

Nov 2021

# Delivering a Gender Awareness Training

*How it can help your organization and how to do it*



# Foreword

This guide is one of a three-part series of tools designed to help companies be more gender inclusive. The series includes practical guides for how to lead:

- A Gender Training (this guide)
- A Gender Equality Policy
- A Gender Analysis

Each guide explains **why** a company may be interested in becoming gender inclusive, **how** to go about changing, and handy **templates** to put into practice.

The **WIN Program** is a five-year initiative implemented by **TechnoServe** and financed by the **Embassy of Sweden in Mozambique**. Our objective is to economically empower women in Mozambique by enabling their participation in the economy. To do this, we support the private and public sector to trial and implement sustainable changes in the way that they approach women as potential customers, suppliers and business partners.

Our tools and guides are applicable beyond Mozambique and we are happy to discuss their implementation in other contexts.

For further guidance, contact the Women IN Business at:

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## Summary

A Gender awareness training is a great starting point to strengthen your company's commitment to managing your operations in a gender sensitive and inclusive way. Because ultimately, companies that better integrate gender in their operations, are better at attracting and retaining a more talented and innovative workforce. Companies also increase their sales when they target a larger, untapped and more diverse client base.

The gender awareness training provides management and staff a space to explore key gender concepts, discover their unconscious biases and learn about the importance of sex-disaggregated data. It also presents the business case for gender equality.

The training can lead to concrete actions such as developing a gender policy and undertaking a gender analysis of its workforce or clients. These can further a company's commitment to gender equality and get closer to their growth goal.

This tool outlines the steps management can take to deliver a gender awareness training. It also provides an example of a gender awareness training effectively delivered by WIN to private sector partners.

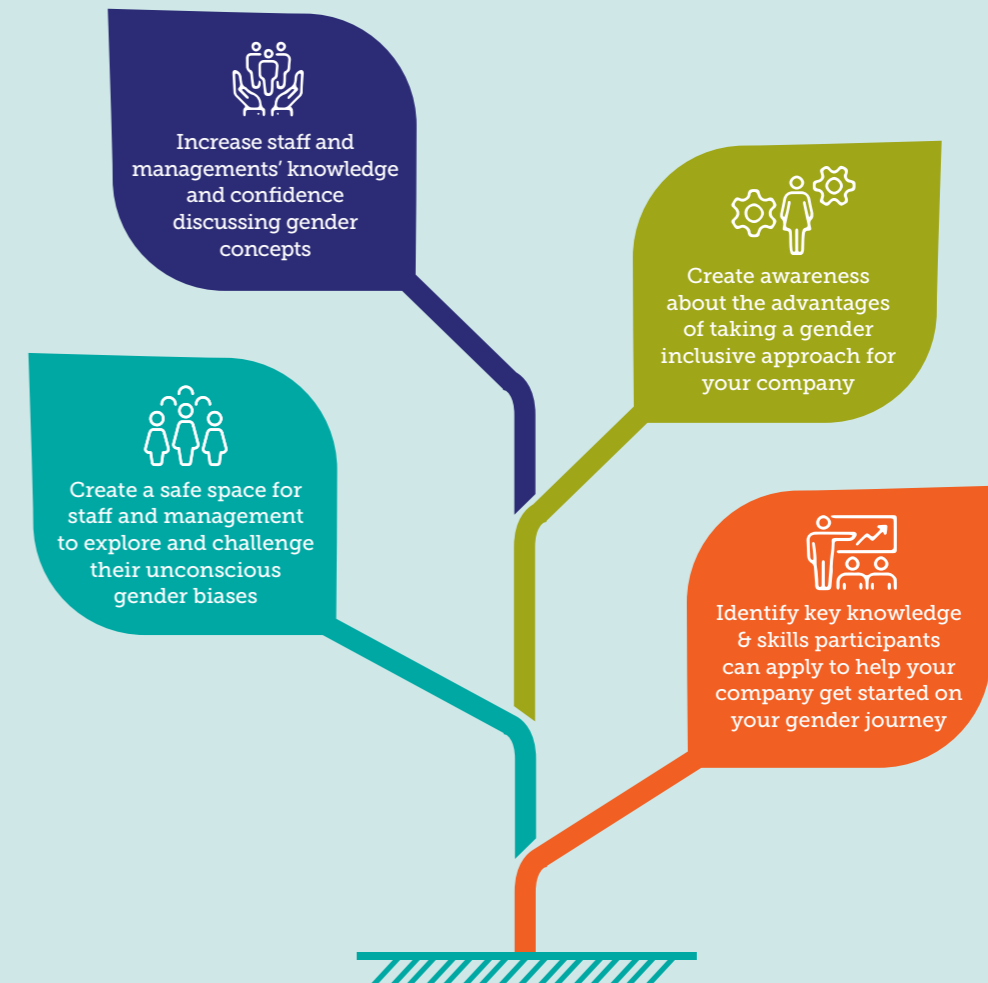
# Table of contents

Gender awareness training: what is it?	5
How a gender awareness training can benefit your company	6
Examples of gender awareness training benefits	7
How to manage a gender awareness training?	8
Gender awareness training – illustrative materials	14
Gender awareness training agenda (3h30 hours)	15
Success story	25
Resources for implementation of a gender training	26

## Gender awareness training: what is it?

**Gender awareness is the knowledge and understanding of differences in roles and relations between women and men.**

A gender awareness training sets out to:



# How a gender awareness training can benefit your company?

Through a gender awareness training management and staff will acquire new knowledge and develop skills to **undertake further initiatives that will ultimately benefit your company**



## Knowledge & Skills



## Initiatives



## Benefits

### Team understands:

- ▶ Different challenges and needs of women and men staff/ customers
- ▶ Why and how to do a gender analysis
- ▶ Gender biases at work/ in businesses and how to overcome them

Gender Analysis e.g.: disaggregating staff/ customer data by sex

Develop a gender policy e.g.: improve recruitment processes; conduct gender awareness or sexual harassment training

Attract and retain a more talented and innovative workforce

Increase sales to a larger, untapped and more diverse client base

# Examples of gender awareness training benefits



## Knowing your team and clients

Having training on unconscious biases helps us to manage our team, to see and approach our respondents in a different way and to enhance our analysis by changing the way we look at our data. There is still a long way to go but I believe we are better prepared for the journey!

- Senior analyst, IPSOS, Maputo

## Improved staff management & communication

The gender training allowed Tangerine to become more aware of the experiences and contexts of the largely female staff the company is comprised of from Management to Field staff and appreciate that we have contributed towards increasing confidence in their capabilities in our field. Moreover, we became more conscious of the adjustments we needed to make when communicating across the different cultures and regions our team members belong to.

- Market research coordinator, Tangerine, Maputo

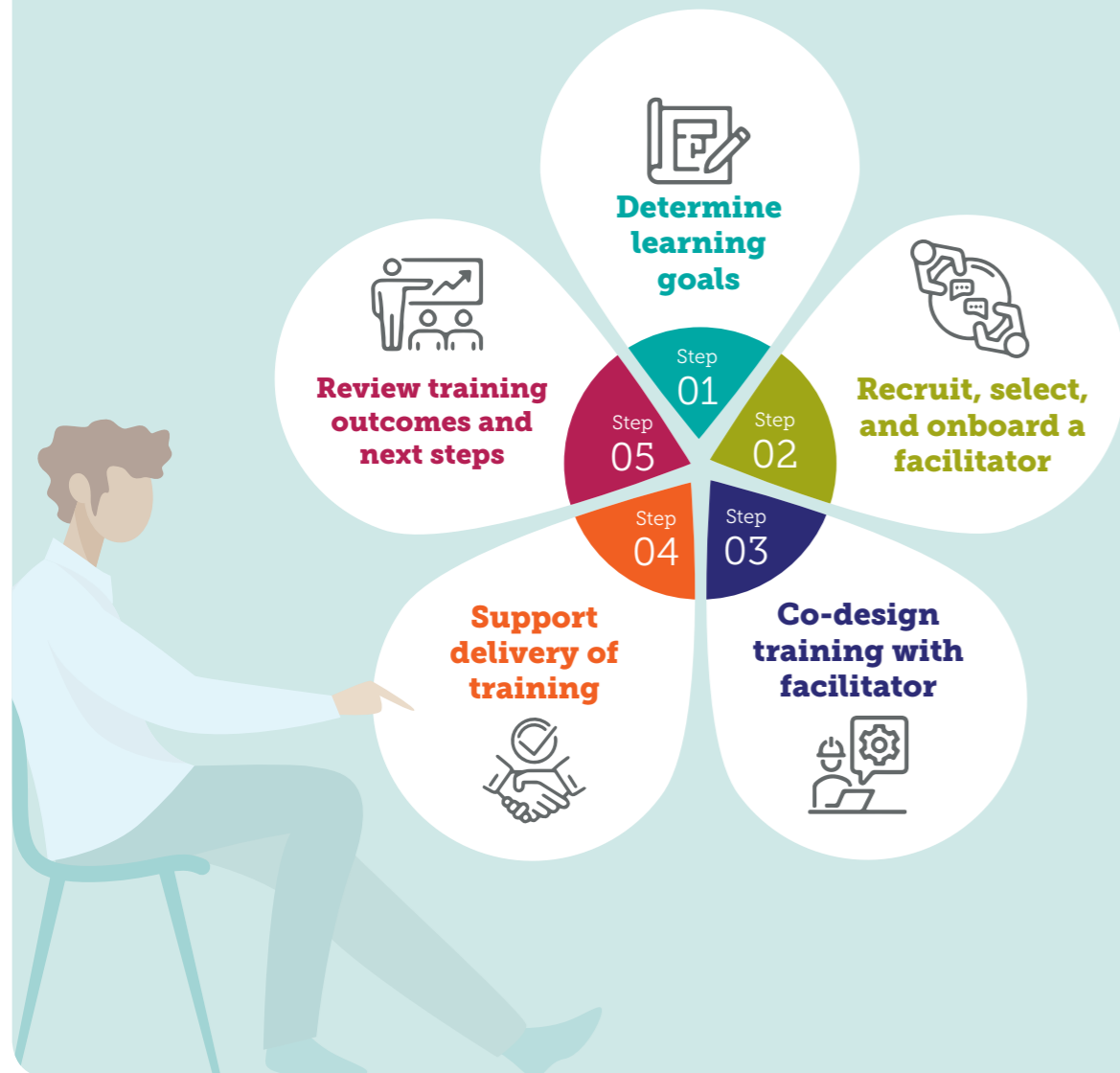
## Increased awareness of recruitment biases

The training helped our management team reveal some of the biases that they didn't realize they had in regards to recruiting women for more senior roles. It also allowed the men and women on our team to have an open conversation where the men were able to gain insight and understand the perspectives of the women leaders in our organization and many of those perspectives were surprising to the men.

- Operations & Strategy manager, ENGIE Energy Access Mozambique



# How to manage a gender awareness training?



Step 1

## Determine learning goals

A gender awareness training can be the starting point to strengthen your organization's ability to:

- ▶ **Attract and retain a more talented and diverse workforce**
- ▶ **Increase sales to a larger, untapped, more diverse client base**

Management should discuss knowledge and skills they would like staff to acquire through the gender awareness training which can be applied to achieve longer-term company goals. Each company has different challenges they want to prioritize.

The following is a list of knowledge and skills you may want to consider as learning goals for participants:

- Become familiar with needs and challenges of women and men staff or customers
- Understand how to collect and analyze data to understand differences between women and men staff or customers
- Increase awareness of biases about women and men in work environments or businesses
- Become familiar with strategies to overcome biases





## Step 2

## Recruit, select, and onboard a facilitator

To deliver a successful training facilitators should have the following skills and experience:

- Knowledge of gender integration challenges and opportunities in organizations
- Proven ability to plan, manage and deliver training programs on gender awareness
- Uses a participatory training approach suitable for adults
- Excellent communication and time management skills

Many organizations may need to look outside to find a facilitator that fits this profile. (Refer to box)

### Facilitator recruitment and onboarding checklist

- ▶ Develop a Scope of Work (refer to resources)
- ▶ Share opportunity with networks
- ▶ Use criteria in SoW to evaluate candidates
- ▶ Hold interviews with high-scoring candidates, ensure gender-balanced recruitment team
- ▶ Contract facilitator
- ▶ Organize meeting with senior management and facilitator to review learning objectives, participant needs, and logistics
- ▶ Facilitator prepares a gender awareness training work plan for review

### Advantages of hiring an external facilitator

**Creates a neutral and unbiased learning space.** The facilitator does not have experience working directly with participants, as a peer or a manager, which makes it easier for them to create a neutral and unbiased learning space. Participants may feel more comfortable asking questions and being challenged.

**Offer fresh perspectives and insights.** The facilitator will have experience working with other organizations. He/she can offer suggestions, based on their experience, on how others have overcome challenges and identified opportunities to help meet business goals.



## Step 3

## Co-design the gender awareness training with facilitator

Discuss this set of questions with the facilitator to co-design the training. This discussion can help the facilitator to develop an agenda and activities that will help your company meet its learning goals.

### Who should participate?

- Decide on whether you should begin with just the management layer, or with certain teams, or include everyone
- **Size of group:** average size is 15 participants; to not lose quality, groups should not exceed 25
- **Mix of participants:** discuss workplace dynamics with the facilitator and determine if it is most appropriate for management and staff to train together or separately

### What do people need to learn and how?

- Share key learning objectives with facilitator
- Discuss participant learning needs and preferences
- Share key company data, for example around percentage of women clients and staff
- Consider options for evaluating participants' engagement and learning e.g., post-training evaluation or post-training knowledge test

### When should the training take place?

- Discuss when the majority of participants can actively participate without competing priorities
- Discuss how long should the training should be balancing:
  - i) learning objectives
  - ii) availability of staff



Step 4

# Support delivery of training



Step 5

# Review training outcomes and next potential steps



### Review training outcomes

Review main takeaways from the training with the facilitator. Consider an evaluation or skill test of the training



### Discuss how to manage different initiatives

With the management team, look at ways to manage different initiatives that staff suggest during the training. Check out the Gender Analysis and Gender Equality Policy in our series for ideas on initiatives your company can take



### Select gender lead(s)

Identify an individual or a group of people to lead the different initiatives e.g. Gender Equality Policy or Gender Analysis

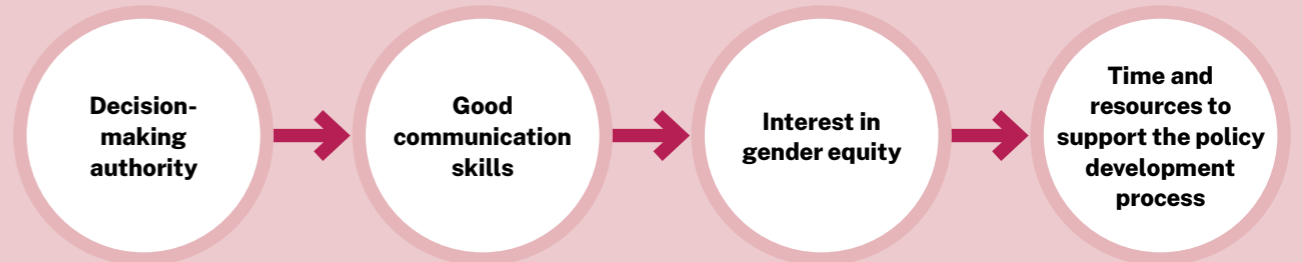


### Develop an action plan

The individual or group can develop an action plan to map out next steps to lead the initiatives that will help your company meet its growth goals

### Gender lead

The individual or group of people selected should have:



# Gender awareness training – illustrative materials

The next section provides an example of a gender awareness training agenda and activities. These can serve as inspiration or basis for your training.

The activities were delivered by WIN facilitators with a variety of businesses. They can be mixed, matched and substituted to suit the training needs and priorities of your company

## Gender awareness training agenda (3h30 hours)

### Introductions (20 minutes)

- Ice breaker
- Establish expectations for the training
- Riddle

### Constraints, opportunities and needs of women and men (1h25)

- Steps to Gender Equality
- Gender Gap Quiz
- Importance of sex-disaggregated data

### Definition and importance of gender (30 minutes)

- Society vs. biology
- Role models
- Benefits of an equal society

### Unconscious bias (40 minutes)

- Conscious vs. unconscious mind
- Examples of unconscious bias
- Actions you can take to address unconscious biases

### Business case (15 minutes)

- Benefits of integrating gender in the company
- Business case

### Commitment to action and closing (20 minutes)

- Participants commit to changes at home and at work



## — Introductions (20 minutes)

**Ice-breaker:** select an ice-breaker so everyone gets to know each other. Include something personal in the ice-breaker to relax the atmosphere

Ex: write/draw your favorite animal and explain why you chose it

**Unconscious Bias:** introduce an activity on Gender Bias to set the tone and the objectives of the training

### Scenario 1: group is not English speaking

- Have participants draw and give the name of a police officer (or plumber or firefighter, etc.).
- Ask a few participants to name their police officer. Once several people have given names of men, ask the group some of the following questions:
  - ▶ What do all (most) your answers have in common? Why did you draw a picture of a man [or woman]? Do female police officers exist? Do you think this was a conscious reflection?
  - ▶ What are some of the key characteristics of a police officer that you included in your drawing or associate with that role?
  - ▶ Are those characteristics typically associated with men or women?
  - ▶ You can replace police officer by doctor, farmer or teacher and reflect on what could be changed in the picture to represent a woman or a man in that role instead?

### Scenario 2:

If your group is English speaking, you can select one of the riddles in the box, and ask the same questions replacing police with doctor or lawyer.

**TIP:** explain this training is about understanding that what we believe about gender is based on our unconscious beliefs, these are automatic and are not rational. This does not make us bad people. They are involuntary beliefs. Through the training, participants will begin to learn how to train our unconscious brain to identify and challenge our gender stereotypes and biases

## Unconscious bias riddles

### Riddle 1

A man and his son are in a car accident. The man dies and his son is rushed into emergency surgery. However, the doctor, seeing the boy says: "I can't do the operation because that is my son." **Who is the doctor?** Answer: The Mother

### Riddle 2

A cop was walking past a restaurant when he heard someone scream - "No John, not the gun!" He ran inside and saw a doctor, a lawyer, a milkman, and a dead body on the floor. He promptly walked over to the milkman and arrested him. He didn't witness the shooting and there was no apparent evidence to prove who shot the person and no one told him who the killer was. **How did the policeman instantly know it was the milkman?** Answer: The milkman was the only male. The doctor and lawyer were females, so the cop knew that "John" was the milkman.

## — Constraints, opportunities and needs of women and men (1h25 minutes)

### 1) Steps to gender equality (20 minutes)

This is a great activity that stimulates reflection on women and men's different constraints, opportunities and needs. It asks participants to score themselves on a list of topics around access to credit, income, education, property, sexual harassment, gender based violence and others.

- For each question, the facilitator gives a score of +1, 0 or -1 depending on the question (+1 would equal greater empowerment, 0 neutral and -1 disempowerment)
- **To ensure their privacy, make sure participants score themselves on a sheet of paper first** to ensure answers to specific questions remain secret.
- Invite everyone to form various lines, based on their score from 3 to minus 4. Those with higher scores are generally men and are in the top line.
- Then lead a discussion asking participants:
  - ▶ Do you notice any trends (where are more men? women?); How does that make you feel?
  - ▶ Does anyone choose to be disempowered – decide to have less access to education, income, safety, health? Or are these inequalities the product of society, that promotes the well-being of some to the detriment of others? (Often based on sex, race, age, education level and more)
  - ▶ If men and women are distributed relatively equally, ask: Would these be different in more rural settings? A generation ago? In more conservative societies?
  - ▶ Say: Imagine the front of the room represents "success" (wealth, good health, safety): Ask: who will get there faster? Who will face more barriers? Is it based on skills or will, or just what opportunities or barriers your sex faces?
- Explain this activity can also be done for race, age or disability

### Examples of steps to gender equality

1. **Write +1** if you [or someone you are close to of the same sex and age as you] earn more than your partner. **Write 0** if you earn the same or less.
2. **Write +1** you [or someone you are close to of the same sex and age as you] own land/house/flat in your own name. **Write 0** if you don't or if it's not in your own name.
3. **Write -1** if you or you know someone of the same sex as you has suffered domestic violence. **Write 0** if you don't know
4. **Write -1** you [or someone you are close to of the same sex and age as you] are expected to do or manage all the housework. **Write 0** if you are not the main one responsible for housework
5. **Write -1** if you or you know someone of the same sex as you has been asked for a sexual favour to get/keep a job. **Write 0** if this has never happened
6. **Write +1** if you have a higher education level than your siblings/cousins of the opposite sex as you (but same age). **Write 0** if you have less education
7. **Write -1** if you are afraid when you walk alone at night. **Write 0** if you are not afraid

## 2) Gender Gap Quiz (45 minutes)

Carry out this quiz that uses data points to highlight gender-based constraints.

- Create small groups (approx. 4 participants) and ask them to work together to complete the quiz.
- Then lead a discussion going through each answer on slides, encourage participants to share opinions and experiences, using some of the following guiding questions or conclusions:
  - ▷ **Q1-C)** What does that mean for access to credit? Women have less access to credit as have less collateral. However, women are often loyal customers and agents and have better loan repayment rates. Lenders should consider being flexible around assessing candidates for loans and not just rely on collateral.
  - ▷ **Q2-B)** How does that affect communication and marketing materials or channels?
  - ▷ **Q3-B)** How does that affect customer purchasing power? Women may be consulted but amounts usually decided by men.
  - ▷ **Q4-E)** Companies with more women in their leadership are more admired (by shareholders, consumers and others), are more profitable, and can outperform their rivals with more than 50% greater returns on equity, which in turn contributes to the economy
  - ▷ **Q5-D)** This is helpful for companies to remember when recruiting, when and which channels to use for their marketing, defining working hours or flexi-time and more

**TIP: these questions need to be adapted to the country and the company. For example, use key information shared by the company such as ratio of female employees or clients, literacy rates or access to finance in your country, disaggregated by sex.**

## Examples of gender Gap Quiz (Correct answers are bolded)

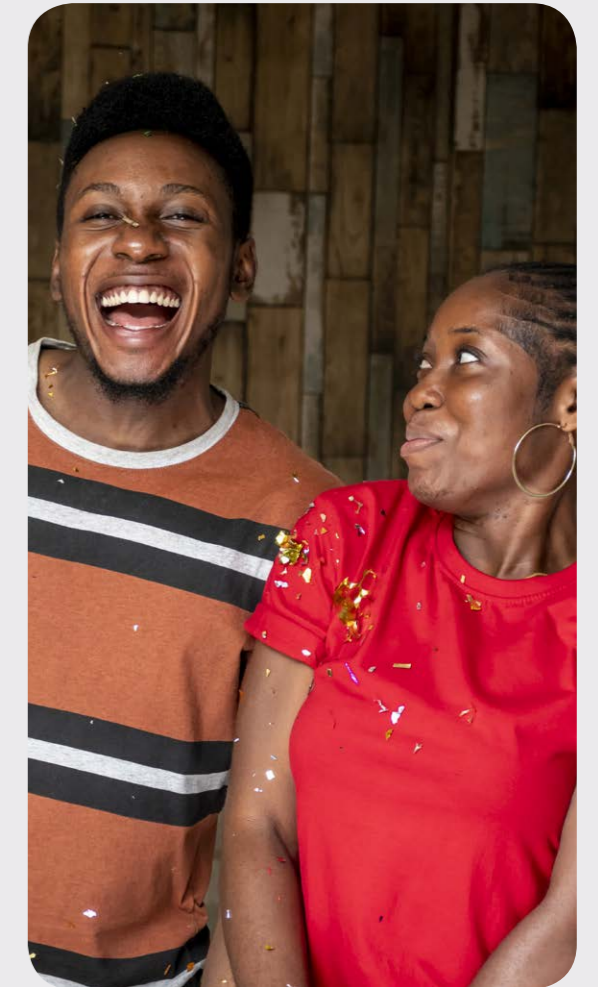
1. **In a Zambian household, is a woman or a man more likely to own land and other assets?**
  - a) Women and men are equally likely to own land and other assets
  - b) Men are estimated to own little land and also few other assets
  - c) **Women are estimated to own little land and also few other assets**
2. **What is the adult literacy gap between women and men in Zambia?**
  - a) 52% of women and 83% of men are literate
  - b) **52% of women and 72% of men are literate**
  - c) 52% of women and 54% of men are literate
3. **In a rural Mozambican household, who typically makes household expenditure decisions (not choice of products)?**
  - a) Men and women make all decisions jointly
  - b) **Men dominate decision-making**
  - c) Women dominate decision-making
4. **A gender balanced team results in:**
  - a) Increased staff performance
  - b) Increase capacity to attract talent and retain employees
  - c) Increase productivity and national economic growth
  - d) Answers a) and b)
  - e) **All of the above**
5. **Why do women not have time or mobility to be more involved in income-generating activities?**
  - a) Women are responsible for most of the child-rearing and caring duties (eg for elderly and sick) which are time intensive and require women to stay near the home
  - b) Women spend a lot of their time spent cooking
  - c) Women have little time flexibility because of their cooking and care duties
  - d) **All of the above**

Use an activity to raise awareness about the importance of sex disaggregated data. This particular example discusses suicide rates for men, but can be substituted by alcoholism or smoking, which are also higher for men. This exercise is twofold, it highlights the importance of sex disaggregated data and illustrates that gender affects men as well as women.

## 3) Case study and sex disaggregated data (20 minutes)

Start the activity with a photo of happy young women and men and ask the team what the photo evokes – the expected response is usually positive.

- Then show a slide with suicide rates from your country and say: *Actually, X % of people commit suicide*
- Ask: *what information does this data give us? Do we know who these people are? If we had to create services, products or interventions for them, would we know how to help them?* Expected response is no, because we need more information.
- Then reveal the data disaggregated by sex which shows men have higher rates of suicide than women. Ask: *why do you think more men commit suicide?* Lead a discussion around why. Expected responses are: social burden for men as providers, men are meant to be “strong” and not show their feelings, stress or worries with others which can lead to emotional isolation.
- Reiterate that gender is not just about women, it’s about the social construction of women and men’s roles and relations, and how this causes pressure on both.
- Highlight the importance of doing a gender analysis and analyzing operations, sales, client bases and staff composition/positions using sex disaggregated data. This will allow companies to better understand and respond to their target group, creating products, services or processes focused on their specific needs, which can lead to an improvement in operations or sales.



## Definition and importance of gender (30 minutes)

### 1) Society vs biology game (20 minutes)

Show photos (either printed or in powerpoint) of women doing typically “female” activities: cooking, breastfeeding, washing clothes, and photos of men doing typically “male” things: operating machines, at board rooms, in bars.

- Adjust photos to whatever is culturally typical in your country.
- For each photo ask if women/men are doing that activity because society has defined their role or biology. Get participants to go to one side of the room if they think it is biology, to the other side if it is society. Discuss responses. Provoke reflections based on whether these opinions change depending on different cultures, generations, and urban vs rural settings.
- Explain that if it is society defining that role (all roles except for breastfeeding and being pregnant), then both women and men are physically able to do this role. It is a matter of the choices and paths we are given starting from babies into adulthood, from different choices of toys given to boys and girls to their education and career paths.
- Conclude by showing a photo of a woman who is pregnant and explain “*Sex is the biological difference between women and men*”; a woman holding a baby and explain “*Gender is the socially defined difference between women and men*” and a man holding a baby and say “*Gender roles, because they are socially defined, can change, have changed and will continue to do so*”.



### 2) Role models (5 minutes)

- Explain that one way to change perceptions is to use role models – in communities, politics, celebrities, etc. – to speak for gender equality and to proudly take on roles typically done by either men or women.
- Say another way to challenge gender roles can be through images. Changing images in the media (TV, magazines, social media), in marketing, in school materials, in public health messaging, that show women and men in new roles, starts changing people’s perceptions about what is the new “normal”.

### 3) Benefit of an equal society (5 minutes)

- State that that the objective of reflecting on socially defined roles is to reach a more equal society, where both women and men can benefit, where there is less social pressure to behave in one way or another, which can be harmful and limiting.
- Say that greater cooperation in households, in the economy, in teams, means richer contributions and ultimately, more success.
- Explain that gender equality is not about being the same, but having equal rights, choices and opportunities. It’s about women and men not hindered by socially constructed norms that can limit them to reach their full potential



# Unconscious bias (40 minutes)

## 1) Conscious vs unconscious mind (15 minutes)

**Redraw the balance video** (2 minutes+ 3 minutes discussion). Show this video or a similar one that shows how our brains are conditioned to associate certain professions with men (or women) since childhood, as a way to introduce the topic of unconscious bias.

Prepare 2-3 slides that explain the difference between the conscious mind (slow, learned, nuanced) and the unconscious mind (quick, instinctive, useful during evolution). As a society, we tend to prefer people that are similar to us or from the dominant group, which influences recruitment decisions. [Refer to the *Unconscious Bias Basics* video under Resources for detailed content].

## 2) Unconscious vs conscious mind (25 minutes)

Prepare a presentation with some of the following content:

- Continue presentation and ask: *what are some unconscious biases we have as individuals?* Show an extensive list of all the unconscious biases people have (gender, race, age, religion, culture, education, home town, sports, tattoos, pregnant, body type, and more). Explain that unconscious biases will affect our behavior at work: who we hire, promote, coach, trust, even how we give feedback.
- Show photos of a man with typical “masculine” attributes (strong, determined, leader) and a woman with typical “feminine” attributes (empathetic, caring, humble). Discuss how participants feel

about the man being seen as a leader and a woman being a carer. Now show a slide where the photos are switched, so the photo of the man is next to the “feminine” attributes and the women next to the “masculine” attributes. Lead a discussion around people’s comfort levels with these traits. Often participants will accept the woman with “masculine” traits but not the inverse, even though the “feminine” traits are positive in themselves. Discuss how society still has not defined a new “masculinity” that men and women are comfortable with

- Finish this section by telling participants they will be shown a photo and must say in one second whether this person is a man or a woman. [The photo is of a woman doing a typical man’s job, and should just show a silhouette]. Everyone will say it is a man. Say: *The objective of this activity is to show how quick and automatic our unconscious mind is versus our conscious mind. If you were given longer to think about it, perhaps some would say woman as this is a gender training.*



## 3) Actions you can take to address unconscious biases

**What Works – Gender Equality by Design video** (3 minutes + 2 minutes discussion) – Show this video that gives examples of how to address gender bias at the institutional level and what are some of the benefits addressing biases will bring, such as a more talented workforce.

Below are two examples from the video that show steps organizations have taken to reduce gender biases

**1** By introducing curtains to orchestra auditions, the percentage of female musicians rose by 30% and the quality of the orchestra rose. The strategy allowed the jury to pay more attention to the music than to appearances

**2** By removing names from CVs or comparing candidates with each other rather than to a stereotypical candidate can significantly increase the number of women in management positions

## Business case (15 minutes)

### Ask what are some of the benefits of integrating gender in the company (5 minutes)?

Expected answers are:

- ✓ Employee retention
- ✓ Employee satisfaction
- ✓ Reduced absenteeism
- ✓ Attraction of best talent
- ✓ Understanding customer needs
- ✓ Customer base expansion and retention
- ✓ Increased profits

**Business case (10 minutes)** – Show a few slides of a case study on benefits of integrating gender in the company’s sector. Discuss findings with participants and how this applies to their company.

See the following examples:

### Example 1: Business case for investing in women as clients, sales agents and managers in the Solar Home System (SHS) Sector

Reports indicate that women in the SHS sector are key decision makers in energy purchases, influencing what type of lighting products to buy and how much is spent on them.

Additionally, women agents tend to sell more to women and to perform better than men in various contexts.

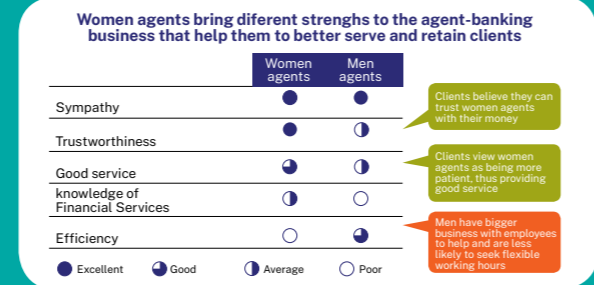
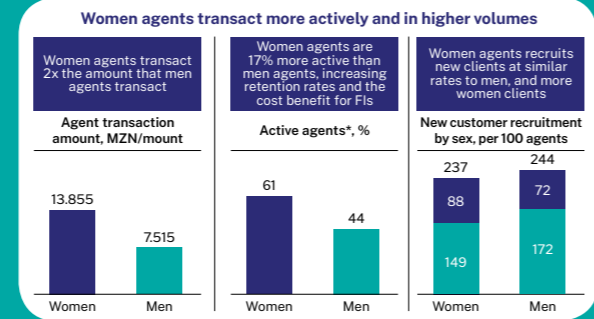
Click on the below business cases on **women clients** and **women agents** for more information

### Example 2: Why does recruiting women banking agents make commercial sense?



Studies show that women agents are active and effective at promoting agency banking, they are well-positioned at reaching women clients, an untapped market, and have unique strengths that will improve the banking network.

Read WIN’s report on **Women’s Agency Banking, an Untapped Opportunity** for more information



## Commitment to action and closing (20 minutes)

**Commitment to action (20 minutes):** Ask everyone to write down one thing they will do differently at home and one thing they will do differently at work, after having done this training. Give a few minutes for everyone to write down these commitments. Then ask everyone to share them with the group. Congratulate each action. Say this is part of your commitment to your Gender Journey.

Finish the training inviting participants to take this test on **implicit bias** after the training

**Thank everyone for their active participation** and make yourself available for any questions or sharing of materials

**Optional: Facilitate an Action Plan Workshop after the training to brainstorm ideas to integrate gender into the company.** This can be done following the training or at another time. Divide the team in specific groups, such as by department, by project, management level or by region. Have each group brainstorm solutions and create an action plan with key activities, responsibilities and timeline.



# Success story

## ENGIE Energy Access Mozambique

ENGIE Energy Access Mozambique, a solar home systems distributor that works through an agent distribution model, partnered with WIN to increase the access of Mozambican women to energy.

ENGIE understood the strengths of women sales agents, especially in reaching women customers, and wanted to increase their recruitment and retention. Together with WIN, they conducted a gender analysis which resulted in a set of recommendations.

The study was followed by a gender awareness training. The training guaranteed the buy-in of staff to implement the recommendations from the gender analysis.

Specifically, the unconscious bias activities demonstrated biases of recruitment processes at management level: *“The training helped our management team reveal some of the biases that they didn’t realize they had in regards to recruiting women for more senior roles”* (Operations & Strategy manager)

Following the training, ENGIE was able to apply the recommendations from the gender analysis. **Please refer to the Gender Analysis tool in this series for more details.**

The outcomes of the recommendations resulted in:

- 33 % increase in the number of women agents
- 10% increase in retention of women agents
- 50% increase in visits to potential women customers.



## Resources for implementation of a gender training

Gender Equality Training – Gender Mainstreaming Toolkit  
European Institute for Gender Equality, 2016

[Accessible via this link](#)

[Sample Scope of Work](#)

[Accessible via this link](#)

[Videos in the training](#)

[Redraw the balance video](#)

[Gender Equality by Design video](#)

[Unconscious Bias Basics video](#)

[What is Gender Bias in the Workplace? More than 70 statistic-backed examples of gender bias and ways to reduce it in your workplace](#)

[Accessible via this link](#)

[Facilitation Techniques](#)

[Accessible via this link](#)

[Gender Equality Policy Tool](#)

[Accessible via this link](#)

[Gender Analysis Tool](#)

[Accessible via this link](#)

[Checklist for preparing for a Training](#)

[Accessible via this link](#)

[Check Your Implicit Bias](#)

[Accessible via this link](#)

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**There is still a long way to go but I believe  
we are better prepared for the journey**

(Gender awareness training participant)



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