

Canada Nepal Gender in Organizations Project (CNGO)

CNGO is a five-year project (September 1999-September 2004) designed to promote good governance and the transition to gender equality in Nepal. A major goal of the project is to strengthen the capacity of district-based NGOs to be Gender Resource Organizations that are capable of providing training, advice, program delivery and other services on gender to communities, other NGOs, and district local government bodies. The training packages are a major contribution to the gender-integrated capacity building approach of the project.

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District NGOs:

Doti: Equality Development Centre, Rural Women Development Centre

Dadeldhura: Multipurpose Development Society, Women Deliverance Society

Surkhet: Environment Development Society, Women Association for Marginalized Women

Bara: Seto Gurans Child Development Service, Janchetana Jagaran Abhayan

Sarlahi: Association of Rural Women Upliftment, Village Community Development Centre

Mahottari: Rural Community Development Service Council, Women Cultural Development Centre

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Training of Trainers

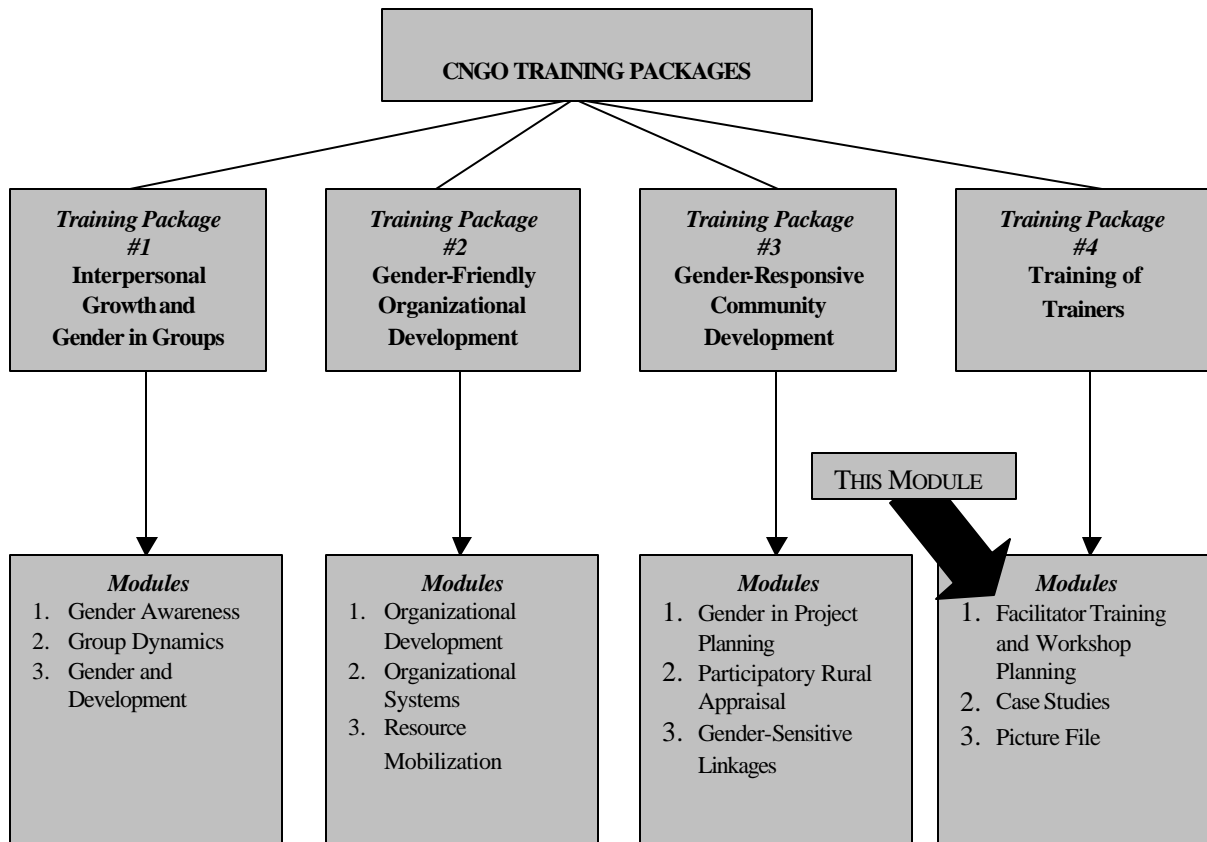
Training Module 1

Facilitator Training and Workshop Planning



ABOUT THE FACILITATOR TRAINING AND WORKSHOP PLANNING MODULE

This module is part of a series of training packages that was produced by the CIDA-funded Canada-Nepal Gender in Organizations Project. The series consists of four packages, each with several modules.



Each module is divided into three sections:

- Section 1: **Background Information** defines some key concepts and provides information on the topic.
- Section 2: **Participatory Activities** describes step-by-step activities. The facilitator should look to these for ideas, but should be selective and develop additional activities to fit specific circumstances.
- Section 3: **Reference Materials** provides background reading, tools, examples and worksheets relevant to the topic and the activities.

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SECTION 1: BACKGROUND INFORMATION

Introduction

We develop knowledge, skills and attitudes based on some form of learning -- formal, non-formal or informal -- at different stages of life. Hence, training is an important means of human resource development. Training can facilitate development and bring about learning and changes in behaviour only if it is organized purposefully and systematically. In this manual, we focus on the training of facilitators (TOF).

The facilitator's job is to plan and facilitate training programs for different levels and types of participants. To do this, facilitators need adequate levels of knowledge, skills in facilitation and training, and an awareness of gender dynamics. They must be committed to promoting gender equality, and they must have the skills to demonstrate this commitment and to motivate trainees to do the same.

Key Concepts

Adult Learning

Learning is a life-long process. When adults attend a training session, they typically do so in search of knowledge and skills they can utilize in their current lives or jobs. Adults attend learning courses and workshops because they

Participatory facilitators must be able to create situations that draw from the knowledge and experiences of both male and female participants. This approach engages participants on the basis of their own reality, builds on their own strengths, and leads to creating additional and new knowledge. It also motivates trainees' to gain the skills they need to apply their new knowledge.

There is no single approach to facilitating training. Many different manuals, modules and methods have been developed for facilitating training in Nepal but most lack gender perspective and do not make training gender-responsive. This manual is designed to help facilitators and organizations to provide training in a gender-responsive way.

see these as relevant – they come prepared and ready to learn. They want to be able to apply what they learn to their immediate needs in their lives or their work. Effective adult learning begins with the experiences of the learner.

Facilitation

Facilitation is the process of planning and carrying out participant-centred training approaches. In facilitation, the facilitator does not determine what the participants should learn but tries to find out real needs by investigating the problems of participants, alongside them. Training methodologies are based on the needs of participants. Participants judge the results of training in terms of its usefulness to them. A facilitator establishes an environment in which:

- participants share experiences and ideas;
- participants discuss and reach conclusions on specific topics;
- there is a free and open exchange of ideas from and among participants;
- participants formulate ideas into plans;
- there is a safe and friendly atmosphere for discussion and decision-making;
- participants open up and become innovative and creative.

Gender-Sensitive Facilitation

When possible, a facilitation team should include both men and women. This provides both female and male role models, as well as a same sex facilitator for participants to approach if there are personal issues, bullying or sexual harassment concerns.

A gender-sensitive facilitator:

- demonstrates gender-sensitive behaviour and engages participants in doing so;
- assists participants to grasp a fundamental understanding of the importance of gender equality and how to mainstream gender into every phase of the training cycle;
- nurtures the equal valuing and active participation of each male and female;
- ensures there is respect for diversity (literacy and skill levels, caste and class, race, age, sex, physical ability etc.)
- encourages the sharing of the distinct daily realities of women and men, so participants experience how men and women can learn from one another.

In order to train effectively, facilitators should spend enough time with participants to understand their background and experience. The training methodologies, scheduling and material such as visual aids, posters, documentaries, films, etc., should also be appropriate for both males and females in the training group.

Facilitators should be as knowledgeable as possible about the gender issues, which affect

Feedback and Interaction

It is important for the facilitator to give feedback to participants on how they are doing. During group exercises, presentations and discussions, participants apply what they have learned and receive comments from the group and the facilitator. This is an opportune time for facilitators to reinforce what participants are learning, and clarify things for participants.

the trainees. Facilitators should seek the latest relevant information on gender conventions, policies, programs, government and non-government projects and sex-disaggregated information.

Before the workshop, it is essential that the needs of both men and women are identified. The training can then be customized to meet these needs. During the planning and delivery of the training, facilitators should keep gender dynamics foremost in their minds.

Also vital is that facilitators have locally-appropriate strategies in place so both men and women are able to attend and to participate fully. This requires consideration of the work that women and men do in the home, in care-giving, on the land and in the forest, in the community, at market, and in the formal and informal sectors. Understanding what time and energy people have is key to their participation.

Being sensitive to gender issues and needs requires, for example, providing time for mothers to breastfeed their infants, arranging on-site child care, and finding ways to motivate timid women and men to become comfortable enough to participate actively.

The facilitator can encourage participation by using local materials, songs, stories and role-plays, and by analyzing these from a gender perspective. Also important is using gender-inclusive language.

At the time of feedback, it is important to use the word "and" instead of "but," i.e., "*When I saw your facilitation, it was good and it could be even better if you take your hands from your pocket, and use body language and make more eye contact.*"

Objectives of Training Module

This manual aims to help facilitators gain the skills needed to provide gender-sensitive training to local NGOs, CBOs and district level organizations. Facilitators who complete this module will be able to

- explain participatory training, the experiential training cycle, and the principles of adult learning;
- identify how facilitators can use selected strengths of participatory training, the experiential training cycle and adult training to increase the gender-responsiveness of training;
- assess the specific training needs of men and women;
- choose and apply different participatory training methods to maximize the participation of women and men;
- prepare gender-responsive objectives, lesson plans, and teaching materials; and
- manage the logistics of training so that the needs of men, women and accompanying children are met.

SECTION 2: PARTICIPATORY ACTIVITIES

Activity Set#1: Workshop Introduction

The first set of activities in this training of facilitators' module is introductory. It introduces participants and the workshop, explores expectations, sets the ground rules and establishes responsibilities. These are important aspects of any training workshop and can be carried out in many ways. Various ideas and approaches will be provided in later activities of this training module.

Sub-activities in this set include:

- Sub-Activity #1.1: Introduction
- Sub-Activity #1.2: Review of Gender Concepts
- Sub-Activity #1.3: Making the Training Successful
- Sub-Activity #1.4: Developing Common Objectives
- Sub-Activity #1.5: Participatory Ground Rules and Responsibilities

Sub-Activity #1.1: Introduction

OBJECTIVE

To introduce participants to one another and make them feel comfortable.

TIME

1 hour

METHODOLOGY

Introductory activity or game

MATERIALS

Newsprint, markers, ice breaker questions, charts or other materials relevant to the chosen activity

Reference #1: Examples of Opening Exercises

PREPARATION

Select an introductory exercise (from *Reference #1* or other suitable activity), and prepare related materials.

STEPS

1. Introduce yourself to the group
2. Explain the introductory activity, and proceed with carrying it out.

CLOSURE

Thank participants for sharing information about themselves.

Tips for Facilitators

- Facilitators should choose introductory activities that are suitable for the group.
- The way in which the introductory activity is carried out helps set the stage for how gender will be treated in the workshop. It is important to begin establishing an atmosphere of trust, to make both women and men feel welcome and at ease, and to make it clear that the contributions of all will be respected and valued.
- Some introductory activities are longer than others. Introductory activities should not be rushed, so the facilitator should choose an activity that can be completed in the time allocated.

Sub-Activity #1.2: Review of Gender Concepts

OBJECTIVE

To refresh and clarify key gender terms.

TIME

1 - 2 hours

METHODOLOGY

Gallery walk, discussion

MATERIALS

Newsprint, markers, masking tape, brightly coloured cardboard, glue, scissors to make a gender lens, or inexpensive sunglasses, handout -- *Reference #2: Gender Definitions*

PREPARATION

1. On four sheets of newsprint, write gender concepts (see below). Put two concepts on each sheet: one at the top and one halfway down the sheet. Post the newsprint sheets, labelled A, B, C and D, in four separate locations in the training hall.
2. Copy for handing out to participants, *Reference #2*.
3. Prepare model of gender lens spectacles by cutting a large pair of spectacle frames out of brightly coloured cardboard. Paste a male symbol or picture on one lens and a female picture or symbol on the other. An option is to buy colourful children's sunglasses and glue male/female pictures to the lenses.

STEPS

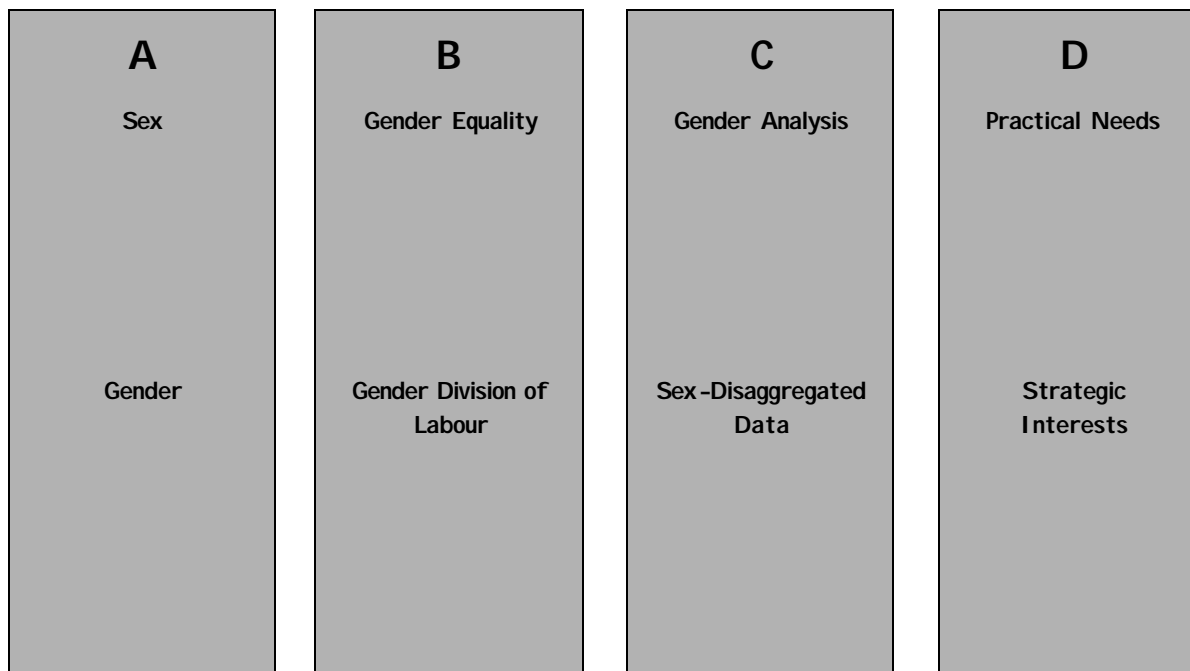
1. Introduce the topic by explaining that the purpose of this activity is to refresh and clarify participants' understanding of key gender terms. Create a comfort zone for participants by acknowledging that there is a lot of confusion about some of these terms. This activity aims to get all the common ideas before us so we can sort through them.
2. Explain the process. Four groups will form called Group A, B, C and D. Group A will go to Chart A, Group B will go to Chart B, etc. Each group will have ten minutes to write definitions of the two gender terms written at that location. When the facilitator signals, group leaders will move their group counter-clockwise to the next chart. At the second chart, groups will have eight minutes, at the third six minutes, and at the fourth four minutes. Encourage groups to depict these terms using words, drawings or other creative ideas. When the exercise is over, all participants will join the facilitators in going from A to D. A representative from the final group at each chart will present the definitions for discussion.
3. Form four groups. Ask each group to move to their designated chart, identify a leader and discuss and define the concepts.
4. Time the activities and give signals for groups to move on.
5. When the rotation is complete, assemble all participants at Chart A. A representative of the final group at that chart will present the definitions. Encourage questions and discussion. Move on to B, C and D.
6. Facilitate a mini discussion on the concept of a "gender lens." Illustrate using the "gender lens" spectacles. Indicate that throughout this workshop you will be encouraging participants to put on their gender lens spectacles.

CLOSURE

Thank participants for sharing their knowledge and their questions. Encourage them to always find local examples, local dialect and simple ways to explain gender concepts.

Tips for Facilitators

- This activity is included as a refresher for some of the basic gender concepts that are covered in greater detail in other modules (e.g., *Gender Awareness, Gender and Development*). This exercise is an opportunity to share thoughts and ideas about gender. By reviewing definitions at the start of the workshop, we create a common knowledge base.
- At the outset, the facilitator should recognize that some participants will have had more exposure to gender terms than others. Also note that the field of gender is new and evolving, so it is natural if there is some confusion.
- Facilitators should highlight the vital elements, clear confusion, and give mini case-study examples.

Newsprint Sheets

Sub-Activity #1.3: Making the Training Successful

OBJECTIVE

To determine participants' expectations for the workshop and how it can be enjoyable, participatory and gender-sensitive.

KEY QUESTIONS

What are participants' expectations for the workshop? How can the workshop be made enjoyable and participatory for each woman and each man who attends?

TIME

45 to 60 minutes

METHODOLOGY

Gallery walk, discussion

MATERIALS

Newsprint, markers, masking tape.

PREPARATION

On four sheets of newsprint, write the following questions (one question per sheet): Post questions in four different corners of the training hall.

What do you expect to learn from this workshop?

How can we make the workshop lively and enjoyable?

How do we keep a gender perspective in our minds throughout the workshop?

How can we make the workshop participatory?

STEPS

1. Indicate to participants that during this activity we will be exploring their expectations about the workshop, and how to make it enjoyable and participatory.
2. Divide participants into four groups.
3. Instruct each group to go to one corner and write on the newsprint their views about the question. Allow about five minutes for writing.
4. Ask each group to move in a counter-clockwise direction to the next question, and add their views to those already listed on the newsprint. Allow about three minutes for writing.
5. Ask each group to move to the third question. Allow three minutes for writing.
6. Ask each group to move to the final question and underline the key points. They can also add points. Allow about three minutes.
7. Ask each group to present the key points related to their question. Encourage questions and discussion.

CLOSURE

Review the expectations that the workshop will seek to meet. Summarize how the facilitator and the participants will seek to make it enjoyable and participatory. Post the sheets in the training hall.

Tips for Facilitators

- Assume that the participants know their expectations.
- The facilitator should also share his or her expectations.
- The facilitator should frequently refer to the sheets throughout the workshop.
- Let the participants know which expectations cannot be met. This may be listed on a posted flipchart paper entitled “common pasture” or parking lot.” Any issue that is raised that is beyond the scope of this workshop should be added here. Then, at the end of the workshop the facilitator should have a brief plenary discussion to identify how to deal with each issue.

Newsprint Sheets

What do you expect to learn from this workshop?

How can we make the workshop lively and enjoyable?

How do we keep a gender perspective in our minds throughout the workshop?

How can we make the workshop participatory?

Sub-Activity #1.4: Developing Common Objectives

OBJECTIVE

To develop a common understanding of the objectives of the workshop.

KEY QUESTION

What are the objectives of this workshop?

TIME

1 – 2 hours

METHODOLOGY

Group work, presentation and discussion in plenary, consensus building

MATERIALS

Newsprint, markers, masking tape, chart -- *Reference #3: Examples of Objectives of the Workshop*

PREPARATION

Prepare chart showing examples of workshop objectives.

STEPS

1. Introduce the topic by explaining that the purpose of this activity is to make sure we have a common understanding about the objectives of the workshop.
2. Divide participants into four groups. Distribute copy of training objectives to each group. Encourage them to put on their imaginary “gender lens” spectacles. Each group is to:
 - review the training objectives
 - add new objectives, reflecting their expectations
3. Allow about 15 minutes for group work, then assemble in plenary. Discuss objectives of the workshop and reach a consensus on these.

CLOSURE

Repeat the key question, and determine if agreement on objectives has been reached. To show agreement, ask participants to wave arms, clap or perform some other action that demonstrates agreement.

Tips for Facilitators

- Prepare a list of training objectives in advance, and be flexible in adding or deleting from it according to participants’ expectations.
- Keep the list of objectives posted throughout the workshop, and refer back to it on a daily basis.
- It is important to begin to establish a trusting and safe environment at the beginning of the workshop. This will help ensure that all participants, both men and women, feel comfortable in speaking out and participating throughout the workshop.

Sub-Activity #1.5: Participatory Ground Rules and Responsibilities

OBJECTIVE

To establish workshop rules and responsibilities that will help each participant to get maximum benefit from the training experience.

KEY QUESTIONS

What norms or rules will we follow throughout the workshop? How will we manage the day-to-day tasks of the workshop? How will we address specific needs of men, women or children?

TIME

1 – 2 hours

METHODOLOGY

Card storming, plenary discussions

MATERIALS

Meta cards, markers, masking tape, chart from *Reference #4: Sample of Ground Rules*

PREPARATION

At the top of a sheet of newsprint, write “WORKSHOP GROUND RULES.”

STEPS

PART A: GROUND RULES

1. Explain to participants that during this activity they will be developing ground rules for the workshop. Ask them to consider the needs of the men and women participants as well as accompanying children.
2. Distribute to each participant two cards of different colours (e.g., one white, one yellow). Participants are to write “DOS” on one colour of card (e.g., white), and “DON’Ts” on the other colour (e.g., yellow). The “DOS” and “DON’Ts” should apply to both participants and facilitators.
3. Collect and post the cards on the newsprint headed “WORKSHOP GROUND RULES.” (Post only one card for each rule.)
4. Discuss the rules and reach a consensus about which rules will apply during the workshop.
5. Ask for a volunteer to write up the rules in chart form and post it on the meeting room wall.

PART B: RESPONSIBILITIES AND LOGISTICS

1. Indicate to participants that there are many tasks that must be done on a day-to-day basis throughout the workshop. Ask participants to brainstorm the types of things that must be done (e.g., note taking, arranging meals and drinks, set-up and cleaning, assisting the facilitator, conducting energizers, etc.) List responses on newsprint.
2. From the list of tasks, identify four task groups to be responsible for these activities on a day-to-day basis. (e.g., Logistics, Documentation, Facilitation Assistance, Group Dynamics -- energizers)
3. Explain to participants that we will be forming four task groups (e.g., red, blue, green and yellow). The groups will take turns being responsible for the different areas.
4. Divide participants into the four groups and have each group pick one of the major task sets (e.g., logistics, documentation, facilitation assistance, group dynamics). Each group is to make a responsibility chart for their task group stating the specific tasks to be performed by that group each day.

5. Allow about 15 minutes for group work. Encourage groups to put their chart through a gender lens. Explain that this is to ensure that the rules and tasks are equally empowering of women and men. Tasks should be shared so that the roles of men and women involve equal status, time and effort. Then have each group present their chart in plenary. Items should be discussed and clarified so that all participants understand the responsibilities of all groups.
6. Prepare a schedule showing which groups are responsible for which task each day, and post this on the meeting wall.

CLOSURE

Repeat the key questions. Ask participants if the activity has answered these. If necessary clarify items.

Tips for Facilitators

- The facilitator can suggest rules if participants do not come up with them.
- In advance of the workshop, the facilitator should find out about the rules of the training venue, and make sure these are included in the ground rules. For example, some venues might not allow food or shoes in the meeting hall.
- Both the facilitator(s) and the participants should follow the same rules.
- When the workshop rules are being discussed, the facilitator should observe the body language of participants to make sure there is agreement.
- When forming colour groups, different coloured yarn or ribbons that can be worn around the necks of participants are an excellent way of identifying group membership. These help participants remember what group they belong to throughout the workshop, and makes it unnecessary to make lists of names.
- Post the rules, responsibility charts and task group schedule on the wall of the meeting hall for easy reference.

Activity Set #2: Approaches to Training and Learning

This activity set introduces participants to participatory approaches and principles of adult learning. Sub-activities include:

- Sub-Activity #2.1: Gender-Sensitive Facilitation
- Sub-Activity #2.2: Principles of Adult Learning
- Sub-Activity #2.3: Philosophy of Participatory Training
- Sub-Activity #2.4: Experiential Learning Cycle

Sub-Activity #2.1: Gender-Sensitive Facilitation

OBJECTIVE

Participants will identify gender-sensitive facilitator behaviours.

KEY QUESTION

What actions can a facilitator take to be gender-sensitive?

TIME

1 ½ to 2 hours

METHODOLOGY

Role plays, presentations and discussion in plenary

MATERIALS

Newsprint, markers, masking tape, bowl, scissors, handout *Reference #5: Gender-Sensitive Facilitation*

PREPARATION

Prepare handout for distribution to participants. Take one copy of the handout and cut into strips – one item per strip. Fold each strip and drop into a bowl.

STEPS

1. Divide participants into two groups. One group is to create a role-play in which the trainer shows gender-sensitive behaviour. The other group is to role-play the opposite situation, i.e., a training situation in which the facilitator is gender insensitive.
2. Allow about 15 minutes for the groups to develop their role-plays, then assemble in plenary and have each group present its skit.
3. After both role-plays have been presented, ask participants to identify the actions that were gender insensitive, and those that were gender-sensitive. List main points on newsprint.
4. Pass the bowl to the first participant, who selects one facilitation tip and reads it out loud. The picker comments on whether this tip was raised during the role-plays. Then, the bowl is passed from participant to participant and the process repeated until the bowl is empty. Discuss additional points.
5. Distribute the handout. Encourage participants to add additional tips to the handout that arose in the discussion or role-play.

CLOSURE

Repeat the key question and ask participants if the activity enabled them to respond to it. If necessary, clarify uncertainties.

Tips for Facilitators

It is sometimes helpful to ask participants to close their eyes and remember earlier workshops they took part in. Can they recall their fears? Can they remember how men and women interacted? Was the workshop gender-sensitive?

Sub-Activity #2.2: Principles of Adult Learning

OBJECTIVE

Participants will describe how adults learn, and explain how this differs from traditional formal learning situations.

KEY QUESTION

What are the principles of adult learning? How does adult learning differ from formal learning situations? How are adult learning methods useful in increasing the participation of timid women and men?

TIME

1 1/2 to 2 hours

METHODOLOGY

Group work, presentations and discussion in plenary

MATERIALS

Newsprint, markers, masking tape, *Reference #6: Principles of Adult Learning*

PREPARATION

Prepare poster showing principles of adult learning (see *Reference #6*). Assemble materials.

STEPS

1. Divide the participants into small single-sex groups (four or five members). Each group is to:
List two of the most important things they learned in school and two things they learned out of school.
Choose one of the things they learned well, and answer the following questions about this learning:
 - a) What did you learn?
 - b) Who helped you learn? Was this person male or female?
 - c) What was the relationship between you and the person who helped you learn?
 - d) In what situation and under what circumstances did you learn?
 - e) Were there any differences between the way you learned as a child, in school, and as an adult? What were these differences?
2. Allow about 30 minutes for group work, then assemble in plenary for presentations and discussion.
3. Separately record the highlights of the male and the female presentations. Relate the points made by participants to the principles of adult learning, and the differences between formal learning situations (e.g., traditional school) and the ways in which adults learn.
4. Discuss the gender issues raised.
5. Refer to the previously prepared poster, and review the principles of adult learning and the differences between adult learning and the formal learning that is often found in schools.

CLOSURE

Repeat the key questions. Ask participants if the activity has answered these. If necessary clarify items.

Tips for Facilitators

It is important to recognize and respect the experiences of all trainees. All trainees should be respected equally for their experiences, regardless of their social status or the positions they hold in their organizations.

Sub-Activity #2.3: Philosophy of Participatory Training

OBJECTIVE

Participants will explain the meaning and importance of participatory training.

KEY QUESTIONS

What is meant by “participatory training” and why is it important?

TIME

1 – 2 hours

METHODOLOGY

Brainstorming, plenary discussion, sorting exercise

MATERIALS

Flash cards, newsprint, markers, masking tape, *Reference #7: Participatory Training*

PREPARATION

Prepare checklist on participatory training (See *Reference #7*)

STEPS

1. Ask participants to reflect for a minute on the meaning of “participatory training.” Participants should make notes of their individual reflections on their note pads.
2. Form pairs. Each pair is to share, discuss and agree on the characteristics of participatory training and write these on flash cards.
3. Collect the cards and tape them on newsprint.
4. Invite two or three volunteers (both men and women) to cluster the cards into themes or common ideas. The volunteers should then give a title to each cluster on the basis of its message or the views it presents.
5. Read out each cluster of ideas and add missing points with the help of previously prepared checklist and participant feedback.
6. Facilitate a mini discussion on whether the challenges of participatory training are different for male and female facilitators.

CLOSURE

Repeat the key questions. Ask participants if the activity has answered these. If necessary clarify items.

Tips for Facilitators

- “Participatory facilitation” emphasizes participants and facilitators sharing power. This is in contrast to a formal education situation in which the teacher usually holds the power.
- Participatory training is participant-centred. It encourages learning through the experiences of participants. The role of the facilitator is to act as a catalyst and build on the experiences of participants.
- Male and female facilitators may face challenges in engaging their opposite sex in participatory learning processes. Encourage participants to analyze this and to compare experiences during the session and during their leisure hours.

Sub-Activity #2.4: Experiential Learning

OBJECTIVE

Participants will explain how and why facilitators should draw equally from the real life experiences of both female and male trainees to help them learn.

KEY QUESTIONS

How can the experiences of trainees be used to help them learn? What is experiential learning? What are the different stages?

TIME

1 1/2 to 2 hours

METHODOLOGY

Group work, presentations and discussion in plenary

MATERIALS

Flip charts, markers, handouts, *Reference #8: Experiential Learning Cycle*

PREPARATION

Prepare chart showing the Experiential Learning Cycle. Display in meeting hall.

STEPS

1. Indicate that during this activity we will be looking at how facilitators can draw from the real life experiences of trainees to help them learn. Emphasize that it is important to equally value the experiences of men and women. Experiential learning is an important technique of adult education. Refer to the previously prepared chart showing the experiential learning cycle.
2. Ask participants if there is anyone in the group who is familiar with the cycle, and would volunteer to review and explain it. If yes, select one or two volunteers. If not, review the cycle and explain it to participants, using simple examples.
3. Divide participants into three groups (combination of men and women).
Each group member is to share an example of how they learned from an experience they had.
The group is to select two experiences to present in plenary: one male experience and one female experience. When presenting these in plenary, the presenter should link them to the experiential learning cycle.
4. Allow about 30 minutes for group work, then assemble in plenary for presentations and discussion.
5. Ask participants to identify ways in which they find the experiential learning cycle to be relevant to the principles of adult learning. On newsprint, list the points made by participants.
6. Ask participants why a balance of female and male experience is needed. Write the response on newsprint.

CLOSURE

Repeat the key questions. Ask participants if the activity has answered these. If necessary clarify items.

Tips for Facilitators

- The facilitator should encourage and highlight experiences of both men and women.
- Ensure that the presentations of participants are linked to the experiential learning cycle. Reflection on the cycle should occur frequently.
- The facilitator should emphasize that learning is an important aspect of change. Individual learning leads to changes in individual behaviour. It can lead to social change when individuals, or groups, actively use their new knowledge.

Activity #3: Gender Mainstreaming in the Training Cycle

This activity describes the training cycle and how to ensure gender mainstreaming is included.

OBJECTIVES

Participants will be able to describe the steps in the training cycle and learn how to mainstream gender into the cycle.

KEY QUESTION

What are the steps in the training cycle? How is gender mainstreamed into the training cycle?

TIME

2 hours

METHODOLOGY

Group work, presentations and discussion in plenary

MATERIALS

Flipchart, markers, meta cards and handout, *Reference # 9: Guidelines for Gender Mainstreaming in the Training Cycle*

PREPARATION

Prepare flipchart showing a training cycle that incorporates gender into the training cycle.

STEPS

1. Ask the participants to think about the activities that are involved from the time the training is a mere idea to the time it is fully implemented and then later achieving results. These can be thought of as “steps” in the training cycle.
2. Divide participants into groups. Distribute meta cards to each group. Each group is to identify and write the main steps in the training cycle on a meta card, and organize these into a “training cycle.” Allow about 20 minutes for group work, then assemble in plenary and do group presentations.
3. Show the prepared flipchart of the training cycle and compare this with participants work. Clarify any steps missing from the participants’ presentations.
4. Ensure that gender is mainstreamed into the training cycle. Participants should again divide into groups and prepare three or four questions for a gender lens for each step in the training cycle.
5. Present each of the gender lens questions in the plenary and select the most appropriate questions for each step in the training cycle. Post the gender lens for the training cycle.
6. Have the participants analyze the already prepared training cycle through the gender lens. Add points on mainstreaming gender in the training cycle by showing reference # 9 as necessary.

CLOSURE

Repeat the key question. Ask participants if the activity helped them to answer it. If necessary, clarify items.

Tips for Facilitators

This activity introduces the training cycle steps. The following activity sets explain the steps in greater detail.

Activity Set #4: Training Needs

This activity set is intended to introduce trainees to the concept of assessing training needs, and provide an opportunity for practicing some approaches to this. Sub-activities include:

- Sub-Activity #4.1: Gender-Responsive Training Needs Assessments
- Sub-Activity #4.2: Training Needs (Alternative to Sub-Activity #4.1)
- Sub-Activity #4.3: Prioritizing Training Needs

Sub-Activity #4.1: Training Needs Assessments

OBJECTIVE

Participants will describe what is meant by a “training needs assessment.” They will explain why this is an important element of the whole training process and be familiar with techniques for identifying the distinct needs of women and men.

KEY QUESTION:

What is a training needs assessment? Why should facilitators assess training needs? What techniques can be used to identify the needs of men and women trainees?

TIME

1 to 2 hours

METHODOLOGY

Autumn leaves exercise, discussion

MATERIALS

Coloured meta cards cut into the shape of leaves, newsprint and flip chart, markers, masking tape, *Reference #10: Training Needs*

PREPARATION

Cut meta cards into the shape of autumn leaves. Prepare handout (*Reference #10*). On newsprint, write focus questions for Training Needs Assessments and display in training hall.

STEPS

1. Introduce the session by asking and discussing the following questions:
 - When you are assigned to conduct a training course, what steps do you take to ensure that you know the needs of participants? (Write responses on newsprint.)
 - How can we identify the distinct needs of men and women, as well as other sub-groups?
 - What happens if the facilitator or trainer does not know the needs of participants? How does it affect the success of the training? How does it affect participants?
2. Distribute autumn leaf cards to participants. Ask them to write techniques that trainers might use to find out what participants need (one technique per leaf). As soon as participants complete each leaf, they are to immediately place it on the floor in the training circle so that all participants can see it. Participants should not copy ideas or techniques that are already on leaves. Continue the process until participants can think of no more ideas.
3. Ask a volunteer to collect the leaves, read them aloud and tape them on newsprint or a display panel in the room.
4. Put each technique through a gender lens. Ask if each technique will get full and equal response from women and men.
5. Ask if there are any missing techniques, and add these if applicable.

CLOSURE

Repeat the key questions. Ask participants if the activity has answered these. If necessary clarify items.

Tips for Facilitators

- The facilitator should allow the group to come up with its own definition of “training needs assessment.”
- The techniques used to identify training needs should be suitable for the local context.
- Some participants may be more literate, more self-aware or more able to express themselves than others. The needs assessment technique that is selected must help draw out everyone.
- The assessment of training needs is important to ensure the training program is relevant to the needs of participants. There are different techniques for assessing needs.
- At the beginning of this training module we carried out an activity to determine what participants expected from this workshop. This is a frequently used technique for assessing needs.
- *“Training needs analysis is the diagnostic part of the whole training process. Failure to conduct sound analysis means that the whole training initiative, like Napoleon’s empire, is built on sifting sand.”* A. H. Anderson

Sub-Activity #4.2: Training Needs (Alternative to Sub-Activity #4.1)

OBJECTIVE

Participants will state reasons for identifying training needs, name four approaches for doing this and describe the gender dynamics of these approaches.

KEY QUESTION:

Why should facilitators assess training needs? What approaches are appropriate for identifying the needs of women and men?

TIME

1 to 2 hours

METHODOLOGY

Group work, presentations, foot vote and discussion in plenary

MATERIALS

Flip chart or board, newsprint, wall signs, markers, paper and pens for groups, *Reference #10: Training Needs*

PREPARATION

Prepare chart with definition of a training need. Prepare three signs: *A) MORE APPROPRIATE FOR WOMEN AND GIRLS, B) APPROPRIATE FOR BOTH SEXES, C) MORE APPROPRIATE FOR MEN AND BOYS*. Post at three separate spots on the back wall of the training hall. Assemble materials.

STEPS

1. Introduce topic and define training need.
2. Lead a discussion to arrive at a common understanding of the reasons for identifying training needs. Write on flip or wall chart.
3. Divide participants into small groups and ask them to identify methods they might use to assess training needs.
4. In plenary ask a spokesperson from first group to identify one method, a spokesperson from the second group to identify a second method, etc. Continue until no new methods are identified. Write the techniques on a flipchart.
5. Have all participants stand at the back of the room. Point out the three signs that have been previously posted, i.e., *a) MORE APPROPRIATE FOR WOMEN AND GIRLS B) APPROPRIATE FOR BOTH SEXES C) MORE APPROPRIATE FOR MEN AND BOYS*. As the facilitator states a technique, participants move quickly to stand by the appropriate sign. The process is repeated, technique-by-technique. Record the results of the foot vote on the flipchart listing the techniques.
6. Lead discussion on pros, cons, and gender dynamics of each method. Record in chart form.
7. Summarize definition, main approaches and advantages and disadvantages. Re-write chart and post for duration of workshop.

CLOSURE

Repeat the key questions. Ask participants if the activity has answered these. If necessary clarify items.

Tips for Facilitators

This activity is an alternative to sub-activity #4.1. There is no need for the facilitator to include both activities in the workshop.

Sub-Activity #4.3: Prioritizing Training Needs

OBJECTIVE

Participants will practice identifying training needs, setting training priorities and validating the gender-responsiveness of their choices.

KEY QUESTION

How can training needs be prioritized? How do we ensure that training priorities include a balance of men's and women's training needs?

TIME

1 1/2 to 2 hours

METHODOLOGY

Paired interviews, group work, presentations and discussion in plenary

MATERIALS

Meta cards, newsprint, markers, flip charts, masking tape

PREPARATION

On newsprint, list the interview questions to be used during the paired interviews (step #1). Post in the training hall.

STEPS

1. Form pairs (one man and one woman). Pairs are to interview each other by asking the following questions which have been written on newsprint and displayed in the training hall. The interviewer is to write notes on the responses.
 - What are your responsibilities in your organization?
 - Which one of your responsibilities is the most difficult for you? Why?
 - How often do you have to perform that responsibility?
 - Would training related to this responsibility help you improve your performance?
2. Allow about 20 minutes for the paired interviews, then form groups of four to six individuals, by merging two or three pairs into one group. Each group is to:
 - Separately list the most difficult responsibilities faced by women and faced by men that were identified by the pairs.
 - Mark trainable problems (responsibilities) with a "T" and non-trainable ones with "NT."
 - Make lists of men's and of women's specific "training needs" related to the trainable problems.
 - Rank the training needs from most important to least important. (1 = most important, 2 = second most important, etc.)
 - For each problem, assess how feasible training might be, e.g., on a scale of 1 to 5, where 1 = very feasible and 5 = very difficult.
 - Be prepared to present their work in plenary, showing which training needs are both important and feasible.
3. Allow about 30 minutes for group work, then assemble in plenary for presentation and discussion.
4. Discuss the commonalities and the differences in women's and men's training needs. Then, discuss whether the recommended shortlist of training priorities responds in a balanced way to both men's and women's needs, or whether revision is needed.
5. Highlight the key training needs identified by the groups. Note that it is important for training needs to be both important (a high priority), and feasible (i.e., the need can be addressed through training).

CLOSURE

Repeat the key questions. Ask participants if the activity has answered these. If necessary clarify items.

Tips for Facilitators

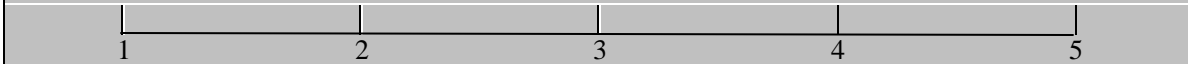
As much as possible, make groups homogenous in terms of job descriptions. This enables participants to learn from each other as well as to identify needs relevant to their common responsibilities.

An important part of analyzing training needs is looking at how difficult these will be to meet. A training need, for example, might be very important or critical, but also very difficult or even impossible to deal with in a short training session. Facilitators should consider times, resources and the situation when deciding what training needs to address in a session.

Scale of Feasibility/Difficulty

Very Feasible

Very Difficult



Activity Set #5: Planning for Training

This activity set focuses on specific planning activities, including:

- Sub-Activity #5.1: Writing Gender-Integrated Learner Objectives
- Sub-Activity #5.2: Organizing Gender-Responsive Content
- Sub-Activity #5.3: Training materials and Training Aids
- Sub-Activity #5.4: Monitoring and Evaluation
- Sub-Activity #5.5: Creating an Activity or Lesson Plan

Sub-Activity #5.1: Writing Gender-integrated Learner Objectives

OBJECTIVE

Participants will write objectives that are appropriate for participatory training activities.

KEY QUESTION

What are learner objectives? How can we formulate them?

TIME

1 to 2 hours

METHODOLOGY

Discussion, small group work, presentations and discussion in plenary

MATERIALS

Newsprint, markers, masking tape, notepads and pens for group work, *Reference #11: Writing Learner Objectives*

PREPARATION

On newsprint, write a definition of a learner objective. Display in the meeting hall. Prepare template for small groups to write objectives. Assemble materials.

STEPS

1. Refer to newsprint showing definition of a learner objective. Review the component parts of a learner objective, i.e., “Who (the subject) will do (the action) what (the object), how and when. Give examples. (*See examples in the template in Reference #11.*)
2. Ask participants if they are familiar with the term “action verb”? If yes, ask them to give some examples, and list these on newsprint or board. If participants are not familiar with this term, give some examples of action verbs.
3. Divide participants into four small groups, and provide a blank template for preparing objectives. . Each group is to:
 - Prepare three or four examples of learner objectives that state “Who will do what, how and when.”
 - Discuss whether the learner objectives are equally valid for male and female participants.
 - Discuss why learner objectives are useful for facilitators in designing and delivering learner programs.
 - Discuss why learner objectives are useful for participants before and during training programs.
4. Allow about 40 minutes for group work, then assemble in plenary for presentations and discussion.
5. Ask other groups to give feedback on their peer group presentations.

CLOSURE

Repeat the key questions. Ask participants if the activity has answered these. If necessary clarify items.

Tips for Facilitators

- A learner objective describes what the trainee (participant) will be able to do to demonstrate that he or she has acquired the specific knowledge, skills or competencies that are the focus of the lesson or activity.
- Objectives should be realistic, clear and attainable. They should also encourage the full and equal performance of women and of men.

Sub-Activity #5.2: Organizing Gender-Responsive Content

OBJECTIVE

Participants will describe how to select and organize workshop content that is relevant to female and male participants.

KEY QUESTION

How can facilitators select and organize workshop content that is relevant for all?

TIME

1 –2 hours

METHODOLOGY

Small group work, presentations and discussion in plenary

MATERIALS

Newsprint, meta cards, markers, *Reference #12: Developing Content*

PREPARATION

Select three training needs identified in sub-activity #4.3. On three meta cards of different colour, write the three needs (one need on each card). Place the cards face down on a table in the training hall.

STEPS

1. Indicate that in this activity we will be looking at ways of organizing content for a training session.
2. Divide participants into three groups. Ask one person from each group to select one meta card from the previously prepared cards showing training needs.
3. Based on the needs expressed on the card, each group is to
write one or more learner objectives related to the need;
list specific topics and content related to the need and the objectives (knowledge, skills, attitudes, etc.) and
identify gender gaps in knowledge, skills and attitudes and how the training can address these gaps.
4. Allow about 40 minutes for group work, then assemble in plenary for presentations and feedback. Ask groups to take turns giving feedback, e.g., when group A presents, group B should give feedback; when group B presents, group C should give feedback; when group C presents, group A should give feedback.

CLOSURE

Repeat the key questions. Ask participants if the activity has answered these. If necessary clarify items.

Tips for Facilitators

- Topics (or content) should flow from objectives. Several topics might be required to fulfill one objective.
- There can be gender gaps in knowledge, skills or attitudes related to the training topic. There may also be similar gaps among the men or among the women who attend. Strategies before, during and after the workshop may be needed so that workshop content can benefit all.
- Extra topics should not be included if they do not contribute to the specified objectives. Effective training plans require the effective organization of content.

Sub-Activity #5.3: Training Materials and Training Aids

OBJECTIVES

Participants will be able to develop and use training materials and training aids that are gender-sensitive.

KEY QUESTION

What are the different types of training materials and training aids? How are gender-sensitive training materials and aids developed?

TIME

1 hour

METHODOLOGY

Brain storm, Group work, presentations and discussion in plenary

MATERIALS

Newsprint, markers, handout, *Reference #13: Training Materials and Training Aids*

PREPARATION

Facilitator: Before the session, write the sample training materials and training aids on small pieces of paper. Make sure there are enough chits for a round of all the participants. Put in some blank chits also.

STEPS

1. Start the activity by asking each participant or small buzz group to pick one chit from the pot. Follow the process until the round is completed. (See instructions below)
2. Make it clear that there are words for both materials and aids written on the chits. Ask participants to answer:
 - Is this a training material or training aid? Post chit on board under column “Aid” or “Material”.
 - When/ how should this material or aid be used?
3. After all chits are posted, ask why is it important to use different training materials and aids? Record the response on the newsprint. (See Reference Materials #13)
4. Show the picture (read, hear, see, do examples) and explain that materials using more of the senses (eyes, ears, hands) are more effectively understood by participants. Doing exercises is even better. Ask the participants to brainstorm qualities of effective training materials (See Reference Materials #13) Record responses on flipchart paper and add as needed.
5. Explain how the training materials can be developed in a gender-sensitive manner. Use pictures to show gender-sensitive situations and gender negative situations as examples

CLOSURE

Repeat the key question. Ask participants if the activity helped them to answer it. If necessary, clarify items.

Instruction for the activity

1. See reference # for sample chits.
2. Put the chits in an open pot or in a hat. Mix them well.
3. Ask each participant to pick up one chit from the hat, but they should not open it before the facilitator asks them to do so.
4. Ask one participant to open the chit and read it out loud.
5. If the participant has picked up a blank chit s/he must wait till all other chits are read, and then name an appropriate material or aid that has not already been read aloud.
6. Go from one participant to the next till everyone has read aloud his or her chits.

Tips for Facilitators

The materials and aids should be selected according to the training need and situation but the main point is to select appropriate and gender-sensitive materials.

Sub-Activity #5.4: Monitoring and Evaluation

OBJECTIVES

Participants will learn how to monitor and evaluate training.

KEY QUESTION

What is monitoring and evaluation in the training cycle? What are the key topics that need to be monitored and evaluated?

TIME

2 hour

METHODOLOGY

Explanation, discussion and question and answer

MATERIALS

Newsprint, markers, *Reference #14: Monitoring and Evaluation*, handout

STEPS

1. Ask the participants what they understand about monitoring and evaluation. Clarify monitoring and evaluation concepts, and the difference between monitoring and evaluations. (See reference materials)

PART A MONITORING

2. Lead a discussion on what needs to be monitored and why, remembering to use a gender lens, during training implementation. Write down the responses of the participants on newsprint and add points.
3. Discuss how the facilitator can monitor during the training. For example, ask participants to think about what the monitoring tells the facilitator (when is training going well and when are improvements needed?) and then, what the facilitator can do to improve the situation (e.g. provide more detailed explanations, improve facilitation skill, ask women to take on some duties to ensure their participation, etc.)
4. Review and summarize with a “tips for monitoring” checklist with participants, after reviewing reference #20.

PART B EVALUATION

5. Explain that evaluation is most commonly done at the end of a training event, in order to assess whether the participants have achieved their learning objectives. Discuss the importance of evaluation for the facilitator and for the participants, and how the evaluation can be used.
6. Lead a discussion on the topics for evaluation (what the participant gained from the training, facilitator style, training content, training management)
7. Ask participants to describe methods or tools of evaluation that they know. Add other methods of training evaluation. (See reference materials) Discuss what makes gender responsive evaluation different than traditional evaluation? (e.g. sex disaggregated data, respecting literacy levels when women are more often illiterate compared to men, women are benefiting from the training)

CLOSURE

Repeat the key question. Ask participants if the activity helped them to answer it. If necessary, clarify items.

Tips for facilitators

The CNGO training evaluation form may be handed out as a sample evaluation form, if the trainer thinks it is appropriate. (Reference #14)

Sub-Activity #5.5: Creating an Activity Plan (Lesson Plan)

OBJECTIVE

Participants will identify the elements of an activity plan and design an example.

KEY QUESTION

What are the elements of an activity plan (lesson plan)?

TIME

2 – 2 ½ hours

METHODOLOGY

Passing the ball or ring game, large group discussion, individual and small group work

MATERIALS

Ball or ring, newsprint, markers, masking tape, *Reference #15: Planning Activities*, *Reference #16: Template for a Lesson or Activity Plan*

PREPARATION

Assemble materials.

STEPS

1. Note that in the previous activities, participants learned about identifying training needs, writing learner objectives and identifying content related to objectives. The next step for the trainer/facilitator is to write a detailed activity or lesson plan. An activity or lesson plan is simply a detailed statement of the contents and methods to be used in the lesson or activity.
2. Explain to participants that we will be playing a game. A ball or ring will be passed (or tossed) around. When a participant is given the ring or ball, he or she is to name one thing that a trainer or facilitator might want to write down in an activity plan.
3. Begin by passing the ball or ring to one of the participants. Ask the participant to identify one element of an activity or lesson plan. Write the response on newsprint, or ask a volunteer to record responses on newsprint.
4. Continue passing the ball or ring until everyone has had a turn, or until participants can think of no more ideas.
5. Review with participants their ideas, and organize these into an activity or lesson plan format (See for example *Reference #16: Template for a Lesson or Activity Plan*.)
6. Indicate to participants that the next task is to practice preparing an activity or lesson plan. On a large sheet of newsprint, draw (or ask a volunteer to draw) a blank version of the activity or lesson plan format that participants have just created in step 5. It will then be used in steps 7 and 8.
7. Lead the participants in a large group exercise to complete the activity plan. Ask facilitator assistant or a volunteer to fill in the appropriate sections of the plan.
 - Begin by asking participants to suggest a main topic for a training workshop.
 - Ask participants for a possible learner objective related to the topic.
 - Ask participants to reflect on the content that is relevant to the learner objective. Invite participants to state their ideas.
 - Facilitate the flow of participant s' ideas so that the activity or lesson plan format is completed for at least one activity.
8. Indicate that the next step is for participants to individually complete an activity plan. Explain that each participant is to identify a new objective related to the main topic, and complete the plan. They should use the format developed in step #5 and complete all the sections.

9. Allow about 15 to 20 minutes for individual work, then form small groups in which participants will discuss and share their plans and explore ideas with one another. If more than one representative is present from an organization, they should participate in the same group.
10. *(Optional)* Collect each group's work and set times for each group to have a feedback meeting with a facilitator. Schedule a half hour per group. If there is more than one facilitator, they should split up to mentor the groups. When not involved in their feedback session, groups should develop their own facilitation plan to respond to a priority training need within their organization.

CLOSURE

Repeat the key questions. Ask participants if the activity has answered these. If necessary clarify items.

Tips for Facilitators

- Emphasize the need for activities to be locally relevant, participatory and interesting. Encourage participants to choose activities that: 1) draw on participants' daily life and experience; 2) use locally-available resources, i.e., local case studies, speakers, songs, proverbs, art; 3) require males and females to step into each other's shoes so they acquire deeper understanding of gender issues.
- Encourage participants to listen carefully and be responsive in a way that values the contributions of others and develops confidence.
- The facilitator should circulate during the individual and group activity to provide advice and assistance as required.

Activity Set #6: Implementing Training

This set of activities focuses on developing knowledge and skills for effective participatory methodologies. Sub-activities include:

- Sub-Activity #6.1: Opening Exercises
- Sub-Activity #6.2: Participatory Techniques
- Sub-Activity #6.3: Presentation Skills
- Sub-Activity #6.4: Effective Feedback
- Sub-Activity #6.5: Demonstration of Training Methodologies

Sub-Activity #6.1: Opening Exercises

OBJECTIVE

Participants will create a variety of opening exercises.

KEY QUESTION

What are icebreakers? What are some examples of opening activities that we can use as facilitators?

TIME

1 to 1 ½ hours

METHODOLOGY

Group work, presentations and discussion in plenary

MATERIALS

Newsprint, markers, masking tape, handout - *Reference #1: Examples of Opening Exercises*

PREPARATION

Prepare handout for distribution to participants at end of activity.

STEPS

1. Ask participants to reflect on the workshops they have attended and the different types of opening activities they have experienced. Ask participants to describe activities that they found interesting. What did they like about these activities. Have the facilitator assistant, or a volunteer, list the activities and main points on newsprint.
2. Divide participants into small groups of about four people. Each group is to create an example of a gender-sensitive opening activity and be prepared to present the activity in plenary.
3. Allow about 20 minutes for group work, then assemble in plenary and have groups demonstrate their activities. Discuss whether the activities seem to help establish an atmosphere of trust, whether they make both women and men feel at ease, and whether they show that the contributions of all will be valued throughout the workshop.
4. Distribute the handout. Encourage participants to add additional activities that they created.

CLOSURE

Repeat the key question and ask participants if the activity enabled them to respond to it. If necessary, clarify uncertainties.

Tips for Facilitators

- Introductory activities set the tone for the remainder of the workshop. The way in which the introductory activity is carried out helps set the stage for how gender will be treated in the workshop. It is important to begin establishing an atmosphere of trust, to make both women and men feel welcome and at ease, and to make it clear that the contributions of all will be respected and valued.
- Emphasize that the icebreaker that is chosen should be related to the topic, purpose and expectations of the workshop. The activity should work for the agenda and the available time.

Sub-Activity #6.2: Participatory Techniques

OBJECTIVE

Participants will identify at least five participatory techniques, put them through a gender lens and describe advantages and disadvantages of each.

KEY QUESTION

What are the various types of participatory methods? What are the advantages and disadvantages of each? Do women and men react the same to various methods?

TIME

1 1/2 to 2 hours

METHODOLOGY

Group work, role play, presentations and discussion in plenary

MATERIALS

Newsprint, paper and masking tape, role play cards or description sheets
Handouts -- *Reference #17: Participatory Training Methodologies, Reference #18: Sample Role Play Assignment Cards. Reference #19: Sample Gender Lens for Monitoring Role Plays*

PREPARATION

Prepare handouts. Assemble materials.

STEPS

1. Provide handout on participatory techniques (*Reference #17: Participatory Training Methodologies*) Review the techniques with participants.
2. Divide participants into groups of four or five.
3. Have each group select a participatory technique to role-play (or assign a technique to each group).
4. Provide about 15 minutes preparation time.
5. Have the groups return to plenary. Facilitate the collective creation of a simple gender lens to use in observing gender dynamics in the role-plays. If time does not permit the participatory development of a gender lens, use *Reference #19: Sample Gender Lens for Monitoring Role Plays*.
6. After each role-play, lead the group in answering the gender lens questions. Discuss the gender issues, and advantages and disadvantages of each technique.
7. Record feedback on flip chart.

CLOSURE

Summarize gender-friendliness, advantages and disadvantages of the participatory methods explored. Tape charts on workshop walls.

Repeat the key questions. Ask participants if the activity has answered these. If necessary clarify items.

Tips for Facilitators

- Encourage participants to add other participatory ideas to the list of techniques.
- Encourage participants to routinely create and use simple gender lenses.

Sub-Activity #6.3: Presentation Skills

OBJECTIVE

Participants will recognize and describe effective presentation skills.

KEY QUESTION

What are effective presentation skills?

TIME

1 – 2 hours

METHODOLOGY

Focus question to guide discussion, paired discussions, brainstorming

MATERIALS

Newsprint and flip chart, meta cards, markers, *Reference #20: Sample Checklist of Effective Presentation Skills*

PREPARATION

On newsprint, write the focus question and display it in the training hall.

STEPS

1. Refer to the focus question (displayed on newsprint). “*What are the presentation skills of a good facilitator?*”
2. Allow a few minutes for participants to reflect on the question. Ask them to put on their gender lenses and to identify what makes a facilitator equally responsive to the needs of women and men. They should make notes of their ideas in point form.
3. Form pairs and ask participants to share their ideas with their partner, and write these on meta cards.
4. Allow about 15 minutes for paired discussions, then assemble in plenary. Ask a volunteer to collect the cards, read the ideas aloud, and tape them on newsprint.
5. On the basis of the points raised by participants, guide the group in preparing a checklist of effective presentation methods. (See sample checklist in *Reference #20: Sample Checklist of Effective Presentation Skills*.)
6. Discuss how participants might use this checklist to monitor their own facilitation, or to help their partner facilitators gain skills.

CLOSURE

Repeat the key questions. Ask participants if the activity has answered these. If necessary clarify items.

Tips for Facilitators

- Presentation skills are important for effective communication.
- Suggest that the checklist of presentation skills be used as a guiding principle for the remainder of the training session.

Sub-Activity #6.4: Effective Feedback

OBJECTIVE

Participants will recognize and describe effective feedback skills.

KEY QUESTION

What are effective feedback skills?

TIME

1 – 2 hours

METHODOLOGY

Discussion, role plays and presentations

MATERIALS

Newsprint, markers, masking tape, *Reference #21: Feedback*

PREPARATION

Prepare poster showing effective feedback skills. (See *Reference #21: Feedback*)

STEPS

1. Explain to participants that “feedback” between participants and the facilitator is an important component of the learning process.
2. Guide discussion:
First ask participants to recall situations when they have been given feedback on something they were doing. It might have been their job performance, a training session they were facilitating, or a meeting they were conducting. Allow a few minutes for reflection.
Then ask them to think of times when they have given feedback to others. What form did the feedback take? How did they feel? Why? Again allow a few minutes for reflection.
3. Ask participants what techniques or approaches seem to be most useful and respectful when giving and receiving feedback. What types of feedback didn’t work? Record responses on newsprint.
4. Break into small groups. Each group is to respond to the following questions and be prepared to make a presentation in plenary.
What are the barriers/challenges of men giving feedback to another man or a woman?
What are the barriers/challenges of a woman giving feedback to another woman or a man?
Are there differences? What can we learn from them?
5. Assemble in plenary for group presentations and discussion. Refer to the poster and relate points made by participants to the points outlined on the poster.
6. Divide participants into two groups. One group is to prepare a short skit (15 minutes or less) showing effective feedback approaches and skills. The other group is to prepare a short skit (also 15 minutes or less) showing poor feedback approaches and skills.
7. Allow about 15 minutes for groups to prepare their skits, then assemble in plenary for presentations.
8. Summarize the positive, negative and gender aspects.

CLOSURE

Repeat the key questions. Ask participants if the activity has answered these. If necessary clarify items.

Tips for Facilitators

- When giving feedback always be specific. When receiving feedback be open-minded.
- Establishing an environment of trust, safety and security is essential for the giving and receiving of effective feedback. Creating this positive environment requires an understanding of local gender dynamics.
- In all cultures, there are codes of respect for giving constructive comment and feedback. Gender issues are woven into these codes.
- Feedback is one person's perception of things, not a universal truth. Therefore, always try to test feedback with others. When you receive similar feedback from two or three people that calls for improvement, try to respond and open a dialogue that will lead to productive change.

Sub-Activity #6.5: Demonstration of Training Methodologies

OBJECTIVE

Small groups of participants will demonstrate various training methodologies while others observe and comment on the strengths and risks associated with the method.

KEY QUESTION

What are some examples of training methodologies that are appropriate for participatory adult learning? What are the strengths and risks associated with each method? How can the various methods be made gender-sensitive and participatory?

TIME

5 to 6 hours

METHODOLOGY

Group demonstrations (role-plays) and discussion in plenary

MATERIALS

Newsprint, markers, masking tape, handouts -- *Reference #22: Training Methodologies*

PREPARATION

Copy training methodology sheets for groups to work from. Choose appropriate methods from among those described in *Reference #22* – Lecture, Brainstorming, Demonstration, Large Group Discussion and Questioning, Small Group Discussion, Role Play and Case Studies. Place sheets face down on a table in the training hall.

STEPS

1. Explain that in this activity groups will be asked to demonstrate or role-play a training methodology and lead a discussion on its strengths and weaknesses. The group should be as creative as possible in incorporating gender-sensitive and participatory techniques.
2. Form three or four groups. Each group should select one methodology from the sheets.
3. Allow sufficient time (at least two to three hours) for the groups to prepare their presentations. The presentations should be 15 to 20 minutes each.
4. Assemble in plenary for presentations. Following the presentation, a designated person from each group should lead a discussion on the following questions:
 - What are the strengths of this methodology?
 - What weaknesses or risks are there in using this approach?
 - What should a good facilitator do to make this methodology as effective as possible?
 - Is this a gender-sensitive methodology? What can or should be done to ensure that it is sensitive to the needs of both men and women trainees?
5. As participants respond, another person from the demonstrating group should record main points on newsprint.
6. (Optional). Make descriptions of methodologies available to participants as handouts.

CLOSURE

Repeat the key questions and ask participants if the demonstrations and discussions enabled them to respond to these. If necessary, clarify uncertainties.

Tips for Facilitators

- Groups should be allowed two to three hours to prepare their presentations. A good way to do this is to end the day two hours earlier than normal and allow the groups to work on their presentations in the late afternoon and into the evening if needed. They then can make their presentations first thing the next day.
- Emphasize that this is intended to be a learning experience for both the presenters and the observers. The presenters are not expected to be “expert” trainers or facilitators at this point. Encourage constructive feedback and suggestions on the techniques demonstrated. Ensure that the discussion focuses on the techniques and methodologies and not the individual presenters.
- This is an opportune time for the facilitator to provide ideas and hints to trainees on how to make their facilitation and training sessions effective.

Activity #7: Creating a Workshop Checklist

OBJECTIVE

Participants will create a checklist to help organize gender-responsive training workshops.

KEY QUESTION

What needs to be done before, during and after a training workshop to make sure it is a success for women and for men?

TIME

1 – 2 hours

METHODOLOGY

Group work, presentations and discussion in plenary

MATERIALS

Newsprint, markers, *Reference #23: Example of a Training Checklist*

PREPARATION

Prepare poster and check all information and materials.

STEPS

1. Explain that successful training involves steps and activities before, during and after the workshop. Effective trainers and facilitators map these steps out, one by one. That is what this exercise sets out to do. Participants are going to create a checklist for holding workshops.
2. Hold a mini discussion that confirms that workshops take human talent and also physical logistics (venue, transport, lodging and meals, equipment and supplies, childcare and support services).
3. Divide participants into four groups. Each group is to develop a checklist of what they need to do in order to organize a training workshop.
4. Allow about 30 minutes for group work, then assemble in plenary. Begin by asking one group to present one item on their list. Then have the second group add an item, and continue taking turns until all groups have listed all their items.
5. Ensure that one activity is determining how women and men will share in the leadership and various roles and responsibilities. Both women and men should have full and equal roles in planning, implementing, evaluating and following up a training process.
6. Refer to the previously prepared poster, and add any additional points developed by participants.

CLOSURE

Repeat the key questions. Ask participants if the activity has answered these. If necessary clarify items.

Tips for Facilitators

- Creating an activity or lesson plan, as in Sub-Activity 5.5, is a significant part of workshop preparation. However, it is only one of several critical steps in organizing successful training.
- The facilitator must be familiar with all the requirements of planning a workshop. A checklist should be prepared in advance, and the facilitator should check to ensure that all items are checked in advance of the workshop.
- Wherever appropriate, strive for a gender balance of decision-makers, facilitators and participants. Where a gender balance is not possible, seek a critical mass of both women and men. A critical mass is a number significant enough to influence discussion and decisions.
- The facilitator should anticipate problems that might arise and have alternative plans in place.

SECTION 3: REFERENCE MATERIALS

Reference #1: Examples of Opening Exercises

At the outset of the workshop, it is important to introduce participants to one another, help participants relax and set the stage for the workshop. There are many ways to do this. Participants can introduce themselves, they can work in pairs and introduce their partners, or they can play a variety of introductory games. These opening activities are sometimes referred to as “ice breakers.” Icebreakers set the tone for interaction, teamwork and cooperation throughout the workshop.

Examples of Ice Breaker Questions

- What is your name?
- What NGO organization are you with? What is your role in that organization?
- Tell me about your family.
- What is a word that describes you and that begins with the first letter of your name?
- Tell me one of your wishes or hopes.

Usually an introductory activity will take 45 minutes to an hour, but some may take longer. The activity should work for the agenda and available time. The facilitator should select an introductory activity that is appropriate for the local context and the literacy level of participants.

The way in which the introductory activity is carried out helps set the stage for how gender will be treated in the workshop. It is important to begin establishing an atmosphere of trust, to make both women and men feel welcome and at ease, and to make it clear that the contributions of all will be respected and valued.

Following are some examples of introductory activities. Facilitators should collect other examples and add them to this list. It is important to make these activities fun. The facilitator should relate them to the topic, purpose and expectations of the training. In choosing the activity, consider the size of the group, how well group members know one another, the length of the activity, and the relationship between the warm up and the purpose of the training. If the icebreaker is not related to the training, it may seem like a poor use of time.

In addition to the introductory activity, facilitators should plan to have participants wear nametags. The exception to this is when participants already know each other well.

Examples of Opening Games and Activities

Paired Presentations

1. Prepare icebreaker questions and post in meeting hall.
2. Form participants into pairs. Preferably participants should be paired with someone they do not know.
3. Pairs exchange information using the list of icebreaker questions.
4. Once everyone has exchanged information, each person presents his/her partner to the group.

Puzzle Pieces

1. Prepare icebreaker questions and post in meeting hall.
2. Make puzzle pieces by drawing or pasting simple pictures of designs on cards. Cut cards in half.
3. Hand out a puzzle piece to each participant.
4. Participants walk round the room and find the person with the matching puzzle piece.
5. When partners find each other, they sit down and exchange information using the list of icebreaker questions posted on the wall.
6. Once everyone has exchanged information, each person presents his/her partner to the group.

Self Introductions

1. Prepare icebreaker questions and post in meeting hall.
2. Have the group sit in a circle. Each participant introduces herself or himself, responding to the icebreaker questions. As an alternative, less structured approach, participants can just introduce themselves and say something about themselves.

Home Town, Villages

1. Prepare a map of the region, showing villages, cities, districts, etc., that the participants come from. Display the map in the training hall.
2. Participants come forward one at a time and introduce themselves. They then find their hometown or community on the map and write their name at that locality.
3. Each participant then tells the group about her/his village or community.

Spider Web

1. Prepare icebreaker questions and display in meeting room.
2. Participants sit in a circle.
3. The facilitator tosses a ball of string to one participant. The participant introduces himself or herself, answering pre-selected icebreaker questions.
4. An alternative is for the participant to say the name of the participant he or she is throwing the ball to, and tell something about that person.
5. By the end of the game, the group has created a spider web. The group can then pull on the yarn and talk about how everyone is connected (feel the pull), and discuss what happens to the web if someone drops the string.

Grid Identification Game

1. On a piece of paper mark off a grid with squares about one inch in size.
2. In each of the boxes write a statement, such as those shown in the following table. (The facilitator can create other statements – these are just examples.)

Someone who has completed a gender awareness workshop.	Someone who was recently promoted to a new position.	Someone who feels empowered.
Someone who has a baby under the age of one year.	A man who shares household work with his wife	A women who does work usually carried out by a man.
Someone who likes to sing.	Someone who likes to dance.	Someone who likes to draw pictures.

3. Give everyone a copy of the sheet and a pencil.
4. Set a time limit and begin the game.
5. Participants have to find someone in the group that matches the category, and write their name in the appropriate box.
6. When time is up, assemble and share answers.

Coloured Candies

1. Place coloured candies in a bag or hat. There should be four colours (e.g., red, green, orange, brown). There should be enough candies for each person in the group. Buy a few extra in case someone takes more than one candy.
2. Form a circle. Explain that you will be passing the bag or hat around the circle. Each person is to take a candy from the hat or bag, introduce themselves and then answer a question about themselves. Each colour represents a question, e.g.,

Red - tell something about your family

Green - tell something about women in your organization

Orange - tell something about the work you do in your organization

Brown - tell something about your community

3. Take turns going around the circle, making introductions and responding to the colour questions.

Self-Introductions: Personal Charts (Posters)

1. In advance of the workshop, the facilitator prepares a “Personal Chart” form that provides information on the facilitator.
2. At the beginning of the workshop, the facilitator presents the chart, and explains that he or she would like participants to share similar information about themselves.
3. Participants can either complete the charts individually, or work in pairs to complete the chart.
4. After about 10 or 15 minutes, assemble in plenary and have either individuals or partners present their charts.

Personal Chart	
Name:	Sex:
Organization:	
Area of Work:	
Important Events in my Life:	
a.	
b.	
One recent incident with the opposite sex which helped in changing my behaviour:	

Treasure Box

1. In advance of the workshop, the facilitator fills a box with various objects, e.g., a pencil, a book, a piece of clothing, a rice bag, etc. There should be one object for every two participants.
2. Explain to the group that they will form pairs. Each pair will select one object from the box and answer the following question: Does this object bring the same, or different, benefit to girls and boys or to women and men? Each pair will then report to plenary, introducing themselves and answering the question. The facilitator should choose a few items (not in the box) and give examples, e.g., a pen: Fewer Nepali women than men are literate so pens are used more often by men than by women.
3. Form pairs. Pass the box and ask each pair to take one item. Allow 10 minutes for pairs to introduce themselves and work out their answers to the question.
4. In plenary, pairs introduce each other. Each pair shows its treasure box item, and gives a gender comment.

Reference #2: Gender Definitions

Sex refers to the biological differences between men and women, which are universal and determined at birth.

Gender refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men. These roles and expectations are learned. They can change over time and they vary within and between cultures. Gender inequalities are socially constructed and can be changed or ended. They are not biologically predetermined nor are they fixed forever.

Gender Analysis is a basic tool for understanding differences in gender roles, activities, needs and opportunities. Gender analysis identifies and analyzes the different roles played by men and women and girls and boys in the household, workplace, community, political processes and the economy. Gender analysis explores these differences so policies, programs and projects can identify and meet the different needs of men and women. It is an important tool for understanding the local context and promoting gender equality.

Sex-Disaggregated Data are statistical data in which the total numbers are broken down into male and female categories.

Gender Equality means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in their home, their community and their society.

Gender Division of Labour is how each society divides work among men and women according to what is considered suitable or appropriate.

Gender Mainstreaming in training involves applying a gender analysis in every aspect of the training cycle so that the training equally benefits and empowers women and men. This includes using gender analysis in the pre-training needs assessment and planning process, the training itself, and the post-training activities.

Practical Needs are immediate; material daily needs such as water, shelter and food.

Strategic (Gender) Interests. Interventions addressing strategic gender interests focus on fundamental issues related to women's (or, less often, men's) subordination and gender inequities. Strategic gender interests are long-term, usually not material, and are often related to structural changes in society regarding women's status and equity. They include legislation for equal rights, reproductive choice, and increased participation in decision-making.

Gender Lens. Think of a *gender lens* as putting on spectacles. Out of one lens of the spectacles, you see the participation, needs and realities of women. Out of the other lens, you see the participation, needs and realities of men. Your sight or vision is the combination of what each eye sees. A *gender lens* can be many things. It can be inside your head: you imagine you are putting on the "gender lens" spectacles and then look at the world through them.

"Gender lens" is gaining popularity as a tool that NGOs and governments can use in their regular operations. This tool can take many forms. It can be a written checklist, list of criteria or questions. Sometimes it can be a series of drawings. For example:

- A *gender lens* for training programs could be a checklist that is used every time you develop training.
- A *gender lens* for planning could be used for developing each annual workplan.
- A *gender lens* for linkage programs could be used when you determine the networking or stakeholder engagement component of your NGO's annual workplan.

Reference #3: Examples of Objectives of the Workshop

Examples of Objectives of the Workshop

To develop gender-sensitive trainers/facilitators capable of designing and delivering gender-responsive training activities to local NGOs, CBOs and district level organizations.

During the workshop participants will learn to identify and respond positively to gender dynamics throughout the training cycle. They will be able to perform the following activities with a gender perspective:

- describe principles of adult learning;
- identify the steps in a training cycle;
- mainstream gender into the preparation of objectives, plans and materials for training workshops;
- demonstrate skills for managing gender-responsive training workshops;
- plan and carry out a variety of training methods that successfully engage women and men.

Reference #4: Sample of Ground Rules**Sample Ground Rules**

- All sessions must start on time.*
- All participants will be given the opportunity to actively participate in sharing knowledge, resources, skills and responsibilities.
- Don't interrupt when others are speaking.
- Keep what is shared confidential.
- Show respect to others.
- Don't make personal attacks.
- Raise your hand before speaking.

*This also means that the starting time must respect participants' needs, e.g., breast-feeding, ensuring young children get safely to school, etc.

Reference #5: Gender-Sensitive Facilitation

Gender-Sensitive Facilitation

Preparing for the Workshop:

- Hold planning meetings of the female and male facilitators so they can bond as a planning and facilitating team.
- Encourage equal numbers of men and women participants.
- Gain an understanding of the roles and responsibilities and experiences of the women and men that will be attending.
- Plan on how to overcome factors that might hinder the participation of women or men (e.g., household responsibilities, weekly market attendance, peak planting and harvest times).
- Assess and plan to meet needs and training priorities of both men and women participants.
- Identify childcare needs and ensure a convenient, safe play area where children's noisy play does not interrupt the training.
- Select secure training and lodging locations that have safe access for women and men.
- Be personally informed about gender issues, gender mainstreaming and gender-sensitive training.

Conducting the Workshop

- Convey the attitude that the input of every man and every woman is equally valued.
- Respect the input, comments and ideas of both women and men participants.
- Use language that does not discriminate against either of the sexes.
- Pay equal attention to men and women and encourage equal input from them.
- Encourage in a flexible, friendly manner, both sexes to ask questions, answer questions and participate in discussions.
- Ensure a gender balance and rotation of participant presenters, recorders and other key roles.
- Adopt creative, flexible groupings to prevent domination by the same individuals, and to encourage the participation of everyone.
- Develop confidence through praise and positive comments.
- Recognize that men and women in the group may have different needs, and accommodate these in an open, respectful way.
- Use a range of participatory activities to increase the opportunities for the less confident and less literate participants to express themselves.

Reference #6: Principles of Adult Learning

Adults tend to learn in different ways than children. Adults who attend training sessions where they are treated like children understand this concept. When adults attend a training session, they typically do so in search of knowledge and skills they can utilize in their work or lives. It is the responsibility of the facilitator to establish a learning environment that supports the ways in which adults learn.

Principles of Adult Learning	Implications for the Facilitator and the Training Program
1. Learning is a life-long activity. Adults can and do learn throughout their lifetime.	Respect the capabilities of your adult trainees. Maintain high expectations about what they can achieve.
2. Adults use their personal experience for learning. All previous experiences affect an adult's ability to learn.	Relate new knowledge and skills to existing knowledge and past learning. Begin the learning process with what participants already know.
3. Adults learn best when the knowledge or skill they are trying to acquire can be used directly in meeting a present need or responsibility.	Relate the content to practical situations, needs and responsibilities. Address the question, "how will this help me right now?"
4. Adults tend to learn faster whenever the subject under study relates to specific problems drawn from actual experiences.	Relate the subject under study to specific needs or problems drawn from the actual experiences of the participants.
5. Adults learn through involvement and participation.	Actively involve the learner with the topic, and give repeated opportunities to practice and use what is learned in practical situations.
6. Adults are more apt than children to learn from each other and from sharing their experiences.	Establish frequent situations where adults can share experiences, work together, argue, discuss and cite examples of how they see things.
7. Adults learn best in settings where they are treated as competent persons.	Show a genuine respect for, and interest in, your students. Acknowledge and praise their contributions.
8. Enthusiasm and commitment of the facilitator help motivate the trainee.	Don't be afraid to show your enthusiasm for the subject, and to let participants know that you believe the content and skills provided by the course are worthwhile and important.
9. Adults may feel agitated, tense, confused or frustrated by the learning process.	Watch for signs of stress and anxiety among participants, give reassurances, and adjust the pace and approach to alleviate these.
10. A single adult can learn in many ways, and different adults learn differently.	Use a variety of participatory methods. Engage all three pathways of learning: sight, hearing and touch. Alternate watching and listening with doing.

Principles of Gender-Responsive Adult Learning

Adults expect to be treated politely, with respect and as equals.

Gender-responsive adult learning links new learning to previous experiences. It recognizes that each adult has life experiences and can contribute to the learning environment.

The experiences of each woman and each man are given equal value. This includes their work and expertise in the home, on the land, in serving their community, in informal trading and in the formal workforce.

Adults are ready to learn if they see the course or content is relevant.

Adults are problem oriented. They want to be able to apply their learning to their immediate situation.

In contrast to adult learning:

- Children are more dependent on adults as they have less experience
- In children, readiness to learn is related to the stage of their mental and physical development

Differences Between Adult and Child Learning

Key Areas	Child	Adult
The Learner	Typically Dependent (may be self directed)	Self Directed
Primary Source of Information	Teacher	Self Experience
Motivation	External and Internal	Internal
Time Factors	Future	Present

Similarities Between Adult and Child Learning

Girls and boys and men and women perform different roles and have different life experiences. Because their life experiences differ, their learning needs may also differ. Different learning needs may require different techniques.

Boys and girls and men and women learn best when what they learn is linked to what they already know - to what is real in their daily lives.

Nearly everyone, young and old, learns most when they feel safe and valued.

Reference #7: Participatory Training

The Approach

In the past, the approach to training was often trainer-centred. The trainers decided what to deliver and how to deliver it. Teachers taught and students listened. While many trainers still follow this approach, it has been replaced in many parts of the world with approaches that are more participant-centred.

The participatory training process is based on the principles of adult learning. The trainer or facilitator does not determine what the participants should learn but tries to find out real needs by investigating with participants their interests. How to deliver training is also based on needs, level and social characteristics of participants. The participants judge the results of the training in terms of its usefulness to them.

Participatory approaches also benefit the trainer/facilitator who can modify the activities in the next training session. In this way training is constantly being adjusted and becomes ever more effective. Therefore, this is a process in which both the participants and facilitators learn from each other. The term “training” is regarded as “facilitation,” rather than “teaching.”

Checklist of Characteristics of Gender-Responsive Participatory Training

- Participant Centred.** Participatory training arises from the needs, interests and objectives of all participants, not those of the trainer.
- Experience Based Learning.** Participatory training is learning that builds on the experiences of participants. Equal value is placed on the life experience of women and of men.
- Dialogue and Learning Together.** Dialogue among trainees and between trainees and the facilitator is central to trainees acquiring new knowledge and skills. Trainees share their experiences, analyze them collectively using a gender lens, and draw insights.
- Responsible for Own Learning.** In participatory training, trainees generate their own knowledge through active participation. They take responsibility for their own learning.
- Interpreting and Understanding Information.** Trainees debate options and ideas, and accept or reject these on an informed basis. They do not merely accept what is told to them.
- Practical.** Participatory training is practical in day-to-day life and living. Clear and conscious attention is paid to the transfer of learning from the training event to the real life situation.
- Safe Learning Environment.** Participatory training requires the creation of a suitable learning environment. Trainees are accepted as they are and feel psychologically safe to experiment and take risks.

Role of the Participatory Facilitator

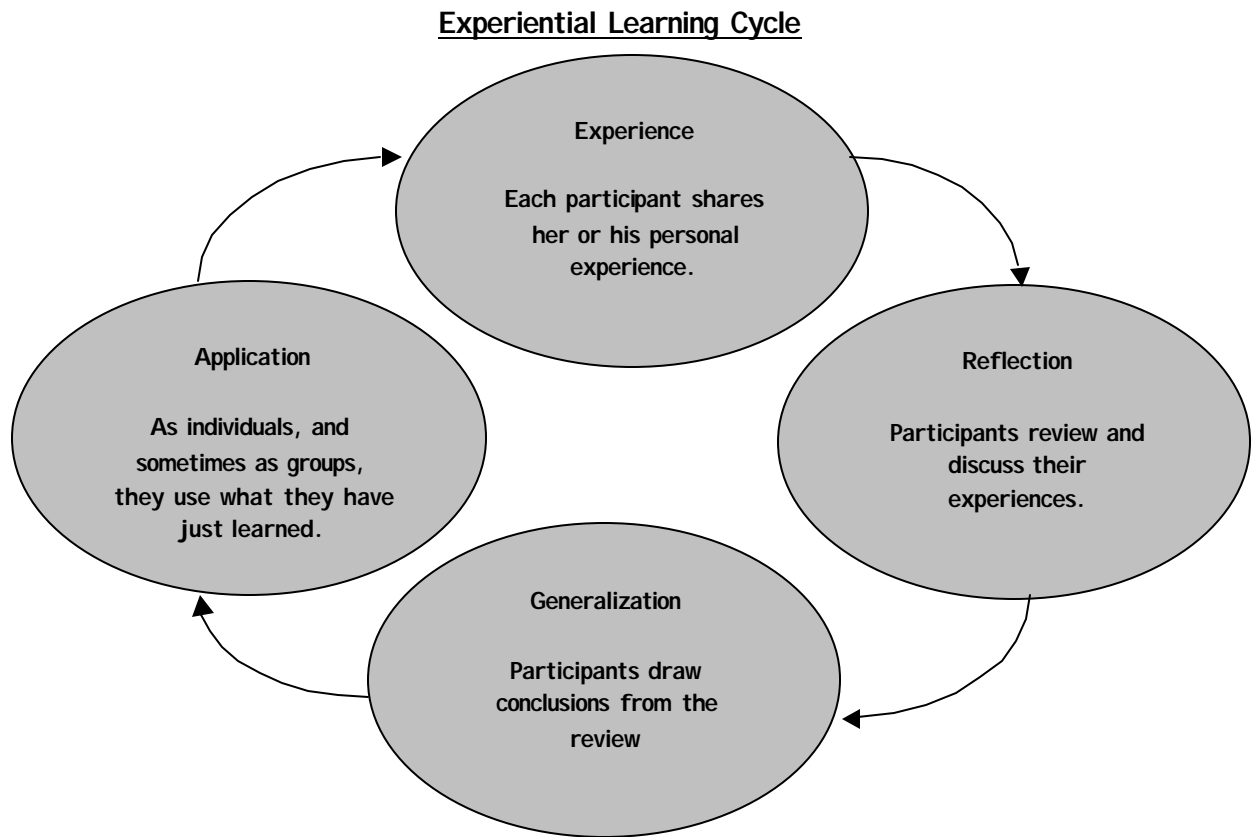
The participatory facilitator:

- Shares ideas.
- Encourages the flow of ideas from all participants.
- Helps participants open up, discuss and reach conclusions on a topic.
- Is sensitive to gender and diversity issues, and nurtures this sensitivity in participants.
- Formulates ideas into coherent plans with the help of participants.
- Creates a safe environment for discussion and decision making for women and men.
- Acts as a catalyst.
- Helps participants reach their goals.

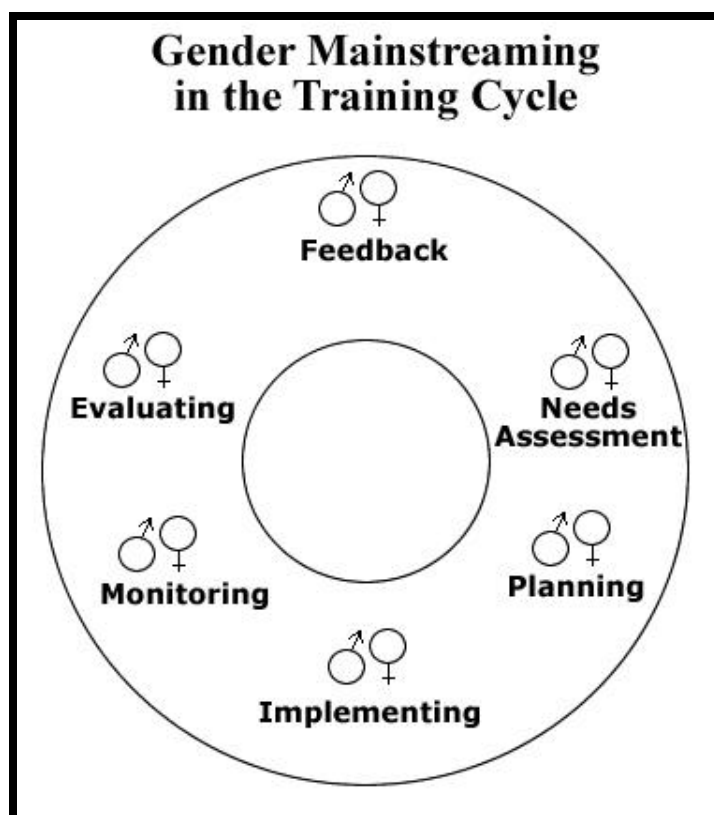
Causes of Boredom During Facilitation

- A lecture or long presentation or speech by someone with no breaks
- Repetitious subject matter, or subject matter that is not of interest to the participants
- Facilitators who lack confidence or competence
- Same facilitators over and over again
- Objectives not met
- Presentation in a second or third language that is not understood clearly.

Reference #8: Experiential Learning Cycle



Reference # 9: Guidelines for Gender Mainstreaming in the Training Cycle



These guidelines are also discussed in greater detail in each sub-activity of the training cycle.

Training Cycle Phase	Gender Mainstreaming Checklist
Needs assessment (Problem Analysis and Selection of Training Topics)	<ol style="list-style-type: none"> 1. Did women and men actively participate in identifying the training needs? 2. Were women involved in setting the priority of trainings? Did they have a decision-making role? 3. Are women's practical needs or strategic interests being addressed by the training?
Planning and Design	<ol style="list-style-type: none"> 1. Did women and men actively participate in planning the training? 2. Are the training objectives gender-sensitive? 3. Are the problems, issues and case studies identified for use in the training reflective of women's and men's realities and needs? 4. Are affirmative actions planned to increase women's participation in training?(e.g. arrangement of child care) 5. Are the methodologies used in the training gender friendly? 6. Are the training materials gender-sensitive? 7. Is the time and place of training suitable for the participation of women? 8. Is the plan for monitoring and evaluation gender -sensitive?
Implementation	<ol style="list-style-type: none"> 1. Is the training environment gender friendly? (training hall accessible and safe for women, women's toilet facilities nearby, child care near but not disturbing to participants, etc)

	<ol style="list-style-type: none"> 2. Are women and men invited to come to the training? (e.g. training can include women only at times, and at other times an equal number of women and men would be included) 3. Are both men and women actively participating in speaking, recording, facilitating, conducting exercises, decision-making, and performing monitoring roles in the training? 4. Is the facilitator actively practicing affirmative action during the training such as encouraging women to speak, giving examples of women's perspective, providing leadership opportunities to women, etc?
Monitoring	<ol style="list-style-type: none"> 1. Does the monitoring process give feedback and information from both men and women who participate in the training? 2. Is monitoring in place so that facilitators can identify how women and men are responding to the training, in time to change their facilitation style to better meet women's and men's needs? 3. Does monitoring information tell the facilitator how the training is benefiting women and men?
Evaluation	<ol style="list-style-type: none"> 1. Does the training evaluation form or other evaluation tools use sex-disaggregated information so we know how both women and men benefited, how they will apply the learning and what was most/least useful? 2. Are the indicators formulated along gender-specific lines, so that the impacts of the training on men and women can be determined?

Note: There are situations when training is designed for/with women only or men only. These situations should be identified and the trainer should analyze the benefits of including both women and men or not.

Reference #10: Training Needs

Definition of a Training Need

The term “training needs” refers to the needs of the trainee. The term does not refer to the needs of the trainer or facilitator.

A “training need” or “learner need” is something that the person needs to learn in order to be more effective in performing his or her role in an NGO, in the community, or in some other aspect of personal or professional life. A “training or learner need” refers to a gap in knowledge or understanding that must be filled if the person is to successfully perform a specific task or role.

The “identification of training needs” is the process of identifying the gaps in knowledge and skills between what a person knows or can do, and what he or she wants or needs to know.

Why Identify Training Needs

There is nothing to be gained by carrying out activities that are not appropriate to the level or needs of participants. This means that the facilitator will have to establish early what participants bring with them into the course or workshop. Conducting an early assessment with trainees serves two goals:

- it establishes with the trainees that the facilitator is genuinely concerned that they learn something useful in the course or workshop;
- the facilitator gains essential training information for deciding what to teach, planning activities, organizing appropriate groupings, and setting the overall level of the course or workshop.

Being Timely and Gender-Sensitive

If possible, training needs should be assessed several days before the training so the facilitators can prepare well to respond to identified needs. An early needs assessment can also assist organizers to select the most appropriate participants. If wide gaps in knowledge, skills, or desired training topics are discovered, useful changes can be made. For example, training topics can be changed or a series of trainings delivered in different order. Time, duration, etc., can also be changed.

Early needs assessments often result in more women being able to participate. Many women, especially rural women, have less literacy and social mobility than men. They often require more than one personal visit and encouragement to build up the courage to attend. Being personally consulted on their training needs is a useful way to resolve their fears and to build interest. Having been personally consulted has also proven useful in helping women negotiate permission to attend training from their husbands or mothers-in-law, arranging child care and juggling their workload. Attending may be impossible without these arrangements. The advance needs assessment also gives facilitators valuable insight into gender, socio-cultural and other diversity issues.

Needs assessments that are built into a short activity on the first workshop day are useful. However, they have limitations. They tend to get more input from the articulate, self-confident participants. In societies like Nepal where men dominate the public sphere, male voices can take over this short-cut process. There may not be enough time to nurture input from women, or men, who are less able to quickly analyze their own needs or to express them.

Approaches to Assessing Training Needs

Four common methods of getting the needed information are:

1. Self Assessment by Trainees
2. Observations by the Trainer/Facilitator
3. Work Experience Questionnaire
4. Diagnostic Performance Test

Self Assessment by Trainees

Under this method, trainees decide whether they need or want to participate in the planned workshop or in specific activities at the workshop. For workshops in which trainees voluntarily enroll, this is often the most practical form of assessment. For this to work well there must be sufficient information available so that trainees can make an informed decision about whether or not they would benefit from the workshop or specific activities.

Observations by the Trainer

Under this method, the trainer makes an assessment of the needs of the trainees by observing them at work, and through informal discussions with them as they work. This method works well in a setting where trainees are actively engaged in production. The trainer can then observe them and assess the techniques and skills they have.

Work Experience and Training Needs Questionnaire

In this method of assessment, a written questionnaire or information form is completed on each trainee. Trainees may complete the forms on their own, or the trainer/facilitator might complete these in an interview situation. The forms provide information on the trainee's

- work experience (related to the training course)
- previous training in this area
- their perceived training needs
- how well they believe they can already perform the tasks identified in the list of course objectives.

Diagnostic Performance Test

This type of assessment is appropriate for highly technical skills. Trainees are given a pre-test (either written, oral or task-oriented) to determine whether they already have the knowledge and skills identified in the list of objectives for the course. The test results are used only for an indication of where each participant should concentrate his or her efforts. Such tests should be presented with humour and the results should be confidential between trainer and trainee unless the group is clearly light-hearted and not threatened by the exercise.

Sample Form: Trainee's Experience and Training Needs

<i>Your name</i>	
<i>Your role in your NGO, CBO or community</i>	
<i>The type of training or skill you need</i>	
<i>Your activities and experience related to this course</i>	
<i>Previous training related to this course</i>	

Reference #11: Writing Learner Objectives

Once training needs have been identified, and a decision has been made about which training needs will be addressed during the workshop, the next step is to translate these needs into objectives. There are two types of objectives: 1) trainer/facilitator objectives and 2) learner objectives. Trainer/facilitator objectives state what the trainer or facilitator hopes to do or achieve. Learner objectives state the knowledge, skills or behaviours that the trainees/participants will acquire as a result of the training. It is this latter type of objective that we are concerned with here.

Learner objectives go by a variety of names, e.g., performance objectives, behavioural objectives, trainee or training objectives, instructional objectives.¹

Why State Learner Objectives?

Learner objectives are important because they provide the focal point around which the whole activity or lesson is planned and organized. Remember that the objectives you are writing as a trainer or facilitator are derived from the assessment of training needs that you carried out in consultation with the participants. Consequently, you are writing objectives that are directly related to the training needs that participants identified. This is important for participant-centred learning – the needs and related objectives are derived from an assessment of participant needs rather than being created by the trainer in isolation.

The advantages to learners of clearly stated objectives are:

- They answer the question “*Why are we doing this activity?*” Participants are usually busy people with other responsibilities and they don’t want to waste their time on activities that they don’t see as useful or relevant to their lives or their needs.
- Trainees must be actively involved in the learning process if the activity is to benefit them. Stating clear objectives can help participants understand and focus on what it is that the activity will help them learn or do. This can help them be more effective participants in their own learning. Clear objectives help participants organize their own efforts toward accomplishing those objectives.

The advantages to the trainer/facilitator of clearly stated objectives are:

- They help trainers/facilitators select and plan relevant content and methods.
- They provide a basis for evaluating the activity or lesson – they help the trainer assess whether the activity was successful.

Pitfalls and Cautions

There are a number of pitfalls and dangers related to learner objectives that trainers/facilitators should be aware of.

- Good trainers/facilitators use learner objectives as a tool to help them meet the needs of their trainees. But, good trainers/facilitators also recognize the need to go beyond prescribed objectives when appropriate, to take advantage of learning opportunities and situations, and to apply objectives flexibly. Good trainers recognize that they cannot possibly know all the possible potential benefits of a course, nor how to assess all kinds of benefits.
- There is a tendency to promote shallow learning, simply because it is difficult to do otherwise. It is relatively easy to write objectives that focus on lower level activities and skills, but it is very difficult to write good objectives for higher-level skills and complex analyses or problem solving activities.

¹ Educators make some distinctions between these terms, but for our purposes they can be used interchangeably.

- Experiential learning draws from the life experiences of participants. It is not always possible, nor is it always desirable, to predict the direction that discussions will take or the conclusions that participants will reach as they reflect on and analyze their experiences.
- Words like “understanding” are discouraged when writing learner objectives because they do not provide specific information on what the learners will do to show they have acquired this understanding. But “understanding” is a central component of the concept development process. Concept development means that the learners gain an ever-increasing “understanding” of the specific concept by relating new material to what they already know or have experienced. Learning objectives miss the personal element in the concept development process.

Writing Learner Objectives

The performance component is the heart of a learner objective. Specifically, the performance component describes what the trainee will be able to do to demonstrate that he/she has acquired the expected knowledge/skills or can perform the task that is the topic of the lesson. For example:

- Trainees will describe four methods of identifying training needs: self-assessment by trainees, observations by the facilitator; work experience questionnaire, and diagnostic performance testing.
- Participants will correctly answer a set of true/false questions on the principles of adult learning.
- Participants will create examples of four introductory exercises.
- Trainees will prepare a marketing plan for their organization that specifies strategies, activities, timelines, required resources and anticipated results.

The performance component of objectives refers to what the learner will learn or be able to do, not what the facilitator will do.

<i>Incorrect:</i>	To provide an opportunity for participants to develop skills in lesson planning
<i>Correct:</i>	Participants will prepare a sample lesson plan in the specified format.

Template for Developing Learner Objectives, with Examples

Who	Will Do	What	How	When
Trainees	will describe	four methods of identifying training needs	orally	at the end of the activity
Participants	will correctly answer	a set of true/false questions on the principles of adult learning	in writing	at the end of the training module
Groups of participants Trainees	will create will prepare	examples of four introductory exercises a marketing plan for their organization that specifies strategies, activities, timelines, required resources and anticipated results	in writing in writing	during the activity within a month of the training workshop
Participants	will compare and contrast	various approaches to gender and development	orally	during the activity
Trainees	will classify	various approaches to gender analysis	by sorting cards	during the activity
Participants	will create	four questions that can be used as a gender lens	in writing	by the end of the activity

Other Considerations

While the performance component of an objective is its heart, two additional components are often included in formal or highly technical situations. These are: 1) the conditions under which the trainees

will perform the task, and 2) the criteria for assessing how well the trainee must perform the task to be considered successful. These considerations are more applicable for very academic or formal learning situations, than for less formal, participatory adult workshops. For workshops and many other adult learning situations it has become customary to define only the required behaviour when writing objectives, with the specification of conditions and standard of performance generally being omitted.

Guidelines for Writing Learner Objectives

- As you write each objective, keep the task in mind.
- If you find the objective you write is too broad, the task may be too broad. Narrow the task to make objective writing easier.
- Write the objective before developing or assembling materials related to the task.
- Objectives can be revised if trainees find them confusing or if it is not possible to develop appropriate resources.
- Objectives cannot cover all possible performances inherent in a task. They should, however, cover the most critical indicators of competence.
- Use specific action verbs in the writing of objectives.

Examples of Words to Use When Writing Objectives (Action Verbs)

Write	List	Describe	Explain
Report	Recognize	Demonstrate	Organize
Arrange	Estimate	Choose	Develop
Use	Maintain	Supervise	Perform
Discuss	Show	Put in order	Compile
Add	File	Show	Conduct
Interpret	Critique	Justify	Defend

Essential Elements of a Training Objective

The objective describes what the participants will be able to do at a specific time, e.g., the end of the training

The objective contains an action verb describing observable and measurable behaviour.

The participants are the ACTORS OR DOERS.

Reference #12: Developing Contents

The contents of a training program or training activity are directly derived from the training objectives. “Content” answers the question “*What information do I need to support an activity that will meet this objective?*”

Each objective may require its own set of contents. Once the learner objective is stated, the next step is to determine the “content” related to that objective. If objectives are clearly stated, determining relevant content should be relatively straightforward. The depth and breadth of the content to be covered will depend on the level of the learners, the overall training strategy, the size of the group, and the number of trainers or facilitators.

Examples of Contents Related to Specific Objectives

Objectives	Content Headings (Main Topics)
Participants will correctly answer a set of true/false questions on the principles of adult learning	<ul style="list-style-type: none"> Principles of adult learning Similarities and differences between child learning and adult learning
Groups of participants will create examples of four gender-sensitive introductory exercises	<ul style="list-style-type: none"> Examples of gender-sensitive introductory exercises for participatory workshops Characteristics of good introductory exercises
Trainees will prepare a marketing plan for their organization that specifies strategies, activities, timelines, required resources and anticipated results	<ul style="list-style-type: none"> Concept of marketing plan Marketing plan contents Example of marketing plan
Participants will compare and contrast various approaches to gender and development	<ul style="list-style-type: none"> Concept of gender, concept of gender analysis Information on different approaches to gender and development (WID, GAD, etc.)

Template for Identifying Content

General Topic	Objective	List of Content Headings (Main Topics)
<i>Example:</i> Proposal Writing	Participants will define a proposal and identify its components	<ul style="list-style-type: none"> Proposal definitions List of elements of a proposal Example of a proposal

Reference #13: Training Materials and Training Aids

Training Materials: Specific materials designed for a training session that are used by the facilitator to convey ideas and information clearly to participants.

Examples that can be written on the chits for this activity are: case studies, video, tape recording, reference handout, picture, chart and table, key points recorded ahead of time on flip chart paper, games instruction/supplies, pre-written chits, evaluations forms, book,

Training Aids: physical tools used by facilitator to convey the material. These aids must be selected depending on the participant's needs and the physical facility of the training. For example, aids that require electricity in situations of frequent power outages may not be appropriate.

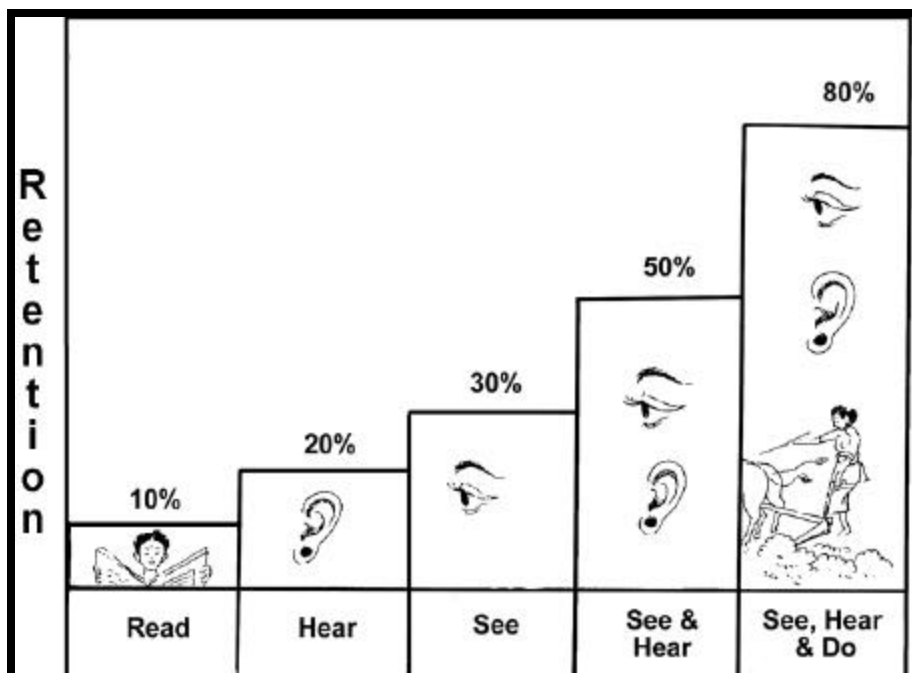
Examples that the facilitator can use depending on the situation are: overhead projector, screen, soft boards, pins, white boards, flipchart stand and paper, markers, TV/video machine, tape recorder

The importance of training materials:

- To create interest and attract the attention of participants
- To make it easier to understand difficult subject matter.
- To use in training with illiterate participants
- To help participants memorize what they learned.
- To optimize or save time in training.

Indicators of effective training material

- **Gender-sensitive** - gender-sensitive, using a gender lens.
- **Visible** - Easy to see and understand
- **Simple** – Simple and easy to understand content.
- **Clear** - Clear words that give the same meaning to different participants.
- **Precise** – To the point, brief.
- **Accurate** - Information should be true and show the real situation.
- **Interesting** - Attractive to draw attention of the participants.
- **Relevant** - Relevant to the subject matter



Reference #14: Monitoring and Evaluation

What is monitoring?

Monitoring is a continuous process of observing and assessing whether the training is meeting the learning objectives and whether implementation practices are appropriate for the participants. Monitoring gives feedback to the trainer about the success of the training (whether learners are progressing in their learning) so the trainer can respond by modifying the training style and/or content to meet the needs of the participants. The facilitator can then give suggestions, guidance, and feedback during the training to participants to meet their learning needs. Monitoring is used to ensure that the needs of both women and men participants are being met so that they are able to benefit from the training.

What is evaluation?

Evaluation seeks feedback on the training program and measures the impact of the training in meeting training objectives – the needs of the participants. Evaluation contributes to the learning process by helping participants reflect on their training experience.

What needs to be monitored and why?

The facilitator needs to know what to monitor during the training, and ask her/himself “How effective is my facilitation?” “What are the signals that training is going well?” Some examples are:

What needs to be monitored	Why	Indicator	Remedial action
Content	Ensure content is understood by all participants, women and men	Response and discussion show understanding; participants demonstrate knowledge in activities of training	Simplify/expand explanations to ensure understanding; use more examples based on local situation;
Methodology	Ensure methodology is appropriate for women and men participants	Training is going well: active interest and attention to training; women speak as often as men and both are listened to; Training is going poorly: people leave the room, side talk among participants	Less lecturing and more participatory activities; increase variety of methodologies;
Gender mainstreaming	Women and men benefit from the training	Active involvement in group discussion, both speak up in discussions; Responsibilities taken by both women and men (recorder, presentations, etc)	Pay special attention (eye contact, ask questions, etc.) to women to encourage their participation;
Facilitation style	Ensure effective learning by both women and men	Active participation and attention from everyone	Demonstrate enthusiasm and energy
Materials	Reinforce the content	Participants understand the materials	Redesign materials

See Reference #20: Sample Checklist of Effective Presentation Skills for additional tips.

Sample Monitoring Tools:**Informal:**

- Active listening by the facilitator and hearing/responding to feedback during training sessions.
- Facilitator listens for feedback during tea break
- Facilitator notes whether there is equal participation from women and men; that eye contact is maintained with women and men; that women and men are asked for their input; that dominate speakers are encouraged to give speaking opportunities to less active speakers

Formal:

- Facilitator forms small monitoring task group from among participants and holds discussion meetings at end of each training day on facilitator style, content, participation of trainees, logistic arrangements (see activity #1.5 – setting up task groups)
- Facilitator appoints one person to be “monitor” for the day – time-keeper, energizers, group mood, control of noise level. Rotate the duty among the participants, ensuring both women and men are assigned responsibility.
- At appropriate moments, do a quick round and ask all participants for feedback on the training workshop.
- Distribute meta cards to all participants to answer one or two quick questions on how the training is going, such as what do they like most or least? What is most or least useful to them?

Why evaluate? And what is done with the evaluation?

Why evaluate?	What is done with the evaluation?
To determine the effectiveness of the training in meeting participants objectives (the learning objectives) – the knowledge, skills and values identified during the needs assessment.	Validate the participants learning and contribution to the training. Assess the need for additional training or other follow-up.
To improve the training content, materials and methods.	Facilitator revises the training content, materials and methods if the training is delivered again.
To ensure the training is gender-sensitive.	Revise facilitation style, methodology and materials to be more gender-sensitive.
To identify problems and areas for improvement in our facilitation skills.	Feedback is used by the facilitator to improve their facilitation style.
To identify new learning needs.	Develop new ways of meeting learning needs.

When should evaluation be done?

Evaluation is usually done at the completion of the training.

Evaluation Topics

Training evaluations can include several topics about the training. Participants can report on what they learned, the quality of the facilitator, the training contents, and the management of the training itself.

Trainees	Trainer	Training contents	Training Management
<ul style="list-style-type: none"> • Change in Knowledge • Change in Skill • Change in behaviour • Participation 	<ul style="list-style-type: none"> • Training Methodology • Facilitation skill • Knowledge on topics of the training • Attitude and behaviour toward participants. 	<ul style="list-style-type: none"> • Training Topics • Training Materials 	<ul style="list-style-type: none"> • Logistic support • Time duration • Safe location • Food and accommodation • Childcare • Transport

Some examples of training evaluation methodologies:

1. Interview – facilitator holds discussion with all or some participants, using a structured or semi-structured questionnaire – ensuring women and men are involved and the answers are sex disaggregated
2. Discussion groups – buzz groups, roundtable using pre-prepared questions.
3. Written questionnaire – see sample below – the form should be coded for male and female respondents
4. Drawings – mood chart – make a happy face, neutral face and unhappy face and ask participants to make a check mark under the picture that most closely matches their feeling about the training – useful for non-literate participants
5. Drawings - water jugs – a similar tool where jugs are draw full of water, half full and nearly empty and participants check their evaluation - have women use a red pen and men use a blue pen to obtain sex-disaggregated data
6. Test or examination- used in formal training events
7. Role play what was effective in the training or a role play what they learned (a new skill or knowledge) – or sing a song, recite a poem
8. Self-assessment – encourage learners to assess their own learning and how they are progressing. Some participants could write a daily journal during the training to record their learnings and how they feel (how they have changed)
9. Assign groups to write a short report on what they think about the training, either using preset questions or their own comments.

The facilitator should adopt the method of training evaluation depending upon the capacity of participants and objectives of training. For example if the participants are illiterate, verbal interviews or discussion would be more appropriate than written methods.

CNGO TRAINING EVALUATION

Dates:	<input type="checkbox"/> Male	<input type="checkbox"/> Female
Name of Organization:		
Name of Learning Event:		

Did the workshop meet your expectations?

Very unsatisfied	A little unsatisfied	Satisfied	Happy	Very Happy
☹☹	☹	☺	☺	☺☺
1	2	3	4	5

Were the resources used appropriate?

Very unsatisfied	A little unsatisfied	Satisfied	Happy	Very Happy
☹☹	☹	☺	☺	☺☺
1	2	3	4	5

Were you satisfied with the training delivery process?

		Very unsatisfied	A little unsatisfied	Satisfied	Happy	Very Happy
		☹☹	☹	☺	☺	☺☺
1	Participatory	1	2	3	4	5
2	Creative	1	2	3	4	5
3	Fun	1	2	3	4	5
4	Interesting	1	2	3	4	5
5	Pace / speed	1	2	3	4	5
6	Learning environment	1	2	3	4	5

For each training topic, rate how much you learned during the workshop.

	Topic	Learned Nothing	Learned a Little	Learned Moderately	Learned Quite a Lot	Learned a Great Deal
		☹☹	☹	☺	☺	☺☺
1	Organizational Development	1	2	3	4	5
2	Gender Policy	1	2	3	4	5
3	Gender in Vision, Mission and Goals	1	2	3	4	5
4	Gender in Governance	1	2	3	4	5
5	Indicators for a Gender-integrated Organization	1	2	3	4	5

Briefly describe how you will apply your new skills and knowledge in your organization and work.

Comments or suggestions on the training content or methodology?

Please rate the performance of each facilitator. In each of the categories 1 is low performance and 5 is high performance.

☹☹	☹	☺	☺	☺☺
----	---	---	---	----

A) Facilitator's Name:

===== ;

Delivery method:

1	2	3	4	5
---	---	---	---	---

Knowledge of subject matter:

1	2	3	4	5
---	---	---	---	---

Capacity to solve problems:

1	2	3	4	5
---	---	---	---	---

(B) Facilitator's Name:

=====

Delivery method:

1	2	3	4	5
---	---	---	---	---

Knowledge of subject matter:

1	2	3	4	5
---	---	---	---	---

Capacity to solve problems:

1	2	3	4	5
---	---	---	---	---

Reference #15: Planning Activities

Lesson or Activity Plan Defined

A lesson plan is simply a detailed statement of the contents and methods to be used in the lesson or activity. This can also be thought of as a “facilitation plan.” The purpose of your lesson or activity will determine what training approach may be the most useful.

Suggested Steps in Preparing a Plan

1. Write down the **topic** of the lesson or activity.
2. Note the date and the time (duration).
3. Write down the **objectives** that will be dealt with in the lesson or activity (the learner objectives).
4. Outline the content of the lesson.
5. Plan the steps you will follow to present the content or material, or teach the skill. This should include:
 - How you will introduce the lesson. Consider possible ways to **introduce** the lesson that will engage the interest of the trainees. Choose an approach that you feel will be the most effective and decide how to present this to the group.
 - Choose the **training methods** you will use, e.g., presentation, demonstration, discussions, group activities, trainee assignments, practice sessions, etc. List the methods in the order they will be implemented.
6. List the tools, equipment, written material, charts, films or other **training aids** required by the lesson or activity (check these off before you go into the lesson or activity to make sure that you are prepared). Also list any **tools or materials** that will be required by trainees in order to perform the practice sessions or assignments.
7. Indicate how you will bring the lesson or activity to a conclusion.
8. If applicable, decide how you will evaluate trainee learning, based on objectives.
9. **Arrange your notes** into a file or binder so that they can be easily found and presented in the order planned.

Tips in Planning Activities

- Start the lesson or activity with something familiar from a previous experience so that you proceed from the known to the unknown.
- Plan to encourage questions, provide practical illustrations, and seek examples from the group so as to engage the participants fully.
- Provide direct opportunities for participants to practice new skills on their own, make mistakes, be corrected and try again.

Reference #16: Template for a Lesson or Activity Plan²

Topic:					
Target Group:					
Learner Objectives:					
Content	Methods/Activities	Time	Materials	Assessment	Gender Tactics
What are the key pieces of information to be covered?	How is the lesson to be presented?	For how long?	With what aids?	How will the learning be evaluated?	How will gender issues be recognized, integrated and dealt with?

²This is one example of a template for planning activities and lessons. Participants may wish to develop other templates.

Reference #17: Participatory Training Methodologies

Open Sharing. Ask a question and open it up to the entire group without any further structuring. Use open sharing when you are certain that several group members want to participate. It is straightforward quality is appealing. If you are worried that the discussion may be too lengthy, say beforehand, “*I’d like four or five participants to share . . .*”

Anonymous cards. Pass out index cards and request anonymous answers to your questions. Have the completed cards passed around the group or otherwise distributed. Use anonymous cards to save time or to provide anonymity for personally threatening self-disclosures. The need to be precise when using cards is another advantage of this method.

Questionnaires. Design a short questionnaire to be filled out and tallied on the spot. Use questionnaires to obtain data quickly and in quantifiable form. Results can be fed back immediately.

Subgroup discussions. Break participants into subgroups to share and record information. Use subgroups when you have sufficient time to process questions and issues. This is the best method for obtaining everyone’s participation.

Pairs or partners. Have participants work on tasks or discuss key questions with a participant seated next to them. Use partners when you want to involve everybody, but don’t have enough time for small group discussions. Pairs are a good configuration for developing a supportive relationship and/or working on complex activities that would not lend themselves to group configurations.

Whips. Go around the group and obtain short responses to key questions, e.g., sentence stems such as “*One thing that makes a trainer effective is . . .*” Invite participants to pass when they wish. Ask each participant for a new contribution.

Panels. Invite a small number of participants to present their views to the entire group. Use panels when time permits, to gain a focused, serious response to questions. Rotate panelists to increase participation.

Fishbowl. Ask a portion of the group to form a discussion circle and have the remaining participants form a listening circle around them. Bring new groups into the inner circle to continue the discussion. Use fishbowls to help bring focus to large group discussions. As a variation, everyone remains seated and different participants discuss issues while others listen.

Games. Use quiz game formats and the like to obtain ideas or knowledge. Use games to pick up energy and involvement. Games are also helpful to make dramatic points that participants will seldom forget.

Calling on the next speaker. Ask participants to raise their hands when they want to share their views and request that the present speaker call on the next speaker. Use calling on the next speaker when you are sure there is a lot of interest in the discussion/activity and you wish to promote participant interaction. When you are ready to resume your role as moderator, inform the group that you are changing back to the regular format.

Group Memory. “Group memory” is a record of ideas and conclusions that have been generated by the group during the workshop. The record is displayed on the wall of the training hall, or in a journal. Once the ideas are posted on the wall, they are considered to be “group” ideas, not “individual” ideas. When recording, listen for key words and phrases. Use abbreviations, but do not edit. When recording, leave enough space for group members to change the wording if they wish.

The use of written group memory sheets and the distribution of typed sheets to group members will depend on the literacy level of participants.

Reference #18: Sample Role Play Assignment Cards

SESSION TOPIC: PARTICIPATORY METHODS

Purpose: Involve participants in identifying methods that trainers can use to obtain participation.

Group Assignment: Demonstrate the **Open Sharing Technique**. In this technique the trainer asks a question and opens it up to the entire group without any further structuring.

Preparation: Plan the questions you will ask, and how you will respond to, organize and record the responses. Decide how you will get the full involvement of women and men.

SESSION TOPIC: PARTICIPATORY METHODS

Purpose: Involve participants in identifying methods that trainers can use to obtain participation.

Group Assignment: Demonstrate the **Anonymous Card Technique**. In this technique, the trainer passes out index cards and request anonymous answers. The completed cards are passed around the group.

Preparation: Assemble materials (index cards). Plan the question(s) you will ask. Plan how you will organize and record the responses. Decide how you will get the full involvement of men and women.

SESSION TOPIC: PARTICIPATORY METHODS

Purpose: Involve participants in identifying methods that trainers can use to obtain participation.

Group Assignment: Demonstrate the **Sub-group Discussion Technique**. In this technique, the trainer divides the group into sub-groups, to share and record information.

Preparation: Plan how you will divide the group into sub-groups, and what questions or assignments you will give to each group. Plan how groups will report back to plenary and how you will organize and record responses. Decide how you will get the full involvement of women and men.

SESSION TOPIC: PARTICIPATORY METHODS

Purpose: Involve participants in identifying methods that trainers can use to obtain participation.

Group Assignment: Demonstrate the **Seat Partner Technique**. In this technique, participants work in pairs to discuss questions.

Preparation: Plan how you will organize the group into pairs. Plan the questions you will pose to each pair for discussion. Plan how pairs will report back or share their views with the whole group and how you will organize and record responses. Decide how you will get the full involvement of men and women.

Reference #19: Sample Gender Lens for Monitoring Role Plays

Issue	Group 1	Group 2	Group 3	Group 4
<u>PARTICIPATION</u> Was there equal participation of women and men?				
<u>VOICE</u> Did women and men speak an equal amount?				
<u>IMPACT</u> Were men and women equally listened to?				
<u>LEADERSHIP</u> Did women and men have equally important roles?				
<u>INCLUSIVENESS</u> Were there groups of men or women who were silent or silenced?				
<u>VALUING</u> Were the distinct realities and ideas of women and men valued fully and equally?				

Reference #20: Sample Checklist of Effective Presentation Skills

NOTE: These are examples only. Participants might develop additional items, or suggest other skills.

Items	Check
1. Trainer got the attention of the participants	
2. Trainer found out previous or existing knowledge of male and female trainees	
3. Trainer explained topic and objectives	
4. Trainer created a friendly and pleasant atmosphere	
5. Trainer's voice was clear and could be heard by all participants	
6. Trainer used simple language to explain	
7. Trainer checked to see if everyone understood	
8. Trainer gave everyone the opportunity to answer and speak	
9. Trainer provided participants the opportunity to practice the skill	
10. Trainer encouraged positive behaviour	
11. Trainer ensured a rotation and a gender balance in presenters, recorders and other leadership roles	
12. Trainer gave equal eye contact, feedback and attention to women and men	
13. Trainer used small groups and other techniques to make quiet men and women comfortable in speaking up	
14. Trainer gave summary at the end of the session	
15. Trainer did not reject anyone's ideas	
16. Trainer used questions to clarify	
17. Trainer gave clear instructions	
18. Trainer demonstrated enthusiasm for the topic	

Reference #21: Feedback

Criteria for Giving Effective Feedback

- Get local advice on how to establish an environment of security, trust and safety to ensure effective feedback
- Then validate what you propose separately with selected local men and women before using at the workshop
- Give positive feedback first
- Be constructive rather than critical
- When giving or receiving feedback, don't be defensive
- Be specific rather than general
- Be descriptive rather than judgmental
- Give acceptable amounts of feedback and try to give relatively the same amount of feedback to each male and each female participant
- Give immediate and timely feedback rather than delaying it
- Do not impose feedback
- Establish and maintain a cordial relationship between the giver and receiver

Reference #22: Training Methodologies

Lecture

WHAT IS A LECTURE?

In this method, an individual delivers a lecture or speech to the participants.

STRENGTHS

- A great deal of information can be presented quickly and in an organized and systematic way.
- A good lecturer can stimulate and inspire learners, and encourage further study and inquiry.
- The lecture does not require printed materials or high literacy levels.
- Large numbers of persons can attend.

RISKS

- Learners play a passive role, and there is not much scope for an exchange of ideas or participation.
- Only the lecturer's ideas or points of view are presented. Facts can be distorted.
- Dynamic lecturers are rare. It is easy to lose the audience.
- It is difficult to gauge the impact of the lecture on the learners.

MATERIALS

Different aids can be used: charts, diagrams, pictures, overhead projectors, etc.

STEPS

1. Prepare the lecture well ahead of the session, clearly linking it to learning objectives.
2. If applicable, prepare handouts and decide when they will be distributed.
3. Prepare and present a challenging and stimulating introduction.
4. Explain how the lecture is related to the learning objectives.
5. Conduct the lecture.
6. Provide an opportunity for questions from participants.

TIPS FOR FACILITATORS

- The lecturer should be able to deal with the topic in depth and in a gender-sensitive way, within the specified time. Do not attempt to give a lecture on topics with which you are not familiar.
- Lectures should be short and infrequent. Otherwise they tend to create a climate of passive acceptance. Lectures should be used only in combination with other approaches.
- The lecture should be in line with the level of the learners. Content should be dealt with in an informative way, and should not be treated lightly. Make the lecture easy to understand – use short sentences and simple terms. Provide examples related to the group's experiences.
- Try to involve the listeners. At the outset, indicate when questions will be answered. Give equal opportunity to men and women to pose questions.
- Use a variety of visuals, but limit the written words in these. If using overhead transparencies, use a large font, and make copies available. Depending on the topic and literacy level of participants, provide written notes on key points, with space for writing.
- Practice your presentation. Speak in a clear voice that is audible to all participants. Pause for effect. Make eye contact. Make sure your facial expressions and body movements are not distracting.
- If an outside resource person or guest lecturer is conducting the lecture, make sure that you brief him or her about the workshop and the trainees. This allows guest lecturers to prepare their remarks so they are consistent with the interests and needs of the trainees.

Brainstorming

WHAT IS BRAINSTORMING?

Brainstorming is a method for generating ideas. It involves focusing on a word, concept, or problem, and then coming up with as many ideas or solutions as possible. Brainstorming sessions are free and open sessions in which there is no criticism of ideas. Sometimes brainstorming is used to help participants begin thinking about a particular topic or issue. Other times, brainstorming sessions are intended to result in the selection of ideas for further analysis, or the selection of “best solutions” to a problem.

STRENGTHS

- Brainstorming is an effective way of getting participation in a non-threatening environment.
- Brainstorming is an effective means of generating lots of ideas with large groups.
- Brainstorming encourages creativity and “thinking outside the box.”

RISKS

- Brainstorming requires a strong facilitator who can establish a non-threatening, uncritical environment, and keep the session on course.
- One or two individuals can dominate the session. The facilitator should plan how everyone, both male and female participants, will be encouraged to participate.

MATERIALS

Something to write on: newsprint, chalkboard, whiteboard

STEPS

1. Describe the brainstorming process to participants (e.g., one idea per person, be creative, no interruptions, no evaluation of others comments, individuals may pass).
2. Define the issue or question to be brainstormed. Write out the question, and make sure everyone understands it. Give group a few minutes to jot down their thoughts.
3. Set a time limit. Around 25 minutes is about right. Larger groups may need more time so everyone can get their ideas out.
4. Everyone shouts out solutions to the problem while one person records them on flip chart paper.

IF SELECTING IDEAS FOR FURTHER ANALYSIS OR IMPLEMENTATION

5. Collectively, select five ideas or solutions that the group likes best. Make sure everyone agrees.
6. With the group, establish criteria for judging the five ideas or solutions, e.g.,
 - it should involve equal numbers of men and women;
 - it should benefit both women and men;
 - it should be cost effective;
 - it should be possible to finish before a specified date.
7. Score the five ideas or solutions that were selected in step #4. Select the idea with the highest score.
8. Keep a record of all ideas in case the one with the highest score is not workable.

TIPS FOR FACILITATORS

- At the beginning of the session, the facilitator should explain the process to participants, i.e., The atmosphere is relaxed and creativity is welcome. Participants are to have fun and come up with as many ideas as possible, from solidly practical to wildly impractical. Ideas must not be criticized or evaluated during the brainstorming session. Criticism introduces an element of risk, stifles creativity and hinders the free flow of ideas. It is critical that the facilitator establish a non-threatening environment that encourages shy women and men to participate.
- Brainstorming can either be carried out by individuals, groups or both individuals and groups. Individual brainstorming tends to produce a wide range of ideas, but does not develop these as thoroughly as group brainstorming. Individual and group brainstorming can be mixed, first by letting individuals come up with a wide range of ideas, and then have these ideas enhanced and developed by group brainstorming.

Demonstration

WHAT IS A DEMONSTRATION?

In this method, a skill or technique is demonstrated by one or more individuals, e.g., facilitators, participants or outside resource persons. The demonstrator presents a method of doing something, while explaining what is being done. It may take only a few minutes, or it may take several hours.

STRENGTHS

The learners have an opportunity to see the actual skills or techniques that they are learning.

RISKS

An effective demonstration takes careful preparation and attention to physical arrangements.

MATERIALS

Depends on what is being demonstrated.

STEPS

1. Write down the steps in advance.
2. Do a test run before you meet the trainees.
3. Make sure all the necessary tools and supplies are at hand.
4. Conduct the demonstration. After each key point, check understanding.
5. When completed, ask trainees to describe what has been done. Ask leading questions about what they found to be critical steps. Provide opportunities for both women and men participants to ask questions and respond.
6. Have the trainees practice the operation with supervision from the facilitator.

TIPS FOR FACILITATORS

- The facilitators should make certain that they prepare well and try out the skill or technique beforehand.
- Make sure the group is organized so that all can see the demonstration.
- An effective way to gain participation is to have participants assist in the demonstration when feasible. By itself, demonstration is ineffective. Participants must be given the opportunity to practice what they see demonstrated.
- Role reversal during demonstrations can be an effective way of introducing gender issues. For example, women participants might demonstrate tasks or skills that are most often carried out by men, and men participants might demonstrate tasks or skills that are most often carried out by women.

Large Group Discussion and Questioning

WHAT IS A MEANT BY DISCUSSION AND QUESTIONING?

Discussion is a way of generating ideas and sharing experiences. In a workshop setting, discussions are structured around specific topics or issues. The facilitator or one of the participants leads the discussion by posing a series of questions.

STRENGTHS

- By posing appropriate questions, the facilitator can direct and encourage learning, leading the exploration of a subject rather than relying exclusively on telling.
- Discussion is an effective way of generating ideas and sharing experiences.
- Participants can learn from each other and take an active part in the learning process.
- Good questioning techniques can draw shy women and men into the discussion.
- The responses of participants help the facilitator assess existing knowledge and decide if additional activities are needed.

RISKS

- Discussion in large groups (e.g., more than 15) is difficult.
- One or two people may dominate the discussion if they are more articulate or more aggressive than others. The group leader must provide opportunities for all to speak.
- There is a danger that all the dialogue will be between the facilitator and the trainees, rather than between and among the trainees themselves. A skilled facilitator is needed to help trainees interact with one another, not just with the facilitator.
- Inexperienced facilitators can fall into the trap of posing questions to a few favourites who can be relied on to give correct answers.
- Care must be taken not to embarrass anyone.

MATERIALS

Something to write on: newsprint, chalkboard, whiteboard

STEPS

1. Start with a search for basic facts that everyone is likely to know.
2. Move on to questions that are more complex and require learners to interpret facts and use knowledge.
3. If the discussion flounders, draw the attention of the group back to yourself by assuming responsibility for an unclear question.
4. If no answer is forthcoming, give a trial answer yourself and ask participants to comment on your answer.
5. Acknowledge all answers and ideas put forth by participants to let them know they have been heard.
6. Frequently summarize the group's work.

TIPS FOR FACILITATORS

- A useful process to follow in presenting direct questions is to pose them first to everyone, pause to allow each trainee to reflect, and then ask an individual.
- A method of opening up an exchange between participants is to “redirect” questions that originate with a trainee and are directed to the facilitator. Rather than reply, the facilitator redirects the question back to the trainees, asking them to reflect on their own experiences.
- Receive responses with thanks and never ridicule mistakes.

Small Group Discussions

WHAT IS A SMALL GROUP DISCUSSION?

In this methodology, participants are divided into small groups to share their experiences, opinions and ideas. Different forms of small groups include:

- buzz groups of short duration (three to four person groups used for a specific purpose);
- task groups (usually five to nine);
- fish-bowl, where a small group discussion is observed by another group from outside, and then the outside group discusses, being observed by the first group.

Groups can be same sex or mixed, same organization or different organizations, same or different levels or positions, and so on. Homogenous groups can sometimes make it easier to discuss sensitive topics.

STRENGTHS

If used effectively, this method stimulates thinking and actively involves all members of the group. It facilitates adult learning enabling all learners to describe their experiences and express their opinions.

RISKS

- There is a danger that one or two outspoken individuals will dominate groups.
- Some participants may choose not to speak, or some may not engage seriously in group discussion.
- Small groups often require the presence of a facilitator to work effectively. An unskilled facilitator can be detrimental to the group, rather than helpful.
- This method can be time consuming, and requires space to accommodate different groups.

MATERIALS

Notepaper or newsprint for groups to record their ideas.

STEPS

1. Identify spaces or areas in which groups will work.
2. During the planning process, establish the objectives of the group work.
3. At the appropriate point in the workshop, form groups using one of a variety of methods (e.g., participants number off, self-selection by participants, facilitator assigns individuals to groups, participants draw from box, etc.)
4. Give clear instructions to the groups on what they are to do, how much time they will have, provide the questions they are to consider, and explain if and how they are to report back to plenary. Instructions may be written or oral. If groups are to respond to a set of questions, these should be written either on newsprint or on instruction sheets for each group.
5. While groups carry out the designated task, circulate and provide clarification, assistance and advice.
6. If applicable, assemble in plenary for presentations and discussion.

TIPS FOR FACILITATORS

- The facilitator should make sure he or she has decided in advance of the session how the groups will be formed. Group formation should be carried out in a quick and straightforward manner.
- Discussion groups should have a leader whose role it is to encourage the participation of all men and women, stimulate discussion and keep the group focused on its goals. Another person should keep records of the discussion, while a third should summarize the results at the end. The roles may be pre-assigned, left to internal choice or rotated amongst members. In naming individuals an overall gender balance should be sought. If group membership remains consistent for several small group activities, the roles of leader, recorder and summarizer should be rotated between women and men participants.
- In some situations it may be useful to begin the group work with an activity that “equalizes” the group for the business at hand. For example, each person might be asked to speak in turn, possibly answering the same question about the task or about his or her participation in the group.
- The facilitator should plan how to encourage participation and ensure one or two individuals do not dominate groups.
- Seek to create an open, trusting and safe climate to enhance the participation of all women and men.
- It is usually helpful for the facilitator to circulate during small group discussion time to offer advice and information. This helps keep the groups on track, prevents misunderstandings about what the task is, and is an opportunity to encourage broad participation.

Role-Play Technique

WHAT IS A ROLE-PLAY?

A role-play is a structured situation in which participants act out a situation or problem before a group of co-participants and facilitators. Roles played in real life situations are critically examined by both the actors and the observers. There are various types of role-plays, e.g.,

- simple role-plays, in which a small group performs before the observers;
- two persons role-play two different sets of characters and then interchange their roles;
- multiple role-play in which different groups enact the same situation.

STRENGTHS

- Participants do not feel as threatened as they might in a real life situation, so they can open up, take some risks, and respond spontaneously.
- Role-plays can give actors the opportunity to practice new behaviours, e.g., male actors might practice gender-sensitivity.
- Role-plays are simple and low cost. They do not require much material or advance preparation.
- It is a good method for throwing light on crucial issues within a short period of time. It can be an effective way to confront issues, e.g., gender-related power structures in a village.

RISKS

- If learners are not fully involved it can be mostly entertainment rather than learning. Role-playing can become an end in itself – players can exaggerate or distort their roles.
- If participants get too involved in their roles, they may not be able to look at themselves and the dynamics of the situation from a distance.
- Discussion and reflection require skilled facilitation in order to highlight dynamics and issues.

MATERIALS

Written cards describing the roles or the situation can be used.

STEPS

1. State the learning objective of the role-play.
2. Identify a problem or situation that is meaningful to the group, and that meets the learning objective.
3. Explain the rationale for the role-play, i.e., what is it being used for and why.
4. Assign roles to individuals or groups. (For different role-plays, either the facilitator can assign roles to different individuals or groups, or individuals can pick their own roles.)
5. Set times and carry out the role-plays.
6. Lead a sharing and analysis session, with discussion focused on observations, feelings and understandings, not on opinions or suggestions.

TIPS FOR FACILITATORS

- The problem or situation should be well defined, specific and not too complex. The facilitator should set the stage, and give clear and precise instructions to actors and observers.
- The active involvement of the learners is essential. Individuals should not be forced to play roles if they are reluctant. This could result in the person being anxious, nervous or threatened.
- If a role-play stretches out too long, or an impasse is reached, or feelings get out of hand, the role-play should be tactfully stopped.
- After the role-play, allow sufficient time for participants to distance themselves from their roles. A break or icebreaker at this point can be useful.
- The facilitator should be alert to emotional problems that could develop among observers and actors.
- Make sure that during the discussion and analysis no one is ridiculed. The focus of analysis should be on the issues and dynamics of the play, not the individuals or their acting ability.

Case Study Methodologies

WHAT IS A CASE STUDY?

Case studies are real life experiences of individuals, groups or organizations. A case study tells a story. They can be written or oral.

STRENGTHS

- Case studies aid in the process of reflection and application of new ideas. Learners can draw parallels with their own experiences, and see differences.
- Case studies can demonstrate that there are various ways of seeing and resolving problems.
- Participants can draw strength from the sharing of experiences and realizing that they are not alone in their struggles. This helps give them renewed commitment and a will to go on.
- The case study works well with most sizes of groups. Large groups can be divided into smaller groups.
- This approach is effective with interdisciplinary groups.

RISKS

- Finding appropriate and relevant case studies can be difficult.
- It is time consuming to collect information and prepare case studies. It requires considerable skill.
- Case studies are influenced by the perceptions, ideologies, feelings and experiences of the writers, and can give distorted and subjective versions of reality.

MATERIALS

Case studies

STEPS

1. Read or hear the case study
2. Individual reflection.
3. Small group discussion or activity (e.g., preparation of a skit) to explore the issue further (May be guided by previously developed set of questions.)
4. Extract highlights.
5. Collectively, analyze the case.
6. Summarize the lessons provided by the case.

TIPS FOR FACILITATORS

- This method requires a high degree of involvement and participation of both learners and facilitators. Facilitators must ask questions, probe, clarify, invite interpretations, draw parallels between existing reality and the case, etc.
- The facilitator should ensure that the case study is applicable to the local context and the group. What works with one group of learners may not work for another group. The facilitator should keep in mind the level of learners and the objectives to be achieved.
- Make sure adequate information is included in the case study for participants to work with.
- Allow sufficient time for participants to read and reflect on cases.

Reference #23: Example of a Training Checklist³

<i>Item</i>	<i>Check</i>
1. Initial Scoping: identification of training needs, overall goals, topic, target group, duration, location and cost	
2. Initial strategy on how to mainstream gender throughout the training process.	
3. A proposal is developed for funds.	
4. Funding is approved.	
5. Trainers/facilitators are contracted.	
6. Training needs are assessed. Data are sex disaggregated.	
7. The gender strategy is fine-tuned.	
8. Content and activities are proposed.	
9. Trainers/facilitators submit facilitation plan for approval.	
10. Facilitation plan is approved.	
11. Trainers/facilitators develop the training checklist and identify who is responsible for each major task.	
12. Logistics are sorted	
Training venue	
Accommodations for participants and facilitators	
Transportation	
Participant stipends if applicable	
Child care	
Meals	
Equipment	
13. Facilitation tools and materials are developed: invitations, agenda, handouts, presentations.	
14. Workshop materials are created and/or purchased.	
15. Participant kits are developed.	
16. Each invitee's participation is confirmed.	
17. Training is delivered.	
18. Training is evaluated.	
19. Post-training evaluation is conducted six months later	

³ Training checklists do not all look alike. There may well be items on here that will not apply to your situation. There are probably activities that you feel are important to add. This is merely a 'starter' list.