

# How to be a Gender Trainer



Lucy Ferguson  
Day 1 - Session 1  
Monday 23rd June, 2025  
14-15.30 CET



# Imposter introductions

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# Getting to know each other

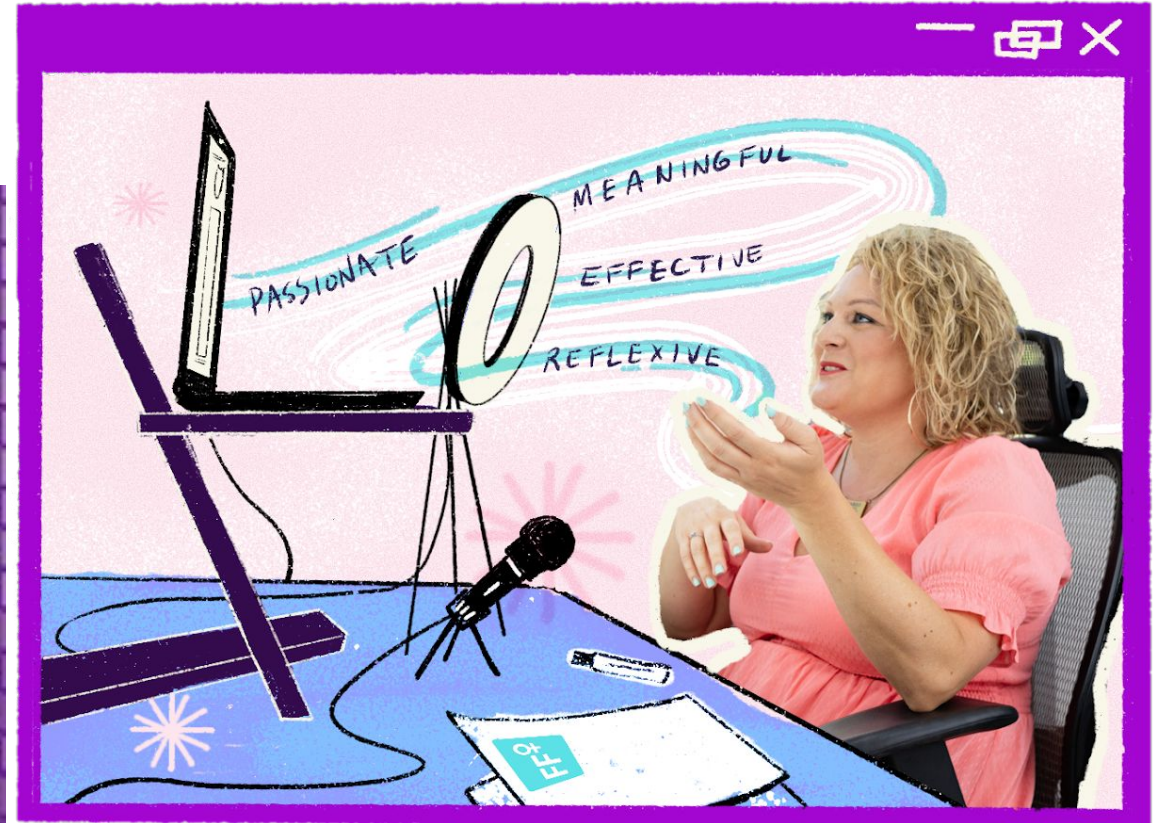
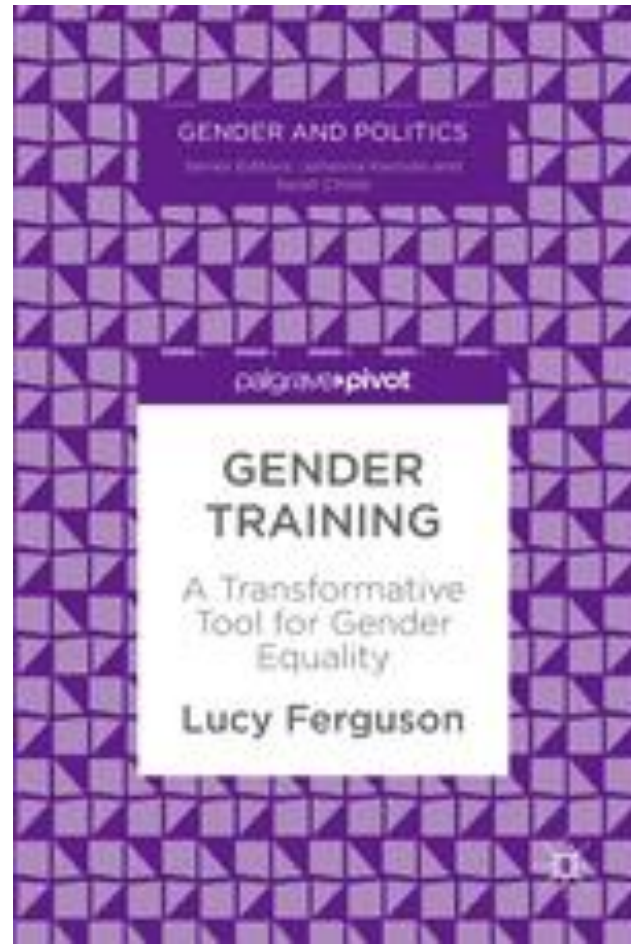
Introductions in pairs (10 minutes)

- Name and organisation/area of work
- Where are you working from today?
- Why are you attending this course?
- What are your hopes for this course?
- What are your fears for this course?

When we return to the main room, please **introduce yourself as your partner**



# Welcome from Lucy!





# Learning Objectives

- ❖ Understand the theoretical and conceptual foundations of gender training
- ❖ Acquire the basic tools and skills needed for effective gender training
- ❖ Explore key areas such as quality standards and evaluation
- ❖ Engage with core challenges in the field of gender training such as resistances and online modalities
- ❖ Practice the skills acquired in a supportive reflexive learning environment



# Methodology and Approach

- ★ Learning by doing
- ★ Horizontal collective, reflexive learning experience
- ★ I will show my background working
- ★ Open, comfortable space for us to learn from our own and each other's mistakes
- ★ Plenty of opportunities to put skills and tools into practice



# How would you like to feel at the end of the training?

- Confident
- Refreshed
- Fabulous feminist :)
- Empowered, comfortable and self-confident in facilitating gender trainings
- More confident, inspired and energized by new ideas, equipped with fresh insights.
- Better prepared to talk about gender and train others to incorporate it into their work. Confident in my training skills.





Creating a shared learning environment...

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Please propose a rule you would like everyone to respect during this training programme

Be fully present during the session—no emails or other work :-)

Maintain confidentiality so it can be a safe space to make mistakes

Balance speaking time and try to incorporate others insights and voices.

no rules :)

Let's keep our comments clear and brief so everyone has time to contribute.

keep time :)

To be kind when giving feedback and notes

No judgement

# Programme - Day 1, Monday

**Session 1 – Welcome and Introduction, 2-3.30pm CET**

**BREAK (1 HOUR)**

**Session 2 – Overview of gender training: key analytical frameworks and concepts, 4.30-6pm CET**



# Programme - Day 2, Tuesday

**Session 3 – Essential tools and skills for gender training, 2-3.30pm CET**

**Session 4 – Applying these Skills in Different Contexts (I), 4.30-6pm CET**



# Programme - Day 3, Wednesday

**Session 5 – Applying these Skills in Different Contexts (II)**

**Session 6 – Applying these Skills in Different Contexts (II)**



# Programme - Day 4, Thursday

**Session 7 –Applying these Skills in  
Different Contexts (III)**

**Session 8 - Applying these Skills in  
Different Contexts (III)**



# Programme - Day 5, Friday

## Session 9 – Dealing with Resistances in Training Scenarios

## Session 10 – Evaluation and Next Steps





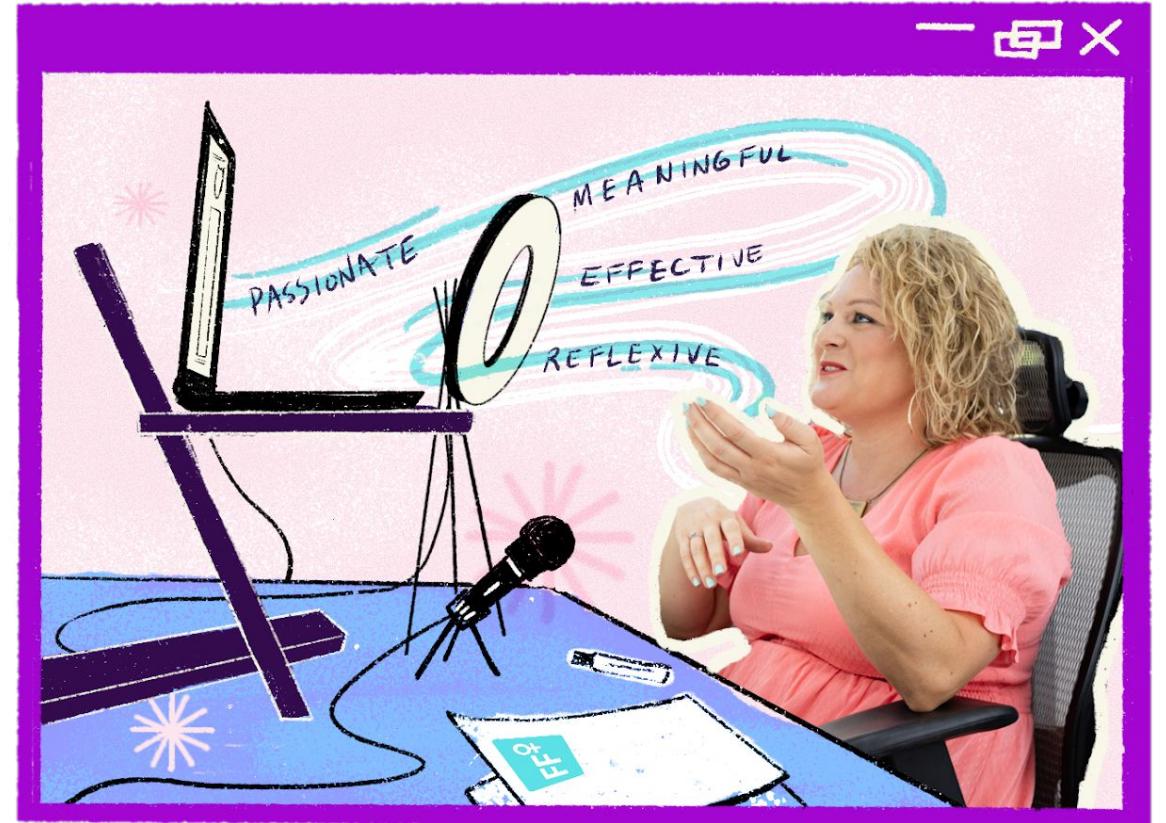
# Your Activity...

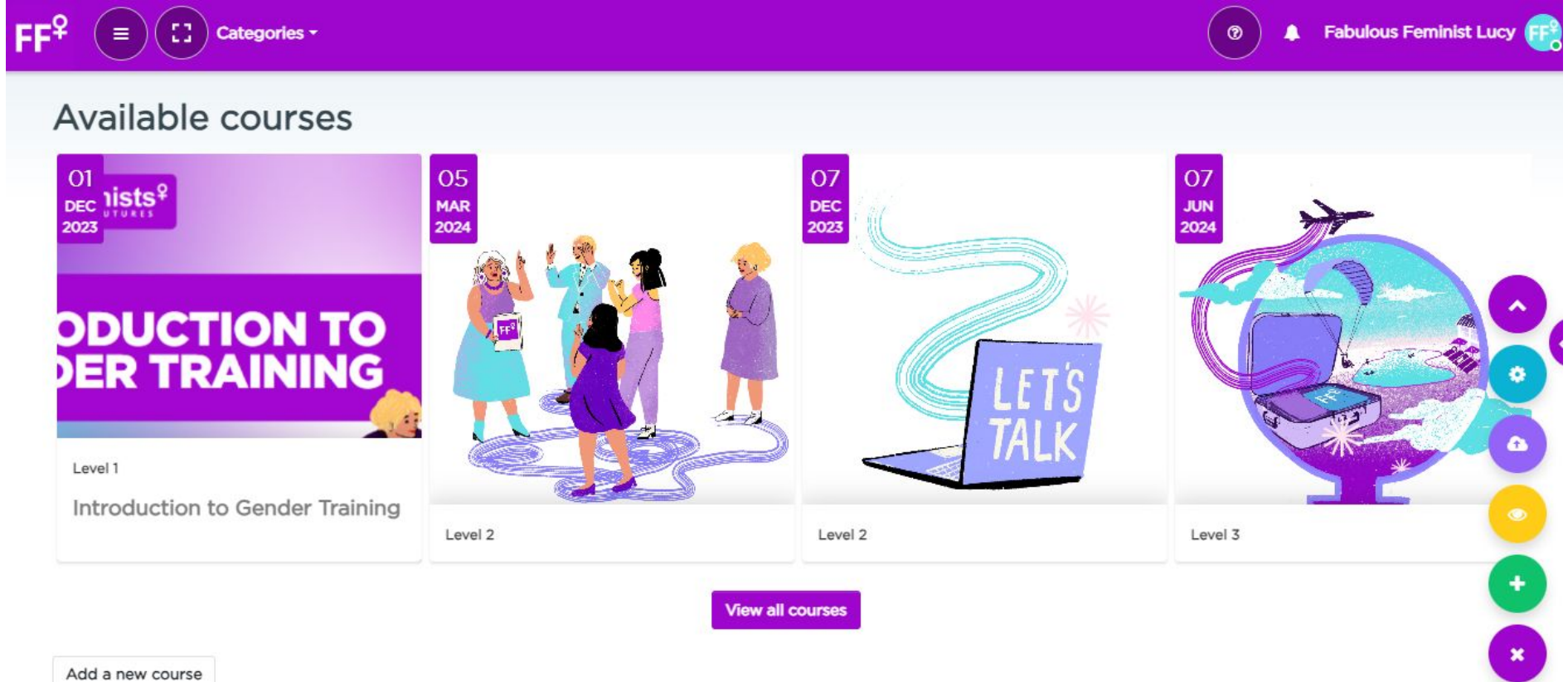
- 15-minute training activity to be delivered to fellow participants during the training
- This will be done in pairs, please think about who you might want to work with



# Questions for Lucy?

Ask [here](#)





Fabulous Feminists  
learning platform - [a tour...](#)





## Group Activity: Key Themes

# Key Themes

- Transactional vs transformative training
- In-person vs online training
- Privilege and intersectionality



# Instructions

- Open the Google document
- Please join the breakout room
- Discuss the questions provided
- Everyone can write on the document
- Please choose one person to feed back to the rest of the group







End of Session 1  
1 hour break

# How to be a Gender Trainer

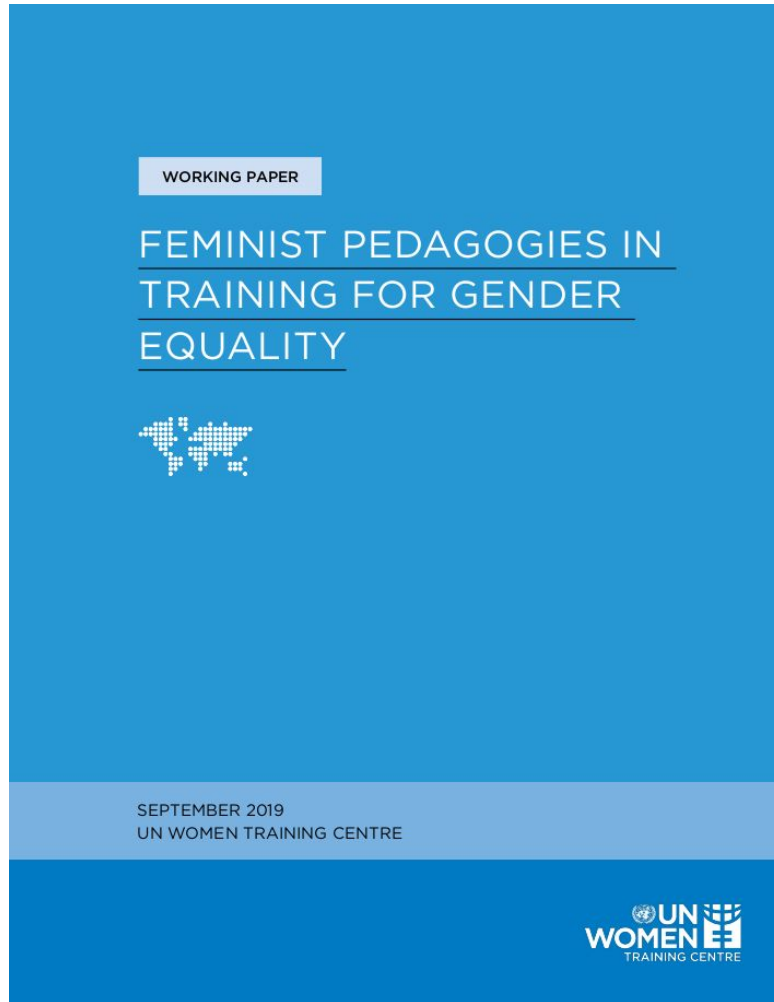
Lucy Ferguson

Day 1 - Session 2

Monday 23rd June, 2025

16.30-18 CET





# Theoretical Underpinnings: Feminist and Critical Pedagogies



MODERN  
CLASSICS

# Paulo Freire Pedagogy of the Oppressed



## The SAGE Handbook of Critical Pedagogies

3 Volumes set

Edited by  
Shirley R. Steinberg  
and Barry Down



BLOOMSBURY  
REVELATIONS

# PAULO FREIRE

PEDAGOGY OF  
HOPE

RELIVING PEDAGOGY OF THE  
OPPRESSED

BLOOMSBURY



# ANTIRACIST EDUCATION

FROM THEORY TO PRACTICE



Julie Kellin

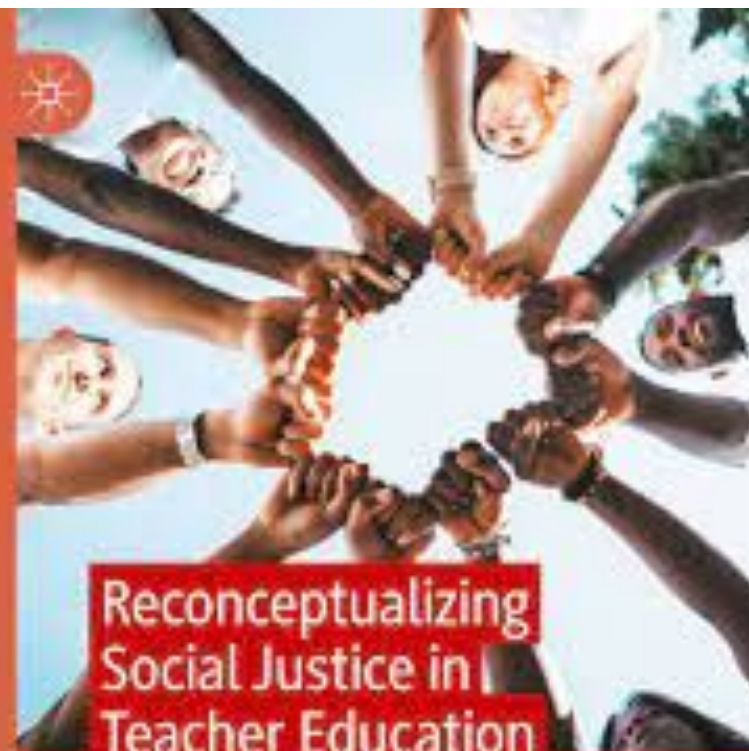
Foreword by Maxine Greene

Explorations of Educational Purpose 27

George J. Sefa Dei  
Mairi McDermott *Editors*

## Politics of Anti- Racism Education: In Search of Strategies for Transformative Learning

 Springer



## Reconceptualizing Social Justice in Teacher Education Moving to Anti-racist Pedagogy

*Edited by*  
Susan Browne  
Galtane Jean-Marie

palgrave  
macmillan



Critical Studies of Education 11

Cris Mayo  
Nelson M. Rodriguez *Editors*

# Queer Pedagogies

Theory, Praxis, Politics

 Springer

# TEACHING QUEER



Radical Possibilities for Writing and Knowing

STACEY WAITE







## Teaching to Transgress

Education as the  
Practice of Freedom

R

bell hooks

A  
Transgressive  
Education  
for Critical  
Consciousness

# bell hooks' Engaged Pedagogy

Namulundah Florence

Critical Studies in Education and Culture Series  
Edited by Henry A. Giroux



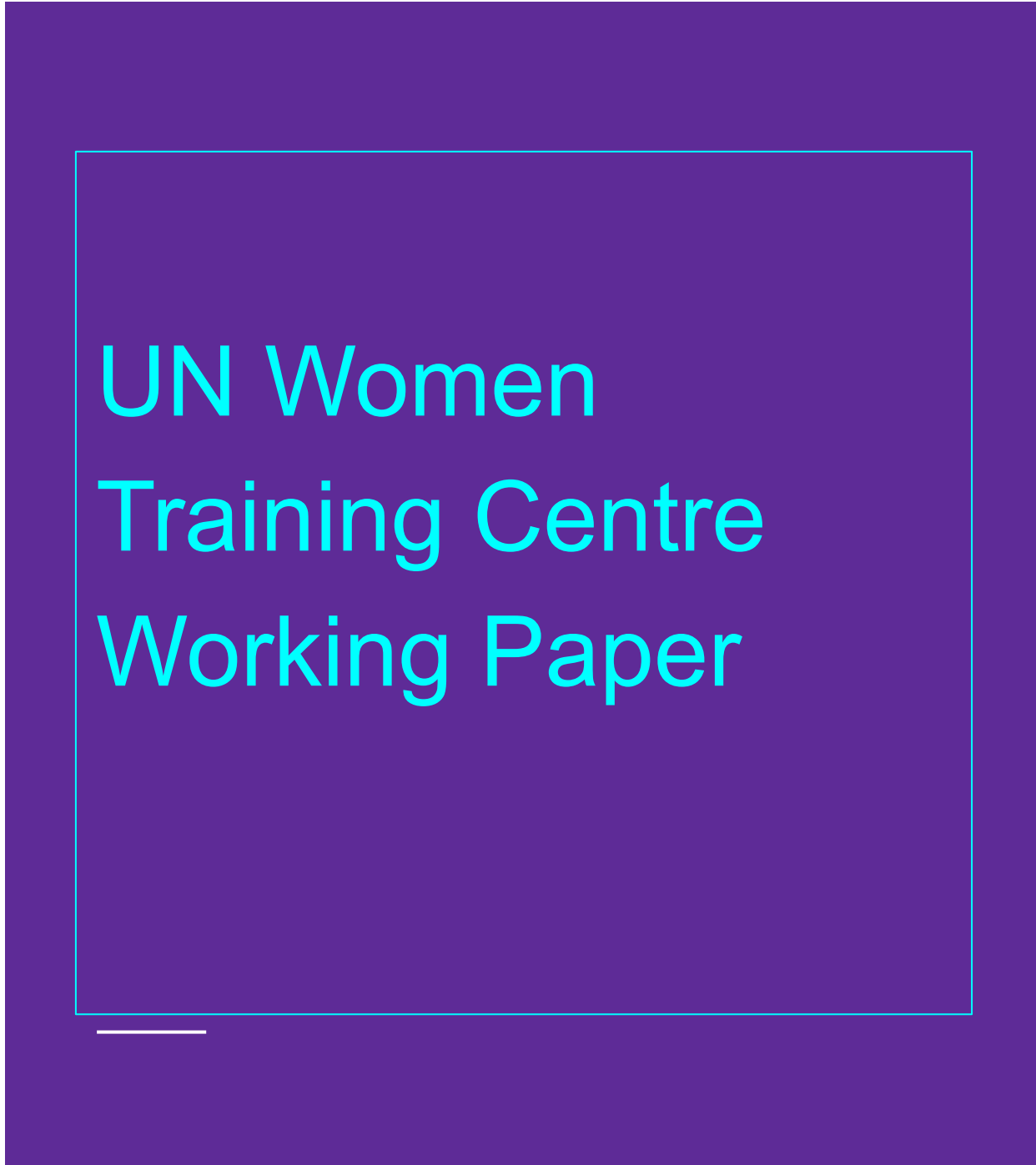
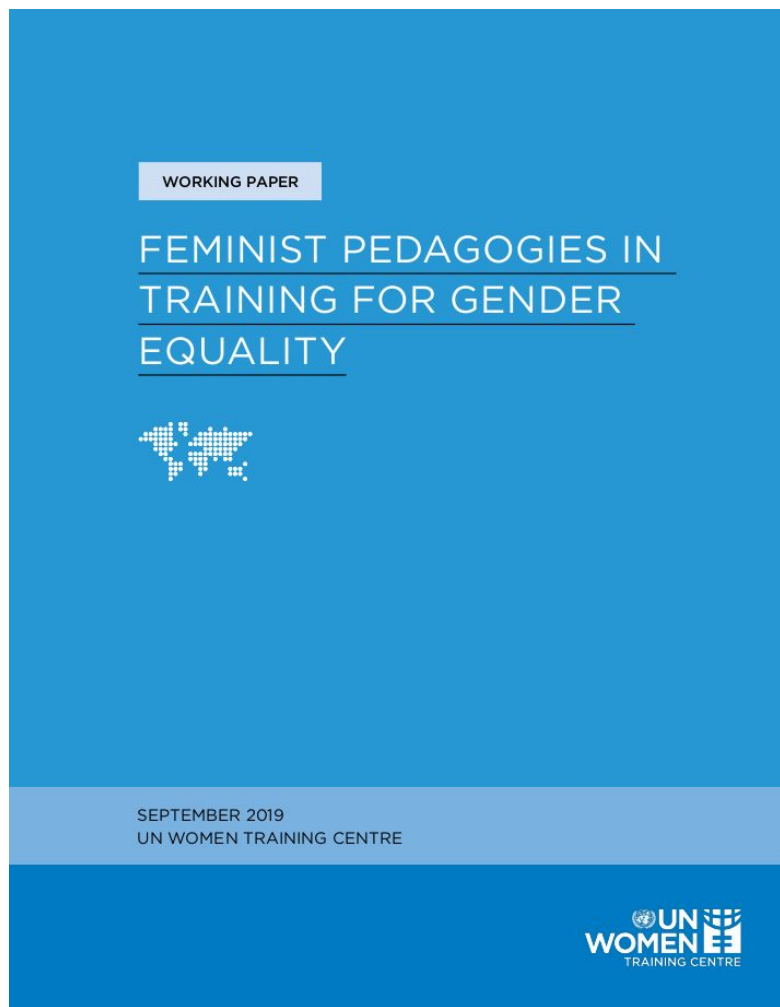
## bell hooks' Engaged Pedagogy for the 21st Century Classroom

*Radical Spaces of Possibility*



Edited by KRISTIN COMEFORO and MALA L. MATAVIN





# UN Women Training Centre principles of feminist pedagogies

- Participatory learning;
- Validation of personal experience;
- Encouragement of social justice, activism and accountability; and
- Development of critical thinking and open-mindedness.

*Source: UN Women Training Centre (2019) Feminist Pedagogies in Training for Gender Equality, adapted from Hoffman F. L. and Stake, J. E. (2001) "Feminist Pedagogy in Theory and Practice: An Empirical Investigation", National Women's Studies Association Journal (NWSA) , 19, pp. 80)*

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# Participatory, horizontal, experiential learning

- 1** A feminist trainer constructs a horizontal learning environment, and is both a facilitator and a learner at the same time
- 2** The trainer builds a “feminist classroom” (bell hooks), which is “collaborative, experiential, egalitarian, interactive, empowering, relational and affective”
- 3** Feminist pedagogies call for sensitivity to gender, race, class, sexuality, disability, multiculturalism, postcolonial criticism, and globalization.





# Engagement with personal and lived experience

- 1** **Personal experience is valued as a legitimate source of knowledge**
- 2** **Participants are encouraged to reflect on and share their own experiences of intersecting inequalities and privileges**
- 3** **Sometimes the personal experience of the participants will contrast with the overall aims of the training, for example, the sharing of sexist or racist opinions**



# Focus on impact, results and change

- 1** Gender training is grounded in feminist politics and committed to social change
- 2** Feminist pedagogical approaches aim to hold participants accountable for gender equality
- 3** In order to contribute to transformation and social justice, gender training should be embedded in broader change processes





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# Critical thinking and reflexive learning

**1**

**Trainers support participants to engage critically with the topics and issues being discussed**

**2**

**Gender trainers cultivate critical thinking and open-mindedness by practicing these qualities themselves**





# Group Activity: Feminist Pedagogies in Practice

# Group work on Feminist Pedagogies

Feel free to keep adding to the conversation on the learning platform as the course progresses.





What did you learn  
today?



End of Day 1  
See you tomorrow!

