Organizing Gender-Responsive Training Sessions, Meetings and Conferences

**Target audience:** Project/programme officers, teacher trainers, gender trainers

*This tool is intended to help you organize training sessions, meetings and conferences in a gender-responsive way. It does not target such events on the theme of gender only, but on any theme.*

**Preparation and Planning**

**Participants**

1. How many men and women will be invited to attend the event? Will there be a gender balance?
   
   If a balance is not possible, it is important to ensure that the meeting, itself, is gender-responsive and that it takes the varying needs of men and women into account, regardless of the gender imbalance.

2. What is the distribution in terms of their level in the organization’s hierarchy? Is there a balance between women and men in relation to their level? (For instance, are there more senior male staff members who are invited for the event?)

**Trainer/Facilitator**

3. Who is the most appropriate trainer/facilitator for the specific purpose?

4. Should it be a woman or a man?

5. What are the pros and cons of each?

6. Is the trainer gender-responsive and aware of the specific gender issues affecting the learning environment?

7. Has she/he been required to be gender-responsive (in the terms of reference issued as part of hiring the trainer/facilitator)?

**Chair/Speaker/Rapporteur**

8. Who is the chair? A man or a woman? Is the chairperson’s role rotated between women and men?

9. Is there a gender balance or at least a critical mass of women/men (depending on who is in the minority) in the speakers and rapporteurs?

10. Are they gender-responsive or do they need to be oriented on how to perform in a gender-responsive way?

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45 Adapted from the Division for Gender Equality, Bureau of Strategic Planning, UNESCO, Paris, 2007 and a document developed by Linda Pennells, UNESCO gender consultant.
Management
11. Do the terms of reference state an objective that promotes gender equality/ responsiveness for this event?
12. Do the terms of reference outline the gender-responsive outputs?
13. Have gender issues been addressed throughout in the content and agenda?
14. Does the event design incorporate knowledge and lessons learnt (assets, failures, recommendations for improvement) on the gender-responsiveness of previous events?
15. Is there a gender balance in the planning team?
16. Has someone been designated to monitor the incorporation of gender equality issues in the event content?
17. Has someone been designated to ensure that women and men equally/fully participate in the event?

Possible obstacles to participation
18. Are there obstacles to the equal and full participation of men and women? (Security considerations, financial issues, family obligations, professional duties, legal constraints, moral/religious considerations etc.).
19. Do the meeting arrangements take these into account and attempt to overcome the obstacles that exist?
20. Schedule
   • Is the time adapted to women's and men's schedule?
   • Does it conflict with other responsibilities, safety concerns, etc.?
21. Venue
   • Is the venue accessible, safe and adapted to both male and female participants?
   • What is the distance from home/work to the venue? Is the location easily and conveniently accessible by majority of the participants including women?
   • Is it equipped to accommodate women, men and children under their care? (Conditions of latrines, childcare facilities, etc.).

Process

Content
1. Is the content meaningful to both men's and women's experiences?
2. Does the oral and written text use non-sexist language?
3. Are images and illustrations reflecting and valuing both women's and men's experiences?

Training Methods/Management
4. How many women and men does the trainer call on or address? Is there a balance? Is it proportional to their representation?
5. Are training methods and learning approaches inclusive, participatory and ‘gender-transformative’ in order to ensure both women's and men's full and equal participation in training?

   - Methods that encourage equal participation include: group discussions, discussions in pairs, system of rotating chair, limited speaking time per participant, to go around the table and ask each participant to say a few words, etc.). Please refer to Tool 24: “Eleven ways to obtain participation during a workshop.”

6. Is the general behaviour of the trainer non-sexist and gender-sensitive?

7. Is the male/female distribution being monitored within each meeting session/workshop/working group? (i.e. mixed or single-sex groups, as appropriate)

8. What is the seating arrangement during the event? Does it discriminate against men or women?

**Evaluation**

1. Does the evaluation form identify the participants’ sex in order to monitor that both women's and men's needs and expectations have been met?

2. Do the questions allow the varying needs of the participants being reflected?

3. Does the final report fully reflect the gender issues raised during the discussions?

4. Will any impact analysis on this event explore how female and male participants are applying the newly acquired skills and content?

5. Is there a mechanism to ensure that lessons learnt on the gender-responsiveness of the event will be used in future events?