Gender Issues

Issues	What I Can Do	What the Organization Can Do
1.		
2.		
3.		
4. Any Issue Not Identified By The Group:		

6. Large Group (30)

- *Have small groups report and discuss the recommendations with the personnel office representative.*

7. Lecturette & Discussion (20)

We seldom realize how these childhood messages influence so many aspects of our organizations. For example, more organizations are built around a hierarchical, rule-bound model that reflects the military model which mostly men have experienced. Many women have experienced more lateral, consensus, people-first models in the family. Can you think of how the military model affects your organization?

While these models are not necessarily genetic or one better than the other, they reflect how we have been socialized. Organizations need a broad repertoire of styles to respond to their staff, their constituents, and to meet their goals.

What does this mean today? To be most effective, organizations need the different styles and perspectives and life experiences that men and women bring to the workplace.

We don't want to get into labeling and blaming about our styles that we were brought up with (and which can vary among families, not only between sexes). But, we want to appreciate, respect, and value these different perspectives because our world is made up of both sexes and both perspectives can enrich our organizations.



We also need to recognize that both men and women are often unaware of the effect of our activities or behavior or words upon others. If men have been socialized in a certain way, they are not always aware that they are being patronizing or offensive. Perhaps their mothers' generation would not find them so.. But, today we are coming to new understandings.

Likewise, women are not always aware of the boxes that men experience or that men may act in certain ways completely unintentionally. What we want to do is start from the assumption that the problem is lack of awareness, not intentional harm.

What are some examples in which we may make assumptions about one another? A man may not have offered a job to a woman because he is protecting her from harm in his eyes. Perhaps that is what his mother and father taught him. What he may not be aware of is that he is also protecting/restricting her from opportunities to advance professionally and economically, to challenge herself, to build her self-confidence -- just as his self-confidence was built by taking on challenges. She may resent that protection because it makes her feel like a powerless child again. She, in fact, may agree with him that a certain assignment might not be appropriate for her, but it might be appropriate for another woman. Therefore, she -- and most women -- want to make the decision for themselves, the same as a man would be able to do.

Likewise, a woman may assume that a man is not interested in taking responsibility in the family because she always seems to have the family "under control." She may assume that he won't want to take on jobs that many women do, but without giving him the choice of making that decision for himself.

What does this say to us? We have a responsibility to ask, not assume, so we can each clarify what is happening. What we don't want to do is to continue acting on our stereotypes of how the other sex behaves or reacts to change.

We must say again that these sessions must be a place of absolute safety and confidentiality for both sexes. We must feel free to express our feelings with the confidence that someone else will not immediately criticize us. Let's assume the best of each other, but take responsibility for pointing out when something feels constricting or less respectful to one sex or the other.

8. Individual Work (10) Individual Pledges:

Only do this activity here if you are NOT going to do a separate session on sexual harassment.

- *Ask again that participants write in their Action Workbooks an incident between a man and a woman that made them uncomfortable. It may be the same incident as before or it may be a new one, suggested by the discussions.*



- *Ask for one person who would like to share that exchange without naming names. Ask that person – and make a general invitation to the group – to pledge to go and speak to that person. Ask for ideas on how to approach that person. (Example: "You know, there was something that made me uncomfortable. I now realize that you may not have been even aware of it, so I would like to explain it so our working relationship can improve.)*

9. Large Group - (10) Summarizing Learning.

- *In closing the session, ask that participants summarize what they have learned. Have staff members take good notes so that the information can be presented to senior management.*





SEXUAL HARASSMENT

*Large, Small Group Exercises
1 Hour 45 Minutes*

- OBJECTIVE:** Clarify the definition and the prevalence of sexual harassment in your organization.
- RATIONALE:** This session provides an opportunity for people to reveal anonymously the existence or prevalence of sexual harassment in their organization.
- LINK:** The findings provide data for the personnel department and for an on-going Gender Issues Working Group.



PREPARATION: Post the session objective on a flipchart.

Discuss this issue and the organization policy with the personnel office and review the session. Ensure that a representative is present for this session.

Show the personnel office the definition and come to agreement on it. Write the definition on the flipchart and cover it.

Make sure that the list of incidents relating to Sexual Harassment (written on cards by participants in the previous session) is written on the flipchart.

If you have men attending only this module, copy the handout exercise from Module III Roadblocks on Subtle Forms of Gender-Based Treatment.

MATERIALS: A copy of the organization's policy on sexual discrimination. A blank card or strip of paper for each person.



Trainer Note:

If you have issues about sex discrimination in your organization, you will want to begin with the previous session where each group identifies issues around gender. Sexual harassment is often a major issue that arises. The method of using anonymous individual cards to identify problems experienced/observed by each participant works best with this sensitive subject, especially in organizations where there may be some denial of the problem.



ACTIVITIES

1. Large Group (45)

- *Point out the objective, explain the rationale and how it links with the rest of the workshop.*
- *Ask people for their definition of sexual harassment. Show them one definition on the flipchart and point out the similarities between their suggestions and the one on the flipchart. Note that different countries may have different legal definitions.*

Sexual Harassment

Definition: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Either explicitly or implicitly, submission to such conduct is made as a term or condition of an individual's employment,
2. An individual's submission to or rejection of the conduct is used as the basis for employment decisions affecting that individual,
3. Behavior or conduct that has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

- *Note how often sexual harassment was identified as a topic among the blank cards submitted in the earlier session.*
- *Ask them why we are so uncomfortable with this topic. Explain that:*

This relationship is not so much about sex as it is about power and when one person has the power either to provide benefits or to stall another person's career if that person refuses.



When a person in power asks for sexual favors, makes suggestive remarks, or provides a hostile environment, such as with cartoons or photographs, this person by his/her position has the power to retaliate if the other person protests or refuses and, consequently, this constitutes sexual harassment.

- *Ask them why they think that many incidents are not reported. (Women are sometimes taught to be embarrassed, ashamed, or guilty if such harassment occurs; for men, it can be even more embarrassing because of the gender stereotypes society has established.)*
- *Point out that sexual harassment can occur with both men and women in power. As more women are moving up in the workplace, we can expect more claims to be filed by men against women in power. Sexual harassment can also occur between members of the same sex.*
- *Read out the examples from the flipchart, making sure that no incident will cause people to be looking around the room to identify a particular person. Ask for reactions or discussion to each example.*
- *Point out that the reason we highlight these examples is to increase awareness of which situations are perceived as sexual harassment or a hostile working environment. Point out that this is a new area for many people who may not have bad intentions but may be unaware of what constitutes harassment in a work environment.*
- *Give out the handout on Subtle Forms of Gender-based Treatment. Discuss which ones are a surprise to some participants.*



2. Small Groups (30)

- *Ask participants to move into small groups according to sex and to identify the most important issues and to make recommendations about what the organizations can do. Write in their Workbooks, share the information, and then be ready to report from their small groups.*
- *These solutions can include ways that complaints should be handled, development or review of sexual harassment policies, or creation of a gender team to monitor gender progress in the organization. They should consider how such solutions can ensure that both sexes are comfortable in making a complaint or dealing with a complaint against them.*
- *Remind everyone to begin from an assumption that some actions may be taken out of ignorance because the party was not aware that such action was offensive.*



Dealing With Sexual Harassment



Example of Sexual Harassment	What the Organization Can Do
1.	
2.	
3.	

3. Large Group (30)

- *Ask the groups to report back and discuss the issues. Make a summary of the recommendations on the flipchart. With the assistance of the personnel officers, talk about the next steps in the organization.*
- *If a task force is established to deal with Gender, point to the chart on How To Deter Sexual Harassment in an Organization (in their Workbooks).*
- *Ask participants to share their feelings about the topic now. Acknowledge that this is still a difficult area for many people, which is why we need clear laws and policies.*
- *Ask them what they have learned about sexual harassment and how they will apply these lessons.*

How To Deter Sexual Harassment In An Organization

1. A strong policy statement in clear, understandable language defining what is prohibited and including illustrative examples.
2. A grievance procedure that –
 - Preserves confidentiality and protects both the complainant and the alleged perpetrator from retaliation;
 - Offers an alternative channel of communication in the event that the person's direct supervisor is the alleged perpetrator;
 - Provides specially trained personnel who can help the employee determine if there has been harassment.
3. A clear indication of the consequences for non-compliance.



4. A training exercise designed to clarify behavior included in sexual harassment and to develop skills for coping with it, with special attention to the sensibilities inherent in a multicultural environment.
5. A periodic review process to ensure that the policy is effectively setting the stage for a non-discriminatory work environment.
6. An unequivocal indication from top management that sexual harassment will not be tolerated in any form.

Adapted from "Sexual Harassment in the Workplace Deserves Attention" by Joan H. Joshi, CG Gender Lens, Consultative Group on International Agriculture in Development, November 1996. ■



NOTES





RESEARCH & PLANNING AROUND GENDER

*Small Group Exercise/Field Research
1 Hour 30 (with extended break)*

OBJECTIVE: Gather information about sex-disaggregated data and issues in our organization and make recommendations to management.

RATIONALE: This exercise provides more factual information and helps people to clarify the areas where they may want to work on policies or practices.

LINK: This session can set up the data gathering for an on-going Working Group on Gender Issues in the organization.



PREPARATION: Write out the session objective on a flipchart.

Ensure that a representative from the personnel office is present to clarify policies. Gather and read the organization's policies on sex discrimination and sexual harassment, if any.

Photocopy the Matrix at the end of this session for everyone.

FOLLOW-UP: Hold a second session to report on the findings of the small groups or the setting up of an on-going Gender Issues Working Group.

Trainer Note:

This tool can be given out in an earlier session with the assignment of getting the information, identifying the gaps, and looking for solutions. The small groups could be formed according to sex or to seniority. Avoid putting junior people with their supervisors, especially if of the opposite sex. It is often useful during these sessions to provide opportunities for men and women to talk alone with members of their own sex.





ACTIVITIES

1. Large Group (5)

- *Point out the objective, explain the rationale and the link with the rest of the workshop.*
- *Explain the need for data on their own organization. Refer to the Gender Analysis chart in their Workbook. Ask the group to add any items to the list.*

2. Small Groups (25 minutes or overnight)

- *Divide them into small groups by sex or seniority to research or answer the questions out of their own knowledge. (If they come up with answers from their own knowledge, make sure that, when they present, a representative of the personnel office is present to clarify the answers).*

3. Large Group (30)

- *Have each group report on their answers under each opportunity line, one by one (rather than each group reporting on all their answers).*
- *Discuss the items where they have facts and where they have only impressions or anecdotal information.*
- *Stop with each line and discuss the need for research and recommended actions. The group then needs to discuss follow-up activities with the personnel officer.*
- *Ask them to come up with a plan for researching the rest of the data and a date for a follow-up session.* ■





GENDER MATRIX FOR AN ORGANIZATION

Examine these aspects of your organization according to sex. Rank the opportunity levels from 1-5, 5 being highest. Indicate what type of further research might be needed to obtain this data. Identify by name/position/sex potential supporters whom you might approach in collecting sex-disaggregated data or bringing change. Identify next steps.

Opportunities	CURRENT 1-5 (5 highest)		Further Research Needed	LEVERAGE (Internal Support for Change)	Next Step
	Female	Male	Female/Male		
Ability to Interview for All Types/Jobs					
Gender-Neutral Interviews					
Positions in Senior Management					
Mid-Management					
Support Staff					
Equal Salaries					
Equal Benefits					
Family-Friendly & Flexible Benefits					
In-Country Training					

Opportunities	CURRENT 1-5 (5 highest)		Further Research Needed	LEVERAGE (Internal Support for Change)	Next Step
	Female	Male	Female/Male		
Overseas Training					
Attending Conferences					
Speaking at Conferences					
Publishing					
Sit on Committees					
Chair Committees					
Facilitate Meetings					
Field Assignments					
Being Mentored					



SUMMARIZING GENDER

*Large Group
1 Hour*

OBJECTIVE: Summarize the lessons learned about gender.

RATIONALE: This exercise helps solidify in people's minds what they have learned from the wide variety of exercises in the module.

LINK: This session clarifies the main messages that underlie many other sessions.



PREPARATION: Review the Main Points of Gender Training.

MATERIALS: Flipchart, markers.





ACTIVITIES

1. Large Group- (5 minutes)

- *Point out the objective, explain the rationale, and the link with the rest of the workshop.*

2. Small Groups (30)

- *Divide the participants into small groups of mixed sexes. Ask people to write in their Workbooks the answers to the following questions:*



New Things I Learned about Gender



What I Learned about the Role of the Opposite Sex

- *Ask them to then write one thing they will do differently in interacting with the opposite sex.*



One Thing I Will Do Differently In Interacting With The Opposite Sex

- *Ask them to share their answers to the three questions in the small groups.*

3. Large Group (10)

- *Ask if anyone would like to share their answers with the entire group.*



4. Large Group (15)

- *Review the Main Points in Gender Training and ask for comments.*
- *Conclude with a reminder that:*

The topic of gender puts stress on both sexes.

If we use humor and start with assumptions about the other person's good intentions, these attitudes can defuse many uncomfortable situations. ■



MAIN POINTS IN GENDER TRAINING

- Sex is biological from birth; gender is about roles that are taken on after birth.
- Gender is about the roles and behavior that society expects as “appropriately” masculine or feminine through a socialization process in childhood and reinforcement in adulthood.
- Gender roles also involve choices that people make by taking on certain tasks or behaviors that reflect their individual interests and talents.
- Gender Equity means that the whole is more than the sum of its parts: Example: You have two groups trying to achieve a task -- drawing a picture -- for the department. One group has plenty of colored pens and white paper and training and experience in drawing on flipcharts. They have no outside distractions. The other group has broken pencils, little experience or training, and is called upon to be doing another job simultaneously. Both groups in the department will be judged together on the product produced and how well it represents and helps the clients of the department. What are the implications for the department and the product it must produce?
- If the department is to thrive and achieve its goals, it cannot ignore one sex or the other in its constituency as it plans and implements research, technology, training, benefits, policies, access, control, or participation. Likewise, if the department is going to achieve its goals in serving its constituencies, it must have full representation on its staff of the skills and perspectives of men and women who reflect those constituencies.
- If sons and daughters are to benefit fully from the family, the family roles and responsibilities cannot omit 50% of the parental team. (As women increasingly enter the workplace, they are in a transition period where this new generation is often taking on two jobs in both workplace career and home career.)
- As women and men going through change, we must try out new behaviors.
- Changing gender dynamics requires taking risks. It requires honesty, speaking openly and being willing to learn -- knowing that we are all -- women and men -- struggling with these issues.
- Many of us -- male and female -- may be blind to gender-biased comments and behaviors. Unless we take small risks to learn and explore these new roles every day, we cannot change, we cannot improve the products that we produce in our workplace, and our male and female children will not be as successful as they might be.
- As women, we must not be afraid to confront in non-threatening ways, knowing that men -- as any group in power -- are not always aware of the implications of what



they say or do and how they affect others with less power. ("When you use those words, it makes me uncomfortable. I don't feel respected when") As women, we must remember that gender roles are about choice, that women choose workplace careers or home careers -- and they are of equal value.

- As men, we must be receptive to learning new behaviors and to ask when we are in question about whether something said or done is comfortable for women. We are in a transition period, the lines are not clear, and people are choosing different gender roles based on their values. As men, we must also remember that gender roles are about choice in taking on different roles freely. These roles are of equal value to society.
- Gender does not say women and men are the same. Gender preferences are on a continuum. Most of us like or engage in some activities or behaviors that may be seen as traditionally of the opposite sex, as masculine and feminine, both complementary parts of the human being.
- We are of different sexes, but gender roles are about choosing activities or behaviors - such as science, technology, sports, or management for a woman or cooking or the arts or teaching or showing emotions for a man -- to break the stereotypes. Each of us can choose a blend of these activities or behaviors that may be seen as traditionally linked with one sex. These choices deserve our respect whether they are the choices of a man or the choices of a woman. ■



NOTES





TRAINING GOALS

*To develop individual and institutional plans
For change.*

IN THIS SECTION, PARTICIPANTS WILL:

Complete their Individual Action Plans in their Action Workbooks with specific objectives and individual marks of success.

Complete Institutional Action Plans to bring about change in their organization over the coming year.

Lay out Gender Working Group plans, if they plan to continue their efforts during the coming year.

If you don't know
where you are going,
Any road will get you
there.

- Alice in Wonderland



Module V

PLANNING THE NEXT STEPS

Trainer Note:

Obtaining female and male senior advisors who can continue to work with the women is a critical success element in this program. Women feel more accountable in achieving their Action Plans if they have mentors and senior supporters. At the same time, senior advisers feel excited and energized by seeing the concrete plans of new leaders.

The work on these plans can begin long before these sessions by people working individually and in small groups from the same institutions.

NOTES





PLANNING THE NEXT STEPS

Module V

List of Activities

1. What Constitutes Success (45 Minutes)
2. Creating Individual Action Plans (1 Hour 15 Minutes)
3. Creating Action Plans For Institutions (2-3 Hours or several days in small groups)
4. Action Group Reports (1 Hour 30 - 2 Hours)
5. Evaluation and Affirmations (1 Hour 30 Minutes)

Trainer Note:

Participants can begin working on the Individual and Institutional Action Plans before this Module begins. The written evaluation can be distributed early on the last day.

**Start each morning with...**

1. Evaluation Committee Report
2. Request that participants share any personal learning.
3. Ask if anyone wants to share a risk she took.
4. Housekeeping Matters. Food, Temperature, etc.
5. Review of the Module Goal, Preview of Day's Objectives and Schedule.
6. Explain to participants: Why are we doing these exercises? How do they relate to the overall workshop goal?

End each day with...

1. Review of the Objectives for the Day, reminder of "where we have been, where we are going" in the workshop.
2. Quick Daily Evaluation Form. (Important. These daily evaluations are often more valuable to the trainer than the final evaluation.)
3. A summary by participants of "What We've Learned."
4. Ask if any participant found a particularly meaningful affirmation written on her PIONEER PORTRAIT.



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WHAT CONSTITUTES SUCCESS

*Large group, Small group
45 Minutes*

OBJECTIVE:

Define the precise measures of professional success for each woman.

RATIONALE:

This exercise helps people to think in concrete terms about their professional goals.

LINK:

How people achieve their success markers can also be linked to the How People Advance session in Module III Moving Beyond the Roadblocks.



PREPARATION:

Participants should have been working on their Individual Action Plans.

MATERIALS:

Flipchart, markers.





ACTIVITIES

1. Large Group (15)

- *Remind participants that they began to lay out their goals in an earlier exercise. Now we want to put in more detail, get more specific in this module.*
- *Talk about the power of visualization and the way that Olympic athletes use this technique to plan their success.*
- *Ask them to close their eyes and visualize the moment at which they know they have become successful in their professional life.*

What does that mean in your mind? What is the moment that will tell you that you are successful?

What do you see yourself doing? Giving a keynote address at a major conference? Winning a particular award? Being founder of a new organization? Receiving recognition from rural women? Getting published in a professional publication? Reaching a certain position in your organization? Having someone tell you that you have made a difference in her life?



- *After five minutes, ask if anyone would like to share her vision. Ask them to write it in their Workbooks.*

2. Individual/Small Group Work (30)



- *Ask each person to write down their Skills, Strengths, and Areas for Improvement in their Workbooks.*
- *Ask people to share their answers in groups of three.*
- *Ask them if they want to make any agreements with a partner from their own institution to review these areas for improvement in six months or a year. (Participants can write down these areas, put them in a sealed, self-addressed envelope, and give them to their partner. At a designated time in the future, the partner will mail this letter back to her partner as a reminder of her goals.)*





CREATING INDIVIDUAL ACTION PLANS

*Large group, Individual work
1 Hour 15 Minutes*

- OBJECTIVE:** Complete Individual Action Plans and present to the group.
- RATIONALE:** This exercise completes the individual planning efforts from this entire training-program.
- LINK:** The session completes work that was begun earlier in the workshop and prepares participants for follow-up activities and a possible future workshop.



PREPARATION: Prepare sufficient extra copies for those who may want extra plans.

Prepare the "I Am Only One" poem on a sign and post on the wall.

I am only one.
But, still,
I am one.

I cannot do
Everything.
But, still,
I can do something.

I
Will not refuse
To do the something
I can do.

-Helen Keller



FOLLOW UP:

If you are going to have follow-up groups after the training program ends, photocopy all plans before participants depart. They can be used for later evaluation of the program.

MATERIALS:

Flipchart, markers.

Trainer Notes:

Many of these assignments in the Workbook can be started and completed individually in the days preceding this module.

**ACTIVITIES****1. Large Group (5)**

Start the session by having someone read the poem, "I Am Only One", from the last page of their Workbook.

2. Individual Work (45)

Ask participants to choose a partner from their institution. Each person should complete her Action Plans, as well as the section on Risks I Will Take. When they are complete, participants should share with her partner.

Individual Action Plan

1. Professional Goal: clear, measurable, with deadline	2. Strategy/Actions to reach Goal:
3. Personal Goals	4. Strategy/Actions:



Self-Confidence
Comes With Taking
One Small Risk After
Another.



Risks I Will Take:

In my organization:

In dealing with men:

In my family:

With friends:

Elsewhere in my life:

3. Large Group (25)

- *Ask for people to share their goal/objective statements and write some examples on the flipchart. Review if the objectives are clear, measurable and have a timeframe.*
- *Ask the group how they would like to follow-up these plans, such as working with a partner or a follow-up meeting for people in the group.*
- *Encourage participants to write affirmations on every PIONEER PORTRAIT. Ask people to share their most memorable affirmation of the week and what meaning it had for them.*



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CREATING ACTION PLANS FOR INSTITUTIONS

*Small Groups
2-3 Hours or over several days
for small groups to meet
Optional*

- OBJECTIVE:** Complete an Institutional Action Plan for the year and present to mentors, senior advisors, or guests.
- RATIONALE:** This critical session launches the action that will take place after the training program. It can also be a critical session in linking the new leaders for change with senior mentors for the year to come. This activity increases participant ownership of the program.
- LINK:** These sessions can involve senior advisors and mentors in joint planning to help change their organizations.



PREPARATION: Post the session objective on a flipchart.

If there are senior mentors from the women's institutions, invite them to sit in on this work and/or attend these presentations. Each mentor needs a letter explaining the purpose and expectations of their attendance. For them, it is an opportunity to see and meet the first concrete outputs of the program, the newly-trained women leaders, and a chance to plan the following year's action for the program. For the participants, a visit by the senior mentors to hear their presentations gives them additional incentives to invest in their work and in the program.

If there are senior mentors from the participants' institutions, encourage them to come and meet during the small group planning. Other mentors may just wish to come for the presentations.



Ask each group how it wants to handle its reporting and if any materials are needed.

FOLLOW UP:

Photocopy these plans before participants leave so they can be used for program evaluation in any follow-up workshop.

MATERIALS:

Extra copies of Institutional Action Plans, copied from the Workbook. Paper and markers for the groups to present their plans.

Trainer Note:

The small groups would benefit from starting this activity earlier in the week. The information provided here can be used for follow-up activities in the months after this training.

If participants do not originate from a few selected institutions where they can work together on a plan, have them complete a plan for individual action to organize other women within their organization. The time depends on how much work participants have already put into these plans and the nature of the presentations to the senior mentors.

If you formed a Gender Action Group in Module III Moving Beyond the Roadblocks, this group can work together in this session.



ACTIVITIES

1. Small Group (1 Hour or more)

- *Participants should meet in small groups according to their institution. Together they can come up with joint or individual action to increase the gender-sensitivity of their organization's policies, programs, and practices.*

Some of the actions might include:

Gender review of personnel policies.

Gender review of program policies.

Gender review of curriculum.

Study of the status of women and men in the institution.

Gender awareness training for staff.

Forming a Gender Working Group of women and men.

Forming a Communications Group to increase awareness of the issues.

Forming a permanent female-male Gender Team in the Personnel Department.



2. Large Group (1 Hour or more)

- *Ask groups to present their Action Plans to the senior mentors, review team, or guests. Invite comments on the plans.*
- *If senior mentors from participants' institutions are present, have them set up a future time to meet with the women from their institutions.*
- *Collect the plans in order to make copies for everyone and return to the participants before their departure from the training program. Also make copies for any mentors who will be working with them.* ■

If you have built castles in
the air, your work need not
be lost.

That is where they should
be. Now put the
foundations under them.

Henry David Thoreau



NOTES





ACTION GROUP REPORTS

*Large Group
1 Hour 30 – 2 Hours*

- OBJECTIVE:** Link participants with senior mentors in working group plans for the coming year.
- RATIONALE:** This session -- also critical -- both brings closure to activities and launches the next stage of activities for the year.
- LINK:** The information provided here can be used for follow-up activities.



- PREPARATION:** Each Action Group should be prepared to present to the senior advisors even if the groups will not continue to meet during the year.
- FOLLOW UP:** Make a copy of each report before the participants depart.
- MATERIALS:** Flipchart, markers.





ACTIVITIES

1. Large Group (90-120 minutes)

- *If necessary, the Action Groups can meet for a short time before their presentations to prepare flipcharts.*
- *Senior mentors should sit in on the small groups after they decide which Action Group they might like to work with during the year.*
- *Reports should be given from each Action Group or committee, except for the evaluation committee which will come in the next session. Ask the group for comments.*
- *Note that these reports representing the launching of activities that can truly bring about change for professional women and for the next generation in their countries.*
- *Other loose ends in the program should be tied up, such as:*

Asking people to share some additional risks they took during the training and plan to take in the future. (This can be especially effective if the senior mentors are present.)

Ask women to complete the section on "Someday...." with things they have always wanted to do and things they have been afraid to try." Then ask for volunteers to share with the group. ■



INSTITUTIONAL ACTION PLAN



GOAL:

To bring about gender-sensitive policies, programs and practices in our institution.

If you meet in small groups according to your institutions, you can come up with joint or individual action to increase the gender-sensitivity of their organization's policies, programs, and practices.

Some of the actions might include:

Gender review of personnel policies.

Gender review of program policies.

Gender review of curriculum.

Study of the status of women and men in the institution.

Gender awareness training for staff.

Forming a Gender Working Group of women and men.

Forming a Communications Group to increase awareness of the issues.

INSTITUTION: _____

Objectives:

--

Outputs/Activities: (Clear, Measurable, Deadlines)

--

Liaison Person with the Program:

--



NOTES





EVALUATION & AFFIRMATIONS

*Large Group
1 Hour 30 Minutes*

- OBJECTIVE:** Demonstrate intention to reach goals and complete both oral and written evaluations of the training program.
- RATIONALE:** This session completes the training, giving information useful for future programs.
- LINK:** The material here can be referred to in follow-up workshops.



- PREPARATION:** Prepare sufficient copies of the written evaluation (not provided here).
- Select a person to read the poem "Be" at the end of the session.
- Write on the flipchart and cover: I can...I will...I have the right to...

- MATERIALS:** Flipchart, markers.
Evaluation forms.

Trainer Note:

Many of these sections in the Workbook can be completed before this session or the Evaluation Forms can be given out in advance.

The filling out of the evaluation forms is scheduled as the last activity so people can complete them at their own pace. However, it could be distributed first before the other affirmation and closing activities.





ACTIVITIES

1. Individual Work (30 Minutes)

- Ask people to form small groups according to their organizations. Ask them to complete "My Most Valuable Learning" and "I Know That..." in their Workbooks.



My Most Valuable Learning from the Workshop



I Know That.....

I can.....

I will.....

I have the right to.....

2. Large Group (30) Oral Evaluation & Closing Affirmations

- Ask for volunteers to share their "Most Valuable Learning" with the large group.
- Point out that both visualization and speaking aloud our goals and intentions can help make them come true. Ask for volunteers to share their affirmations by standing up and speak strongly: "I Can..., I Will..., or I Have The Right To..." Encourage everyone to participate.
- Ask a participant to read the poem, "Be."

3. Individual Work (30) Evaluation Forms

- With flipcharts, go over the entire schedule of the workshop to refresh memories over what took place. Remind people of the goals and that they are pioneers in their work. This workshop launches them as a potent force in their country to bring about change.
- Ask people individually to fill out the evaluation forms. ■



BE

Be

As you are

And so see

Who you are

And how you are.

Let go

For a moment or two

Of what you ought to do

And discover what you do do.

Risk a little if you can.

Feel your own feelings.

Say your own words.

Think your own thoughts.

Be your own self.

Discover.

Let the plan for you

Grow from within you.

-- F. Perls

...And when you've gone as far as you can go,

Quietly await your next beginning.



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