

2

Gender-Sensitive Training Skills

This module¹ was developed to increase familiarity with the other GWA gender mainstreaming modules towards organizing and delivering culturally specific regional Training of Trainers (TOT) workshops. Abilities to develop and facilitate participatory workshops in a pro-poor, pro-environment and gender-sensitive manner are required if we are to succeed in our efforts to mainstream gender within integrated water resources management.

¹ Module written by Prabha Khosla and one session by Shazreh Hussein.



MODULE TWO. GENDER-SENSITIVE TRAINING SKILLS

Module objectives:

- Understand different approaches to adult education and learning.
- Learn about different teaching and learning methods.
- Learn how to use icebreakers and energizers effectively.
- Introduce participants to the importance of a gender-sensitive approach to training.
- Discuss difficulties associated with gender training and methods to address them.
- Enhance participants' facilitation and presentation skills.

Duration: 10 hours or 1 1/2 days.

List of acronyms:

IWRM	Integrated Water Resources Management
LCD (projectors)	Liquid Crystal Display projectors
OHP	OverHead Projector
TV	Television



SESSION 1 INTRODUCTION TO MODULE TWO

Session objectives:

- Introduce the workshop and welcome participants.

What you need:

- Transparency 2.1 and Handout 2.1.
- Worksheet 2.1, printed on 2 different colored papers so that half the group will be given a color each. Print 2-up to save paper and reduce waste.
- Flip chart, flip chart paper, markers and masking tape.

Duration: 1 hour.

Step-by-step process:

Step 1 Welcome everyone (by relevant organization sponsoring the workshop and/or facilitator).

Step 2 Explain what will be done in this session and how. Explain the introductory exercise to the group before they do it. The introductory exercise is to be used if this module is being conducted as a stand-alone module. If not, make sure you get participants' expectations for this module and then move to Step 4.

This exercise can also be used as an icebreaker for the module. In this case, as participants will already know each other's names etc., just use the question "How many years of experience do you have in training and in which areas?" as the icebreaker. The exercise will give you an idea of people's backgrounds and experience in training and alert you to the skills level of the group you are working with. This information might also help you should you need to make changes to the rest of the module.

Calculate the total number of years in the group and congratulate everyone for the many years of experience in the group! "How fortunate we are to have so much collective knowledge in the room!"

Step 3 EXERCISE

Participant Introduction (If they are meeting for the first time.)

PROCEDURE:

- a. Inform the group that introductions will be done in pairs using an interview format. Give half the group the worksheets of one color and the other half the other color. Each participant has to pair up with someone who has a different colored handout.
- b. They have 8 minutes in total to interview each other (4 minutes each). Then, they have 2 minutes to introduce each other to the group.
- c. They use the questions in the Worksheet 2.1 to interview each other and write the answers in the spaces provided.



MODULE TWO. GENDER-SENSITIVE TRAINING SKILLS

- d. Tell them they have to be as lively as possible in introducing each other, reading of notes is not permitted, and please use first names as much as possible. Ask them to note one thing they like about the person they interviewed.
- e. Write-up the expectations on the flip chart as they are being articulated. At the end, comment on them in relation to the rest of the module and keep them for the workshop conclusion.

Step 4 Introduction to Module Two.

Distribute copies of Handout 2.1 (Module Overview) to the participants, if they have not received them in advance. Project the Workshop Overview (Transparency 2.1) on the screen and read it out to the group. Ask if people have any questions or need any clarifications.

OPTIONAL PARTICIPANT INTRODUCTION EXERCISE (Alternative Step 3)

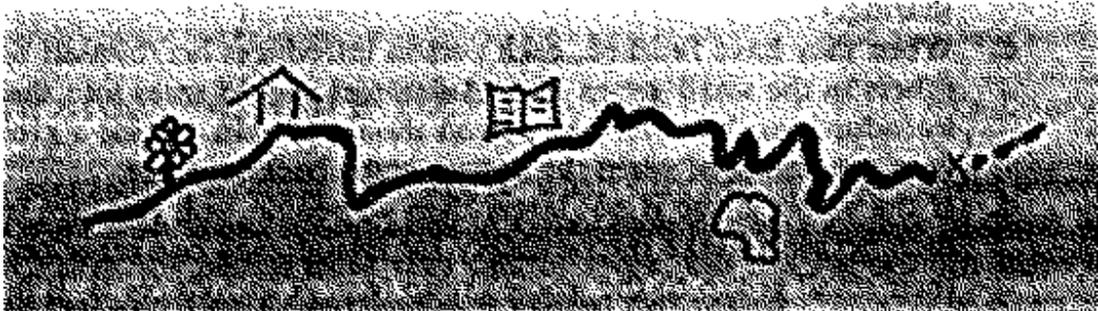
Journey of My Life²

This exercise works well for people who work in the same institution but do not know each other well. The exercise assists people to move into sharing deeply with each other. It is not a good introductory exercise if group members do not know each other at all. It is not used in large groups.

PROCEDURE:

- a. Ask participants to draw on a piece of paper their life line illustrating their life, showing the ups and downs, particularly significant periods and events and people, how they felt about them etc. Mark X at the present point and continue the line into the future. One might ask the people to include a symbol for each significant period.

SAMPLE LIFELINE



- b. This lifeline should then be shared in small groups of 3 to 4 people only. (Note: This is not a useful exercise for helping a large group to get to know everyone. It involves sharing deeply and it is not something that can be rushed. However, knowing a small group well, at some points contributes more to trust, than knowing a little bit about a lot of people.)

DURATION: 45 minutes.

WHAT YOU NEED: Paper, pencils and crayons.

Step 4 Introduction to Module Two.

Distribute copies of Handout 2.1 (Module Overview) to the participants, if they have not received them in advance. Project the Workshop Overview (Transparency 2.1) on the screen and read it out to the group. Ask if people have any questions or need any clarifications.

² Adapted and developed by David and Jean Poynton. Also known as "River of Life".



MODULE OVERVIEW

SESSION	SESSION TITLES AND OBJECTIVES
Session 1	Introduction to Module Two (1 hour)
Session 2	Adult Learning (2 hours) <ul style="list-style-type: none"> ■ Understand the different approaches to adult education and learning. ■ Learn about different teaching and learning methods.
Session 3	Use of Icebreakers and Energizers (30 minutes) <ul style="list-style-type: none"> ■ Learn how to use icebreakers and energizers effectively.
Session 4	Emotions and Resistance in Gender Training (2 hours) <ul style="list-style-type: none"> ■ Discuss difficulties associated with gender training and develop strategies for dealing with them.
Session 5	Facilitation Skills (2 hours) <ul style="list-style-type: none"> ■ Learn and improve facilitation skills. ■ Build confidence in conducting workshops.
Session 6	Presentation Skills (1 hour 30 minutes) <ul style="list-style-type: none"> ■ Learn and improve presentation skills.
Session 7	Conclusion and Evaluation (45 minutes) <ul style="list-style-type: none"> ■ Conclude the workshop with an evaluation and appreciation of all participants and organizers. ■ Reflect on achievements and obstacles of the day and consider the next steps.



WORKSHOP OVERVIEW

	Sessions	Duration
1	Introduction to Module Two	1 hour
2	Adult Learning	2 hours
3	Use of Icebreakers and Energizers	30 minutes
4	Emotions and Resistance in Gender Training	2 hours
5	Facilitation Skills	2 hours
6	Presentation Skills	1 hour 30 minutes
7	Conclusion and Evaluation	45 minutes





WORKSHEET 2.1 INTRODUCTION AND WELCOME

Name

Organization

How many years of experience do you have in training and in which areas?

Can you give one expectation that you have for this workshop?

WORKSHEET 2.1 INTRODUCTION AND WELCOME

Name

Organization

How many years of experience do you have in training and in which areas?

Can you give one expectation that you have for this workshop?



SESSION 2 ADULT LEARNING

Session objectives:

- Understand different approaches to adult education and learning.
- Learn about different teaching and learning methods.

What you need:

- Worksheet 2.2.
- Cup Exercise questions on cards.
- Copies of Handout 2.2.
- Transparency 2.2.
- Flip chart paper, markers and masking tape.

Duration: 2 hours.

Step-by-step process:

- Step 1 Introduction to Session 2. This session will include two exercises on factors and approaches that facilitate or hinder learning, followed by a brief lecture on different teaching approaches and methods.
- Step 2 Brief lecture on Different Approaches to Adult Teaching and Learning. (5 minutes.) Depending on what is suitable for your audience, select key points from the information in the Trainer's Notes below. Put them on a transparency or powerpoint slide.

TRAINER'S NOTES

Adult Learning

Training methods can be either participatory or non-participatory. In a non-participatory or didactic approach, learning is not usually an interactive process. The "teacher" is assumed to have the skills and knowledge on the subject and her/his role is to impart such skills and knowledge to the learners. The learners listen, take notes, ask questions and at times practice what they have learned.

Participatory training or a learner-centered approach is premised on the fact that both the teacher/trainer and the participant have knowledge to share and can and do learn from each other. It promotes the active participation of both the trainer and the trainee and it involves the creation and acquisition of skills and knowledge by both parties. The learner-centered approach recognizes that knowledge is acquired from experience as well as from formal situations.



TRAINER'S NOTES (CONT'D)

Another approach to teaching or information sharing is social marketing. Social marketing is premised on “selling” or disseminating an idea, product or message to a large audience. This approach is common to the water and sanitation sectors in terms of communicating messages on hygiene, health and ill health.

Participatory and experiential learning processes have been and are particularly significant for adult learners. Experiential learning within a group provides people the opportunity to share knowledge and problems with others and work together to find solutions. In gender and poverty awareness training, it is especially important to use methods and tools that bring out and validate the knowledge of those participants who have culturally or historically been excluded from decision-making.

It is important for trainers to know how adults learn because such knowledge influences the quality of facilitation, especially in the following areas:

- Presentation of information.
- Generation and processing of data.
- Use of participant resources.
- Use of different media and ways of working on group tasks.

Learning involves taking in information, processing information, gaining understanding or insight, and retaining what has been learned. Understanding principles of adult learning helps the facilitator to design workshops that facilitate learning, information sharing and group development.

It is important to remember:

- People learn in *different ways*.
- Different methods *facilitate learning* for different people.
- Learning in any group will *depend on the design* of the session.

Remember the Chinese proverb, “*I hear and I forget, I see and I remember, I do and I understand*”. Adults learn through auditory, visual and kinesthetic modes. Generally, people learn through all three modes, but individuals vary in their preferences for each mode. To maximize learning in workshops, it is important to use many learning styles to accommodate the different learners in the group.

For adults, learning occurs best when it is motivated, and not coerced or forced. The participants' motivation comes from the context, relevance and involvement in the level of work. The work's context should be clear, understood and agreed to. Why is the work being undertaken? Does the rationale make sense? How does the work fit into the organization's bigger picture? How does it fit into the participants' personal interests and jobs?

For participants, it is important that a task be guided by their needs, objectives and preferences. Their involvement is essential if they are to direct or influence the “what” and “how” of gender mainstreaming and Integrated Water Resources Management (IWRM).³

³ Adapted from: Empowerment of Women Through Equal Participation in Decision-Making; The Facilitator's Fieldbook and the author's experience.



MODULE TWO. GENDER-SENSITIVE TRAINING SKILLS

Step 3 EXERCISE (45 minutes)

What Helps and Hinders Learning?⁴

OBJECTIVE: Help participants to reflect on those factors that help and hinder learning. Explain the exercise before you begin.

PROCEDURE:

- a. Give each participant Worksheet 2.2.
- b. Ask them to reflect on one positive learning experience in their life and one not so positive experience. It can be any kind of learning, not only classroom or workshop-based. Get them to fill in the worksheet. They have 7 minutes to do this.
- c. Break the group into teams of 4, where participants share factors they have identified from their 2 experiences. Each participant should take turns doing this. Common learning experiences should be listed on flip chart paper in large writing. They have 20 minutes for team work.
- d. Get each team to put their papers on the wall so everyone can see them. Give them a few minutes to read and reflect on them. (10 minutes.)
- e. Repeat the common points and comment on them within the context of adult learning.
- f. Reflection Questions. (5 minutes.)
 - 1) What do you see is common to the teams? Why?
 - 2) What stands out for you?
 - 3) What surprises you?
 - 4) Does anyone have another opinion than/about...?

Step 4 EXERCISE (45 minutes)

The Cup Exercise⁵

OBJECTIVES: Introduce a tool which can serve as a yardstick for measuring the degree of control or freedom implicit in a variety of learning tasks. This exercise assists participants to see the difference between directive and non-directive approaches to teaching and learning and to become aware of the fine gradations of directiveness and non-directiveness in a set of tasks.

WHAT YOU NEED: You will need 4 sets of 6 cards each with the messages below. Working in 4 teams, each team will be given 2 sets each.

1st Set of Cards. (You can draw cups with this set. You can also use this set with the drawings as an example for the group.)

- Put some water in the cup.
- Fill the cup to the brim with water.
- Do what you like with the cup.
- Put some liquid in the cup.
- Fill the cup with water.
- Put something in the cup.

⁴ Adapted from: Communication Skills For Trainers and for Community Participation.

⁵ Adapted from: Tools for Community Participation: A Manual for Training Trainers in Participatory Techniques.



2nd Set of Cards.

- Your irrigation system wastes water. You need to use drip irrigation.
- Your irrigation system wastes water, I will design a new system for you.
- Your irrigation system wastes water, you need a new one.
- Your irrigation system wastes water, you need to do something about it.
- Your irrigation system wastes water, what are you thinking of doing about it?
- There is water wastage here, what is the problem and how are you planning to address it?

3rd Set of Cards.

- The standpipe is dripping; fix it.
- The standpipe is dripping; you should fix it right now.
- Do what you want with the standpipe.
- Should you not be thinking of fixing the standpipe?
- The standpipe has been dripping for a while. What is the problem? Have you been thinking of how to address it?
- The standpipe is dripping. Have you been thinking about how to fix it?

PROCEDURE:

- a. Divide the group into 4 teams.
- b. Shuffle the cards and give each team 2 different sets.
- c. The team's task is to arrange the cards so that the most directive is on the left and ends in a series with the most open on the right.
- d. Ask participants to think about which cards/approach best represents the way to address issues of poverty and gender at any level of the water and sanitation sector.
- e. Once they are done, walk the group through the card displays of each team.
- f. Ask each team to present their rationale for their order of cards to the plenary.

Discussion Questions.

- 1) What are the merits of a more directive approach?
- 2) What are the merits of an open-ended approach?
- 3) Which approach does staff of water related institutions commonly use?
- 4) Which approach would work better to address poverty and gender?

- g. Summarize the discussion.

Step 5 Go through Transparency 2.2 on Different Approaches to Adult Teaching and Learning (10 minutes). Ask participants if they would like to share their experiences on these issues at this point. (5 minutes.)

Step 6 Give everyone copies of Handout 2.2 on Teaching and Learning Methods. Read through some of them and inform the participants that they will get a chance to put them into practices in later sessions. These are for them to think of when they are planning their workshops. (5 minutes.)

Note: Please note that Module Four (Gender Mainstreaming Tools) includes Johari's Window, which can also be used to illustrate different learning styles.

Also, inform them that they will get a chance to put their thinking and ideas on adult learning to use when they do Module Six (Planning TOT Workshops).



WORKSHEET 2.2 EXERCISE ON LEARNING EXPERIENCES

Note: You have 7 minutes for this exercise. Please time yourself so that you are able to complete both parts.

DESCRIBE 1 POSITIVE LEARNING EXPERIENCE THAT YOU HAVE HAD AS AN ADULT.

What factors made it a positive learning experience for you?

What helped you learn?

DESCRIBE 1 DIFFICULT LEARNING EXPERIENCE THAT YOU HAVE HAD AS AN ADULT.

What factors made it difficult to learn? Please identify them.

THE FOLLOWING QUESTIONS MIGHT HELP YOU TO THINK THROUGH YOUR EXPERIENCES:

Why did you learn it?

Who helped you learn?

What helped you learn? What was the context of learning and the teaching style?



DIFFERENT APPROACHES TO ADULT TEACHING AND LEARNING

	Didactic Top-down approach	Social marketing	Learner- centered approach
Basic assumption	Learner lacks knowledge.	Learner group lacks knowledge.	Learner has knowledge which can be shared.
Strategy/ approach	Teacher must fill the knowledge gap using a top-down approach.	Fill knowledge gap using the fastest methods, e.g., posters.	A two-way learning process.
Identification of learning needs	Teacher as an expert identifies the learning needs and develops content.	Needs are externally identified. Maybe using clinic records etc.	Both the facilitator and the learners identify needs in a participatory manner.



DIFFERENT APPROACHES... (CONT'D)

	Didactic top-down approach	Social marketing	Learner- centered approach
Use of learning aids	Learning aids are close-ended – intending to educate.	Close-ended posters that have a message – information giving.	Learning aids are open-ended – subject to reflection and interpretation.
Scope for learner involvement	Learner is usually a passive receiver of information.	Limited input and usually will not alter the content significantly.	Participants are involved in learning as the process is shared between them and the facilitator.
How do you measure assimilation /learning	Teacher will decide either through oral or written exams.	Difficult to measure as there is no explicit feedback process.	Learning can be measured by qualitative indicators.



DIFFERENT APPROACHES... (CONT'D)

	Didactic top-down	Social marketing	Learner-centered
Advantages	<p>Teacher remains focused.</p> <p>Takes a short time.</p> <p>Gives a lot of information in a short space of time.</p> <p>Easy to measure exams.</p>	<p>Message reaches a lot of people in a short period.</p> <p>Message cannot be derailed from main focus.</p> <p>Good for passing information when there is an outbreak, e.g., cholera.</p> <p>Evaluation mechanisms not always utilized.</p>	<p>Retention level is high.</p> <p>There is sustainability of information – what is learned will be remembered.</p> <p>May lead to behavioral change.</p> <p>Difficult to measure qualitative change.</p>



DIFFERENT APPROACHES... (CONT'D)

	Didactic top-down	Social marketing	Learner- centered
Constraints	Limited retention.	Feedback will lead to limited behavioral change.	Facilitator may be derailed.
	Limited suitability for behavior change.	Limited suitability for behavior change.	Takes more time, effort and resources.





TEACHING AND LEARNING METHODS

There are many different methods of training and learning. Here are some examples.

BRAINSTORMING. Participants are asked to "brainstorm" ideas about a particular subject. Every suggestion is accepted without criticism or comment and written down on the flip chart. The group then discusses the ideas when all suggestions have been recorded.

BUZZ GROUPS. Without moving from their seats, participants discuss ideas/experiences in pairs or threes for a few minutes. Good for getting discussions going, buzz groups enable participants to explore ideas before presenting to the plenary.

CASE-STUDY. A case-study outlines a realistic situation which participants can use to turn theory into practice. It enables group members to apply new information, insights and ideas to a realistic situation relevant to their work.

DEBATE. Formal talks by two teams each trying to disprove the other's claims and to re-affirm their own view.

DEMONSTRATIONS. A demonstration is usually used to teach a skill. The teacher shows the group the whole skill in addition to breaking it down into its component parts. Ideally, the students will then practice the skill.

DIARIES. Participants keep a personal diary in relation to a specific theme or problem. These help develop self-awareness, help the participants relate the course to the rest of their lives and provide evidence for one or more aspects of personal behavior that can then be used for analysis.

DISCUSSION. A discussion involves an exchange of ideas on a subject. A discussion can be structured by the trainer or can be a free (unstructured) group discussion. There is often no right or wrong answer or single solution to the problem being discussed.

GAMES. Games can sort out problems, can create a group identity, may help to build trust within a group and may help develop sensitivity to the problems of others. Four types of games are commonly used:

- *Icebreakers* or games used at the beginning of a session or course with one or more of the following aims: to get group members to relax and mix and to create trust within the group and/or to have fun.
- *Knowledge games* which give information to the players.
- *Energizers* or tension diffusers are games that can be played when the energy of the group is flagging or to diffuse tension trust or social development games which will help to create a safe atmosphere in the group.

GROUP/TEAM WORK. Groups/teams carry out specific tasks or activities. These encourage people to share experience and knowledge, encourage participation and develop a cooperative approach to working.

LECTURE/TALK. A presentation on a subject by the teacher. It does not involve student participation.

PANEL. A discussion among a few qualified people seated at a table in front of the audience.

POLARIZED VIEWS. Views about an issue are polarized, i.e., phrased to reflect extremely different views. Group members can work in pairs, with each individual acting as if they fully adopted one of the points of view for the exercise, despite their own views. Each person writes down all the arguments they can think of which support their position, without discussing it with their partner. The partners then start arguing their case. The trainer lists the points in favor of each view by asking each pair in turn to contribute one point, until all points have been collected.

PROJECTS. Projects can be undertaken by individuals or by a group and involve making a detailed study of a subject for presentation in a written or verbal form. This gives initiative to the participants and is good for "discovery learning" which tends to enhance motivation.



TEACHING AND LEARNING METHODS

QUESTION AND ANSWER. Question and answer sessions involve the teacher asking questions for the students to answer or vice versa.

QUESTIONNAIRES. A list of questions relevant to a topic. Can measure knowledge, attitudes or behavior.

ROAD MAPS. A road map is a technique used to look back over someone's life in a non-threatening way. The person draws a line on a piece of paper and marks on it events in their life, which may have affected their behavior in some way.

ROLE-PLAY. The acting out of a real situation. A situation or problem is outlined. Group members are assigned parts and asked to act out the situation. Role-play can help group members to find a solution to a problem. It may help them to understand others' viewpoints and may produce changes in attitudes or behavior.

ROUNDS/CIRCLES. The group leader asks a question. Each group member in order round the circle gives his or her answer. Everyone else listens quietly; no one criticizes or comments on what is said. Group members can opt to pass.

VISITS. Participants, either as individuals or in groups, visit an outside venue, relevant to a particular part of the course. Can involve interviewing people, finding information and observing a process.



SESSION 3 THE USE OF ICEBREAKERS AND ENERGIZERS

Session objective:

- Learn how to use icebreakers and energizers effectively.

What you need:

- Choose one icebreaker and one energizer you want to use as demonstrations for this session.

Duration: 30 minutes.

Step-by-step process:

- Step 1 As most trainers are familiar with icebreakers and energizers you do not need an elaborate introduction and neither do you need to spend a lot of time in demonstrating their use.
- Step 2 Use the information in the Trainer's Notes to give a brief introduction to icebreakers and energizers and also remind participants that it is an important tool when working with adults especially in terms of developing greater comfort with themselves and each other.
- Step 3 It is recommended that you take this time to demonstrate the use of an icebreaker and an energizer.
- Step 4 This material below also includes some very useful exercises to use for workshop conclusions. Remember to alert participants to the evaluation exercises at the end of the list below.

TRAINER'S NOTES

Icebreakers and energizers can be of invaluable help in creating a learning environment, in which individuals and groups feel free to experience, reflect and communicate. They are particularly useful for workshops on gender, which are likely to surface conflicting opinions, discomfort and personal biases.

In particular, icebreakers and energizers can be used to:

- Provide participants with opportunities to get to know each other.
- Stimulate the flow of communication among participants.
- Raise the energy level of participants.
- Bring personal expectations and the group's reality closer together.
- Encourage everyone to participate and learn.
- Reinforce learning.
- Introduce an element of fun.



ICEBREAKERS AND ENERGIZERS

Icebreakers for Introductions

When people come together to take part in a workshop or training, it is important to make everyone feel welcome and part of the group. Introductions are particularly important in helping to set a warm and friendly tone for the workshop. When people meet for the first time, there is often some nervousness and shyness. An icebreaker should offer participants the following:

- A safe, clear and acceptable structure.
- Conversation topics that are interesting and non-threatening.
- Enough perspective and scope for making and receiving distinct impressions of one another.
- Some action/body movements and laughter, where possible, to relieve the tension.

LIST OF ICEBREAKERS AND ENERGIZERS

ICEBREAKER/ENERGIZER	DURATION (IN MINUTES)
1. Cartoons	40
2. Fast Find	20
3. Familiar Objects	20
4. Walk the Talk	25
5. Fruit Salad	15
6. Finding Your Voice	15
7. The Number Game	10
8. Coconut	5
9. Hunter, Gazelle and Wall	15
10. The Machine	10
11. What's Your Name?	15
12. The 1,2,3 of Dancing	10
13. The Change Game	10
14. Catching Change	15
15. Integrated Water Resources Management	10
16. Sharing	20
17. The Knot	10
18. Paasha>Showers	5
19. Imaginary Gifts	15
20. Positive Strokes	15



ICEBREAKERS

1. Cartoons

OBJECTIVE: Introduce participants and trainers to each other in a humorous and memorable way.

WHAT YOU NEED: One flip chart paper for each participant, a marker for each participant, flip chart stand and paper.

DURATION: 40 minutes.

PROCEDURE:

- a. Tell participants they are going to be interviewing each other and divide them into pairs.
- b. Ask participants to interview their partners for 5 minutes each and then spend 5 minutes drawing a picture of their partner, which they will use to introduce each other to the group. Tell participants that their drawing should convey their impression of the other person in some way. They are not being asked to produce perfect portraits. Just a quick impression, more like a cartoon.
- c. Tell each participant to ask their partner the following. Flip chart each item as you say it:
 - Name.
 - Designation and organization.
 - Favorite place.
 - Favorite food.
 - Favorite hobby.
- d. After five minutes, ask participants to reverse roles.
- e. After another five minutes, ask participants to start drawing their pictures of each other.
- f. Give participants 5 minutes to draw and then call them in pairs to show their drawing and introduce each other.

NOTE TO THE FACILITATOR: This icebreaker generates a lot of humor. It is important to assure the participants that their drawing abilities are not being tested.

2. Make a New Friend/Fast Find

OBJECTIVE: Provide participants with an opportunity to talk to each other.

WHAT YOU NEED: A4 paper with typed statements.

DURATION: 20 minutes.

PROCEDURE:

- a. On one page put down at least 9 or 10 statements that are likely to be true for one or more participants. Leave space under each statement for a signature. Examples of statements are as follows:
 - People who traveled more than 12 hours.
 - People who like spicy food.
 - People who are beautiful.
 - People who are happy to be here.
 - Participant from Latin America.
- b. Distribute a sheet to each participant.
- c. Ask them to get a signature for each statement from a person for whom it is true. The person who gets a signature for every statement on the sheet first will be the winner.
- d. Welcome participants and comment on the responses briefly.



ICEBREAKERS (CONT'D)

NOTE TO THE FACILITATOR: This icebreaker is particularly effective in getting a workshop off to an energetic start even with the most formal groups. If participants belong to the same organization, the icebreaker should be referred to as “Fast Find”.

3. Familiar Objects

OBJECTIVES: Know the participants better and learn a little about their personalities; and help participants to relax.

WHAT YOU NEED: Different objects such as a soft toy, spoon, glass, paperweight, cap, belt, pencil, stone or mirror. There should be one object for each participant.

DURATION: 20 minutes.

PROCEDURE:

- a. Participants should be seated in a circle and objects placed in the center of the room.
- b. Ask participants to choose one object that represents them in some way or that they can identify with.
- c. Participants should share with the group why they chose a particular object and what it explains about their behavior/personality.

NOTE TO THE FACILITATOR: This exercise helps participants to open up and share personal experiences.

4. Walk the Talk

OBJECTIVES: Become aware of one’s own perceptions about gender and any associated discomfort; reduce inhibitions; and help participants overcome shyness and self-consciousness.

WHAT YOU NEED: Tape recorder and some light music (optional).

DURATION: 25 minutes.

PROCEDURE:

- a. Ask participants to walk around the room. They should spread out and walk in all directions, maintaining eye contact with other participants passing them.
- b. Give the following instructions while they are walking:
 - Walk fast.
 - Walk slowly.
 - Walk like a man.
 - Walk like a woman.
 - Walk like a child.
 - Walk like an old woman.
 - Walk like an old man.
 - [Add more variations here.]
- c. Change instructions every few minutes.
- d. Ask participants to share how they felt acting like a male/female. Were they comfortable or uncomfortable? Encourage them to discuss reasons for how they felt.

NOTE TO THE FACILITATOR: Discuss how females and males see themselves differently and how society teaches us our gender roles.



ENERGIZERS

5. Fruit Salad

OBJECTIVE: Energize participants.

WHAT YOU NEED: Flip chart.

DURATION: 15 minutes.

PROCEDURE:

- a. Ask the participants to sit on chairs in a circle and tell them that they are going to make a fruit salad. The facilitator stands so there is one chair less than the number of people playing the game.
- b. Ask the participants to name their favorite fruits and choose any four fruits with the help of the participants, for example Apple, Orange, Guava, Banana.
- c. Write the four fruits on the flip chart. Tell participants that they are now going to become a fruit. Ask participants to call out the name of the fruit listed on the flip chart one by one. Each participant “becomes” the fruit they call out. For example, the first participant is an “Apple”, the second an “Orange” and so on. After the fourth participant has called out “Banana” the next starts with “Apple” again.
- d. Tell the participants that they have to quickly change their seat if the name of their fruit is called out. For example if the facilitator calls out “Apples”, all the “Apples” have to change their seats. If the facilitator shouts “Fruit Salad”, then all the participants change seats with each other.
- e. The facilitator also takes part and tries to get a seat after calling out. Whoever gets left without a seat makes the next call.

NOTE TO THE FACILITATOR: The facilitator can call out one or more fruits at the same time. For example “Apples and Bananas”.

6. Finding Your Voice

OBJECTIVE: Reduce inhibitions; establish trust; and reduce self-consciousness.

WHAT YOU NEED: None.

DURATION: 15 minutes.

PROCEDURE:

- a. Ask participants to lie down on their backs; one participant begins humming, and one after the other, the rest of them follow and pick up the humming.
- b. Repeat the same process a number of times with a higher pitch.

NOTE TO THE FACILITATOR: No detailed debrief is required. Ask the participants to share their feelings, inhibitions or discomfort. This is a good exercise to make participants aware of their discomfort.



ENERGIZERS (CONT'D)

7. The Number Game

OBJECTIVE: Help participants concentrate and focus; and energize the participants.

WHAT YOU NEED: None.

DURATION: 10 minutes.

PROCEDURE:

- a. Ask the group to stand in a circle.
- b. Tell them that they are going to count from 1 to 50. The first participant calls out 1, the next calls out 2 and so on. Participants who get the number five or its multiples (10,15,20...) have to clap instead of calling out the number.
- c. If someone makes a mistake (for example calling out the number instead of clapping), s/he is out of the game and the next participant starts counting again from 1. If the next participant does not start the counting again from 1, s/he is also out.

NOTE TO THE FACILITATOR: The facilitator should encourage participants to count at a brisk pace. Some other variations can also be used, for example:

Clap at number 7, multiples of 7 (14, 21, 28...) and at all the numbers ending with 7 (17, 27, 37...).

Clap at 5 and multiples of 5 (15, 25, 35 and so on...) and click at 10 and multiples of 10 (10, 20...).

8. Coconut

WHAT YOU NEED: None.

DURATION: 5 minutes.

PROCEDURE:

- a. Ask the participants to stand in a circle.
- b. Demonstrate how to write the word **C O C O N U T** by representing the letters with the following body movements:
 - C**: Bend your arms slightly at the elbows and raise them to shoulder level in front of you, leaving space.
 - O**: Bend your arms slightly at the elbows and raise them to shoulder level in front of you and join the fingers of both hands to make a closed circle.
 - N**: Bend down and touch your toes with both hands.
 - U**: Keep both arms straight and raise them above your head.
 - T**: Raise both arms sideways till they are parallel to your shoulders with palms facing downwards.
- c. Call out the letters one by one and ask them to make the corresponding body movement as you call the letter.
- d. Change the pace from slow to fast. You can also call out the letters jumbled up.

NOTE TO THE FACILITATOR: The facilitator should be enthusiastic and energetic when calling out the alphabets.



ENERGIZERS (CONT'D)

9. Hunter, Gazelle and Wall

WHAT YOU NEED: None.

DURATION: 15 minutes.

PROCEDURE:

- a. Divide the participants in three teams.
- b. Each team will decide whether the team wants to be a “Wall”, a “Hunter” or a “Gazelle” without disclosing it to the other teams. The actions which will represent the three options are as follows:
 - Wall: Both arms and hands up with palms facing outwards.
 - Hunter: Both arms raised to shoulder level as if holding a gun pointing towards the prey.
 - Gazelle: Action of a gazelle leaping over a wall.The following rules decide the winner:
 - Wall vs. Hunter: The wall team wins a point as the hunter cannot shoot the wall.
 - Wall vs. Gazelle: The gazelle team wins a point as it can jump over the wall.
 - Gazelle vs. Hunter: The hunter team wins as s/he can shoot the gazelle.
- c. When the facilitator shouts “Ready!”, the teams will face each other and shout what they have chosen: “Wall”, “Hunter” or “Gazelle” with an action corresponding to the choice they have made.
- d. The winning team wins one point based on the rules mentioned above. After a few rounds have been played, the team with the highest score at the end of the game is the winner.

10. The Machine

OBJECTIVES: Team building.

WHAT YOU NEED: None.

DURATION: 10 minutes.

PROCEDURE:

- a. Tell the participants that together they are going to create a machine.
- b. Ask a volunteer to come into the center and make an action with a sound.
- c. Ask another participant to join the volunteer in the center and make another action matching/complementing the action and sound made by the first person.
- d. One by one, all the participants join the group in the center to form a machine – with harmonized actions and sounds.

NOTE TO THE FACILITATOR: A variation on this exercise is to form a “Love Machine” where instead of making actions, participants join each other in the center, stand against each other or hold hands with eyes closed and make sounds in harmony with each other.



ENERGIZERS (CONT'D)

11. What's Your Name?

OBJECTIVE: Help the participants remember each other's names and energize the participants.

WHAT YOU NEED: Small ball or a roll of masking tape.

DURATION: 15 minutes.

PROCEDURE:

- a. Ask the participants to stand in the circle.
- b. Ask the participants to throw the ball at each other randomly. The participant who catches/receives the ball has to recall the name of the participant who threw the ball.
- c. If the participant is unable to recall the name, s/he performs a jig in the center for everyone.

NOTE TO THE FACILITATOR: The facilitator or group members can also think of other entertaining punishments in lieu of a jig. This exercise can also be used to remember countries where different participants have come from.

12. The 1,2,3 of Dancing

WHAT YOU NEED: Music.

DURATION: 10 minutes.

PROCEDURE:

- a. Tell the participants that they are going to be dancing in 3 steps:
 - Dance alone.
 - Dance facing the person standing next to you.
 - Dance with whomever you like.
- b. The facilitator should indicate with a clap when it is time to move to the next step.

NOTE TO THE FACILITATOR: Some people may feel inhibited dancing. Tell them that it is not a dancing competition; this exercise is just to relax the participants. You may also ask the participants to close their eyes to bring down the level of inhibition. The facilitator can also point out that the three steps reflect the three stages of a change process. First you change yourself, then you work on changing those who are close to you and finally you work with the larger community.

13. The Change Game

OBJECTIVE: Understand that it is not easy to change behavior and change is a gradual process.

WHAT YOU NEED: Flip chart.

DURATION: 10 minutes.

PROCEDURE:

- a. Ask the participants to name different parts of the body by pointing to them – hands, nose, eyes, ears etc.
- b. Change the names of the body parts: Left hand becomes right hand and vice versa, eyes become nose, nose becomes ears, ears become mouth, mouth becomes eyes. Flip chart the changes. For example:
 - Eyes – Nose.
 - Nose – Ear.
- c. Go over this a number of times so participants can remember the change. Then cover the flip chart.



ENERGIZERS (CONT'D)

- d. Now tell them to point to the parts of the body in the way discussed above. Go over this a number of times at a faster pace as you proceed.

NOTE TO THE FACILITATOR: Participants are bound to make mistakes. Highlight how difficult it is to change behavior we learn from childhood.

14. Catching Change

OBJECTIVE: Increase participants' awareness of the change process.

WHAT YOU NEED: None.

DURATION: 15 minutes.

PROCEDURE:

- a. Put the participants in pairs and ask them to stand facing each other in a circle.
- b. In pairs, one partner is asked to close their eyes while the other changes some thing (clothes, hairstyle, glasses etc.) about him/her.
- c. When the change has been made, the other partner is asked to open his/her eyes.
- d. This is repeated 3 times and then partners switch roles.

NOTE TO THE FACILITATOR: The facilitator can discuss the following questions briefly:

- 1) How did you feel while making the change?
- 2) How did you feel when identifying the change?
- 3) Was it easy to make or identify the change?
- 4) What are the factors that helped you identify the change?

15. Integrated Water Resources Management

OBJECTIVE: Introduce the term "Integrated Water Resources Management".

WHAT YOU NEED: None.

DURATION: 10 minutes.

PROCEDURE:

- a. Divide the participants in 4 teams and name them "Integrated", "Water", "Resources" and "Management". The members of the team sit together.
- b. All the members of the team will stand together (at the same time) when the name of their team is called.
- c. If the members do not stand at the same time or if members of a team stand out of turn (for example "Resources" team stands when "Water" is called out), they lose a point.
- d. The team that loses four points first is the loser in the exercise.

NOTE TO THE FACILITATOR: The facilitator should be enthusiastic and energetic while calling out the names of the teams and should proceed at a fast pace to try and confuse the teams.

16. Sharing

OBJECTIVE: Promote interaction between group members through sharing.

WHAT YOU NEED: None.

DURATION: 20 minutes.



ENERGIZERS (CONT'D)

PROCEDURE:

- a. Divide the participants in two teams.
- b. Ask them to stand in two circles. In the inner circle the participants face outwards. The participants of the outer circle face inwards so members of the inner circle are facing members of the outer circle.
- c. The participants facing each other share something about themselves with the other – about the session, about what they did after the session etc.
- d. The participants spend about 2 minutes with one person and then the group moves in a clockwise direction.
- e. This process goes on for some time till the sharing in the entire circle is complete.

NOTE TO THE FACILITATOR: This exercise can be used as an icebreaker between sessions and can also be used for introduction or recap/evaluation of the session. The facilitator can decide the theme that needs to be discussed/shared among the participants.

17. The Knot

OBJECTIVE: Show that cooperation and lateral thinking can help to solve problems which appear to have no solution.

WHAT YOU NEED: None.

DURATION: 10 minutes.

PROCEDURE:

- a. Ask the group to stand in a circle holding hands.
- b. Tell the group that without letting go of each others hands they have to face outwards rather than inwards.
- c. Let the group struggle for a few minutes.
- d. Ask two members to lift up their hands and let the rest of the group pass through to the other side. This will result in the entire group facing outwards.

18. Paasha/Showers

OBJECTIVE: Compliment one another in a creative and collective manner.

WHAT YOU NEED: None.

DURATION: 5 minutes.

PROCEDURE:

- a. The participants together call out “Paasha...Paasha...Paasha...” or “Showers...Showers... Showers...” while rubbing their hands. The rubbing of hands signifies gathering of compliments in the hands.
- b. Participants then throw the “imaginary compliments” towards the person the group wants to compliment by sliding their hands off their palms towards the person they want to compliment while shouting “Pasha” or “Thunder” together.
- c. The person who is receiving the compliment “collects” it by waving their hands towards themselves.

NOTE TO THE FACILITATOR: This activity can be used to appreciate participants and facilitators at different points throughout the workshop.



ENERGIZERS (CONT'D)

19. Imaginary Gifts

OBJECTIVES: Show appreciation to the individuals in the group and finish the workshop on a positive note.

WHAT YOU NEED: None.

DURATION: 15 minutes.

PROCEDURE:

- a. Everyone should sit in a circle, with no chairs or tables in the middle.
- b. Start yourself by holding your hands with palms turned up. Using your hands, but no words, mime the shape of an object and give the imaginary object to the person next to you. Then s/he does the same until you receive from someone at the end.

NOTE TO THE FACILITATOR: A good exercise to close a workshop.

20. Positive Strokes

WHAT YOU NEED: Small pieces of paper, envelopes for each participant pasted on the wall/board with their name written on it.

DURATION: 15 minutes.

PROCEDURE:

- a. Ask the participants to write positive notes/compliments for each other on small pieces of paper and put it in the envelopes of the participants pasted on the wall/board.
- b. All the participants, facilitators and organizers should write for each other.
- c. Ask the participants to collect the chits from their envelopes at the end of the day.

NOTE TO THE FACILITATOR: This exercise can be used more than once during the training.



EVALUATION EXERCISES

1. Paired Interviewing

OBJECTIVES: Elicit expectations of the participants from the workshop; help evaluate a workshop; and help participants to relax.

WHAT YOU NEED: Paper and pens.

DURATION: 25 to 45 minutes.

PROCEDURE:

- a. Divide participants in pairs. Ask each participant to interview their partner using questions such as:
 - To what extent did the workshop meet your expectations?
 - What did you find most valuable?
 - What did you find least valuable?
 - How would you like to see this module changed before it is used again?

NOTE TO THE FACILITATOR: The key to the exercise is that participants do not report on themselves. They have to report on their partner. You can write down the expectations of the participants in a flip chart and hang it on the wall.

You may find that this exercise is valuable for evaluation. To use it for that purpose, change the questions that the pairs ask of each other.

2. Summary Activity

OBJECTIVE: Summarize what has been done throughout the sessions.

WHAT YOU NEED: None.

DURATION: 15 minutes.

PROCEDURE:

- a. Ask for two volunteers.
- b. Tell them to prepare a summary of all that was covered in the session. Give five minutes for discussion.
- c. Ask them to present the summary. They also can do a role-play to present it.
- d. Ask other participants to help out if the volunteers get stuck at any point.

NOTE TO THE FACILITATOR: You can help them in summarizing and add points wherever necessary.

3. Becoming Conscious of Our Learning

OBJECTIVE: Help participants become aware and reflect on their learning process.

WHAT YOU NEED: Paper and pens.

DURATION: 15 to 30 minutes.

PROCEDURE:

- a. Every day of the workshop, from the second day onwards, ask participants to write down what they learned from the previous day's session and whether they have any questions/confusion.
- b. Participants share their responses every morning.
- c. The responses of the participants can be written on a board and/or pasted on the wall for reference.

NOTE TO THE FACILITATOR: This will help you in tracking what they have learned and whether the participants' expectations are being met. A detailed evaluation of this sort can be done on the last day of the workshop.



EVALUATION EXERCISES (CONT'D)

4. Integrating Learning

OBJECTIVE: Help participants become aware and reflect on their learning process.

WHAT YOU NEED: Light music (optional).

DURATION: 15 to 30 minutes.

PROCEDURE:

- a. Ask the participants to stand in a circle holding hands with other group members.
- b. Ask them to think about the training, session by session, to become aware of how they felt in each session. You can play light music while they are reflecting.
- c. Then ask them to think about the aspects they liked and those they disliked, the sessions/issues that puzzled them, useful things they learned and what they are taking away from this training.
- d. Ask them to open their eyes and share what they felt. You can ask them to write down their thoughts silently before they share.

NOTE TO THE FACILITATOR: Do not force people to share if they do not want to. The point is to make them conscious and aware of what they have learned.

5. Creative Evaluation

OBJECTIVE: Evaluate the workshop in a creative and fun way.

WHAT YOU NEED: Paper and pens.

DURATION: 1 hour.

PROCEDURE:

- a. Ask the participants to think about preparing a short sketch, drawing a picture or writing a song or a role-play about the workshop. Group the participants according to the activity that they have chosen.
- b. Give them time (maybe 30 minutes) to prepare their contribution. Ask them to think about what they have learned, how they have changed, what worked and what could have been done differently.

NOTE TO THE FACILITATOR: Draw together the main threads of what the participants have highlighted. If you feel that there are some other issues that have been missed, you can raise these for the group.

6. Recap at the End of a Session/Module

WHAT YOU NEED: Cards of different colors (red, yellow and blue), board, glue or tape.

DURATION: 10 minutes.

PROCEDURE:

- a. Distribute one card each to all the participants and ask them to write answers to following questions:
 - Blue Card: One new thing/lesson learned from the session/module.
 - Red Card: One question/doubt/dilemma that they may have.
 - Yellow Card: Any one suggestion/comment/shortcoming of the module/session.
- b. Take the cards from the participants and post them on the board.
- c. Read and analyze the responses briefly.

NOTE TO THE FACILITATOR: You may address the pressing issues/questions that come up through the recap. However, the questions that do not require immediate attention, can be put in the "parking lot", i.e., to be addressed later.



EVALUATION EXERCISES (CONT'D)

7. Telephone Game

OBJECTIVE: Help participants introduce each other and enable participants in remembering everybody's name.

WHAT YOU NEED: A telephone model (optional).

DURATION: 15 to 20 minutes.

PROCEDURE:

- a. Participants should be seated in a circle. Ask participants to "ring up" the person sitting next to them (they can use the telephone model available or can pretend they are holding it).
- b. Tell them to introduce themselves to the other person. For example: "My name is Anita and I like to make friends..." or "I am thinking about my child at the moment..."
- c. The next person in the group repeats what has gone before and then gives his own name and message.

NOTE TO THE FACILITATOR: It is a fun exercise that helps participants to open up and initiates a process of sharing personal experiences and feelings. It can also be used as an energizer.

8. Relaxation

OBJECTIVE: Help participants relax.

WHAT YOU NEED: None.

DURATION: 10 minutes.

PROCEDURE:

- a. Participants should stand in a circle. They may sit if they want to.
- b. Demonstrate and ask the participants to breathe in through the nose to a count of 3 (1...2...3), and hold the breath to a count of 3 (1...2...3), then breathe out again to a count of 3 (1...2...3).
- d. Depending on the comfort level of the group with this activity, repeat this procedure three to four times; gradually you can expand the count. For example, breath in ...2...3...4...5; hold the breath ...2...3...4...5 and then breathe out ...2...3...4...5.

NOTE TO THE FACILITATOR: This exercise helps participants open up and relax. Explain to the group that when breathing naturally, we pause between inhalation and exhalation. Be attentive and make sure that the participants do not tense their necks or raise their shoulders when breathing deeply. This exercise can also be used as a warm-up activity before, in between and at the end of the sessions.



SESSION 4 EMOTIONS AND RESISTANCE IN GENDER TRAINING⁶

Session objectives:

- Discuss some of the difficulties associated with gender training in particular, aggressive or emotional responses undermining the participants learning and the facilitator's credibility.
- Identify strategies to handle or anticipate emotional reactions, through choice of content and methods, as well as through facilitation skills.

What you need:

- Copies of Case-Study 2.1 (a) and (b).
- Flip chart paper and markers.

Duration: 2 hours.

Step-by-step process:

- Step 1 Introduce the session. Gender training is designed to influence participants' behavior and attitudes – and consequently it can give rise to emotional, hostile or highly resistant reactions.
- Step 2 Ask participants to give examples from their own experience as trainers or training course participants of emotional, hostile or highly resistant reactions to gender training.
- Step 3 If participants do not have personal experiences to draw on, ask them to suggest the kinds of reactions they fear gender training might cause. (Step 2 and 3, 30 minutes.)
- Step 4 Summarize the points raised in the discussion.
- Step 5 EXERCISE (1 hour)

Case-Study 2.1

PROCEDURE:

- a. Break the group into 4 teams. Give each team one of the case studies for this exercise (Case-Study 2.1 (a) or (b)). You can also make up one from your experience and use that as a case-study.
 - b. Ask them to determine what precisely was the problem?
 - c. How as trainers they might, a) prevent such a situation from arising and b) deal with it appropriately if it does arise?
- Step 6 Teams present results of their work to the plenary. At the end of each presentation, get the group to respond to what they have heard.
- Step 7 Tips for Gender Trainers. On the basis of the above discussion, get the group to identify a list of tips for gender trainers. Write these up on flip chart paper. (20 minutes.)

⁶ Adapted from: Training for Gender Trainers Exercises.



CASE-STUDY (a)

During a one-day gender-training workshop with village community members, a senior man who has been quiet throughout the day stands up and says, “Our society has always operated on the principle that the man is the head of the household. Obviously, there can only be one head and having two will bring confusion. We cannot start the Western fad here even if we need western development aid. Development doesn't mean westernization. They must leave our traditional society alone.”

QUESTIONS FOR THE TEAM:

- 1) Identify what the team perceives to be the problem in this case-study?
 - 2) As trainers, how might you prevent such a situation from arising – or deal with it if it did arise?
- Put your questions on 2 different flip chart sheets and write your answers under them to present them back to the plenary.

CASE-STUDY (b)

During a one-day workshop on gender mainstreaming, participants are given a presentation on the new policy from the Ministry of Gender to mainstream gender in the work of all ministries. The Minister of State for Agriculture interrupts the speaker after 15 minutes, saying: “I think the members of the advisory team have misunderstood their terms of reference. When we asked them to put forward proposals for improved gender orientation of policy, we were thinking of how better to address gender issues within our present policies and programs. We were not asking them to invent a new policy so that all our efforts are to be directed first and foremost at gender equality and only secondarily at water and sanitation. This is a Ministry of Agriculture with a secondary interest in gender. This is not a Ministry of Gender with a secondary interest in Agriculture. When we have grasped this simple point, we can move on”.

QUESTIONS FOR THE TEAM:

- 1) Identify what the team perceives to be the problem in this case-study?
 - 2) As trainers, how might you prevent such a situation from arising – or deal with it if it did arise?
- Put your questions on 2 different flip chart sheets and write your answers under them to present them back to the plenary.



SESSION 5 FACILITATION SKILLS

Session objective:

- Introduce participants to facilitation skills and enable them to become more confident by practicing these skills.

What you need:

- Handout 2.4.
- Flip charts, flip chart paper, markers and masking tape.

Duration: 2 hours.

Step-by-step process:

- Step 1 Introduce the session and explain what will be done in the next 2 hours. Begin with a few comments on facilitation using information provided in the Trainer's Notes below or from your own experience. (10 minutes.)

TRAINER'S NOTES

Facilitation is a process of learning, sharing, and coming to decisions using methods that are participatory and affirming of experiences and knowledge that all bring into the room. It enables a learner-centered approach to training compared to the more conventional lecture method. The facilitator is a neutral person who does not offer personal opinions and does not get drawn into the discussions. Should the facilitator want to engage in the workshop process, this is possible when the facilitator "steps out of the role of the facilitator" to make a comment. A facilitator is there to ensure that the discussion stays on topic and is progressing. S/he is also a timekeeper. S/he is there to ensure that everyone is able to engage in the workshop process, that all opinions are heard and respected, and that workshop participants are able to function as a group.

Facilitation requires attitudes of acceptance, understanding, trust and care and respect. Humor is also an asset. Good facilitation is critical for enabling participants to feel comfortable to speak on the issues of sharing power and decision-making that are crucial to address in the areas of gender, access to water and poverty eradication.



TRAINER'S NOTES (CONT'D)

It is important for a facilitator to be aware of her/his personal prejudices and biases. These would include personal values, beliefs and attitudes about women and men, girls and boys, poor and rich, sexual orientation (gays and lesbians), different professions, different religions, as well as cultures other than your own. These will have an impact on how you facilitate a group and your use of language, jokes and examples. In terms of gender mainstreaming in IWRM there should be an explicit commitment to and awareness of the use of language and behavior in terms of sexism, racism, poverty, environmental issues, poor women and men, youth, sexual orientation, people who are HIV positive etc. A facilitator will need to consciously and constantly examine her/his biases and how these affect her/his role as a facilitator.

While facilitation skills are learnable, much of this learning is through observation, experience, mistakes and good and bad meetings. Before you facilitate, be clear about the goals of the group, the expectations of the facilitator, and the people you will be working with.

Step 2 Give out Handout 2.4 on the Role of the Facilitator. Give everyone a few moments to look at the drawing. Then go through each section in turn. Field questions as you go along. Encourage people to ask questions if points being made are not clear. Remember to incorporate points on the back of the Handout. (5-10 minutes.)

Step 3 EXERCISE (1 hour)

Role-Play 1

OBJECTIVE: Practice facilitation skills and to become more confident in managing groups. From the scenarios below, write up 2 different scenarios on 4 sheets of paper. Give one sheet to each team.

PROCEDURE:

- a. Ask participants to divide into teams of 4 and to role-play a solution to the scenarios presented to them. (30 minutes to develop the 2 role-plays.)
 - 1) A man is sitting and listening but not talking.
 - 2) A poor woman is trying to talk, but is constantly being interrupted.
 - 3) People are falling asleep, fidgeting, and whispering to each other.
 - 4) A man is repeatedly complaining about why women are being given so much attention and why there is no focus on men.
 - 5) Everyone talking at once.
- b. Get each team to present their situation and then to role-play for the group. (6 minutes for each team to role-play their 2 scenarios.)
- c. Field questions and comments from the group after each presentation. Ask participants for their opinions on the role-plays.
- d. Reflection Questions.
 - 1) How easy or difficult was it to formulate questions and statements?
 - 2) How appropriate or effective would these statements/questions be in dealing with the problems listed?
 - 3) Can anyone give an example of how they have dealt with similar problems in their work?



Step 4 EXERCISE (1 hour)

Role-Play 2

PROCEDURE:

- a. Run the above exercise again and in the same teams. This time get team members to identify problems they have had themselves when facilitating, or witnessed in workshops they have been a part of.
- b. Get the team to role-play 1 scenario from their collective experiences. (20 minutes to develop it.)
- c. Each team has only 5 minutes to present their role-play.
- d. Comments and evaluations after each presentation from the team.

Step 5 Use the experience of the participants and the examples from the Trainer's Notes below to summarize this session. (5 to 10 minutes.)

TRAINER'S NOTES

Questioning Skills

One of the more difficult tasks of working with groups is to facilitate the participation of all members of the group, especially women and poor people. Skillful questioning and interventions by trainers can facilitate this. For example:

"What about you, Ms. Ramirez? What do you think?"

"Okay, we have some ideas from Monica, what about hearing from someone else? Maria?"

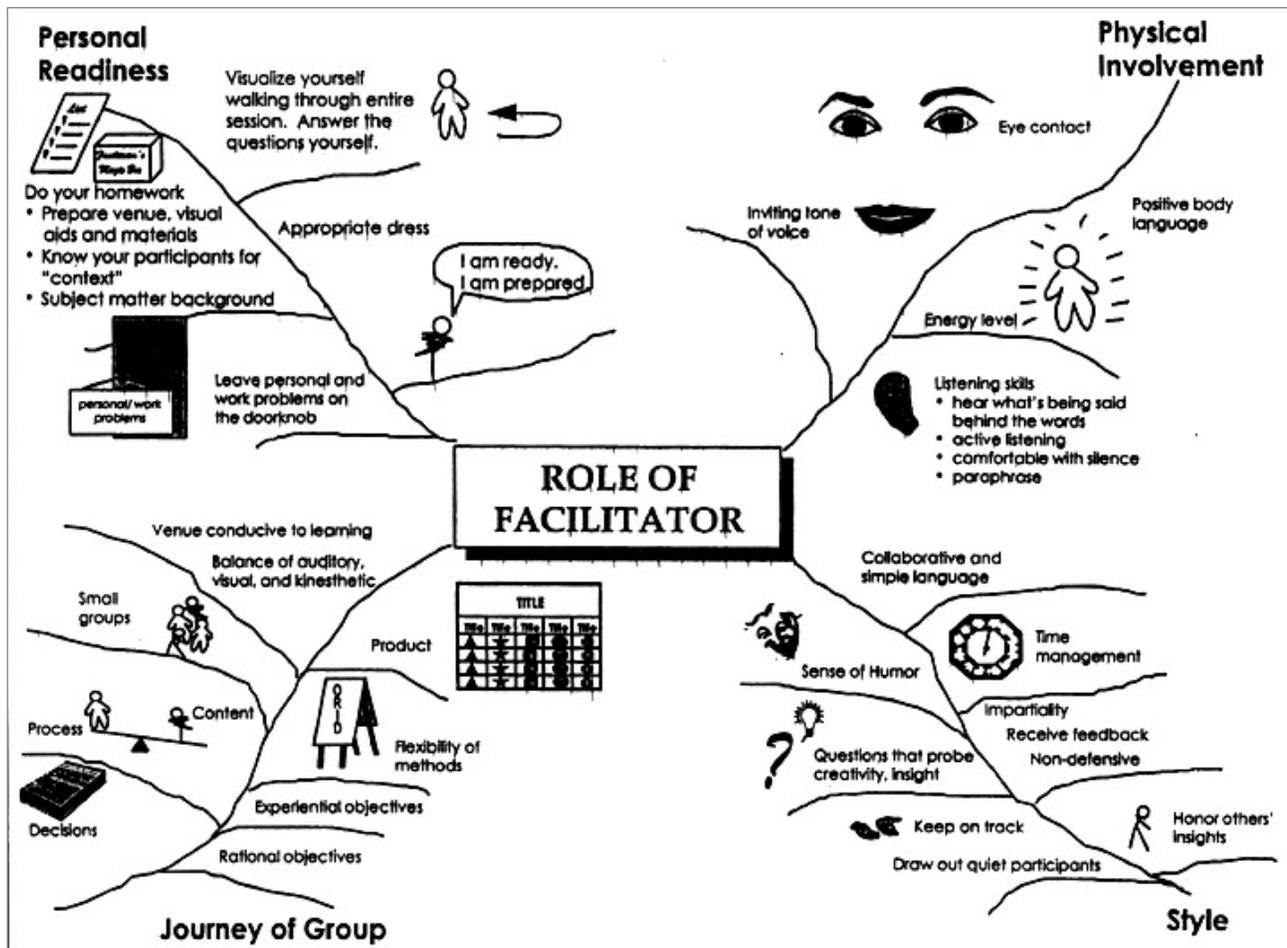
"Perhaps we should stop the discussion and give everyone some time to think further. Do you agree?"

Here are 3 kinds of questions you can ask to get people more involved in a discussion.

- A *closed question* helps to focus discussion to a specific point and usually requires a short and exact reply. It may, however, limit discussion by discouraging participants from expressing their attitude towards the topic. Example: "When are community meetings held?"
- An *open question* invites several answers. It stimulates thought and allows participants to give ideas and express their opinions freely. Example: "Is Wednesday at five the best time for holding a meeting? What would be a good time for meetings to be held?"
- A *re-directed question* puts the responsibility for finding an answer on the group rather than on the facilitator. For example: "Mr. Perez thinks that Wednesday is not a good time for meetings; what do you think, Ms. Cabrera?"



ROLES OF THE FACILITATOR⁷



⁷ Source: ARD Associates in Rural Development, Inc.



SESSION 6 PRESENTATION SKILLS

Session objectives:

- Introduce participants to presentation skills and develop their capacity to use these skills effectively.

What you need:

- Prepare your lecturette in advance. Decide how you are going to present the questions in the exercise. You might want to type the instructions for the exercise on Presentations on the back of Handout 2.5 and hand it out for the exercise.
- Handout 2.5.
- Exercise questions.
- Flip charts, flip chart paper, markers and masking tape.

NOTE: If you or the organizers have access to videos on presentation skills, this would be an effective learning tool in analyzing presentation scenarios with the group. Business management schools often have such materials.

Duration: 1 hour 30 minutes.

Step-by-step process:

- Step 1 Explain what will be covered in this section and in what sequence.
- Step 2 Speak briefly on the importance and necessity for clarity and smooth delivery of presentations. See Trainer's Notes or make your own presentation. Give out Handout 2.5 and go through it with the group. (15 minutes.)

TRAINER'S NOTES

The concepts of "gender", "gender mainstreaming", and "Integrated Water Resources Management (IWRM)" arouse much confusion and controversy. The ability to present these concepts, describe their operational implications and persuade people of their value will critically determine the credibility and effectiveness of gender mainstreaming work. Gender advocates will often be called upon to make presentations on gender mainstreaming and IWRM to their colleagues (both peers and managers).⁸ Good presentation skills are critical for communicating the message with clarity and persuasiveness.

Presentations are usually made with a variety of teaching aids. These can include posters, the chalk or marker board, overhead projectors (OHP), slide projectors, LCD projectors with computers, videos and flip charts. With either of these tools and technologies, some key logistical details are important.

⁸ UNDP Learning and Information Pack. Process and Advocacy Skills for Gender Mainstreaming.



TRAINER'S NOTES (CONT'D)

Make sure you learn to operate the equipment you want to use for the workshop. Become familiar with it in advance – how to turn it on and off, how to project the image from the overhead transparency or the slide projector, how to focus and change the size of the image etc.

Ensure the workshop site has the equipment you need, or rent it for the workshop. Make sure you have a screen or can use the workshop wall as a screen. When you are renting, check for compatibility of slide trays, videos, video machines etc.

Make sure there are extra bulbs (and you know how to change them), extra slide trays, extension cords and plugs, extra transparency pens and acetate, chalk, colored chalk etc.

Finally, remember that listening is more difficult than reading. Listeners can only listen some where between 25% to 50% of the time. Make your presentations short and snappy. Don't only use text, use graphics, cartoons, photographs etc.

Step 3 EXERCISE (1 hour)

Role-Play 3

OBJECTIVE: Enable participants to practice giving presentations and running workshops.

Get participants to work in teams of 4. Explain the nature of the exercise and the allotted time for activities before breaking into teams. They can use Handout 2.5 to assist them.

PROCEDURE:

- a. Each team is given 1 of the following 4 issues for presentation. They have 30 minutes in which they have to develop and present a 5-minute presentation. They can develop their own presentation with what tools you want to provide them or they can produce "mock" slides/overheads on flip chart paper.
 - 1) You have to introduce the concept of "gender" to the local environmental team.
 - 2) You are the gender focal point and you have to give the Department of Water and Sewerage a brief presentation on "Gender Mainstreaming".
 - 3) You are at a secondary school in a city of 1 million with piped water and you have to give a brief presentation on water conservation in the home.
 - 4) Develop a presentation on gender and IWRM for popular use.
- b. Each team should be prepared to role-play this exercise for the group. (5 minutes.)
- c. All participants should take note of the various facilitation and presentation skills being used and provide comments and constructive feedback at the end.
 - 1) Clarity of the message?
 - 2) Use of teaching aids?
 - 3) Body and verbal language?
- d. Reflection Questions.
 - 1) What did you personally learn from doing the role-play?
 - 2) Can you name one new thing that you learnt from the role-play?
 - 3) Which approaches work? Why?



FACILITATION AND PRESENTATION SKILLS⁹

The Setting¹⁰

Ensure the workshop site has what you need for the workshop – a large room for plenary sessions, rooms or other space for small groups/teams, enough wall space for flip charts and posters, windows for air and light, the possibility of darkening the room for audio-visuals, tables and chairs that can be moved and enough electrical outlets.

Make sure you arrive early and organize the space and your materials before the others get there. Position and test all the equipment in advance of the workshop. Be prepared, don't leave anything for the last minute, be energetic and enthusiastic and leave all your problems and preoccupations outside.

Ensure that you are dressed appropriately taking into account location, culture and climate. Be comfortable in what you are wearing otherwise you will not be able to facilitate with ease.

Be ready to welcome the participants when they arrive.

Remember the 5 “Cs” of Communication – Clarity, Completeness, Conciseness, Concreteness and Correctness. Always inform the group where you are in the process and where the workshop is headed.

Facilitation Skills

AWARENESS. Don't get drawn into the emotions or chaos of the group. Keep your boundaries. Pay attention to how you are feeling – hunger, tiredness, frustration with domination by one or two members etc. Maybe others are feeling the same. Address these feelings.

LISTENING. Focus your mind and listen carefully. Maintain eye contact. Keep looking at the person speaking even if they are not looking at you. Convey acceptance and empathy with body language. Respond to the person speaking by nodding and acknowledging them. Do not slouch or look outside the window. Don't argue with the person, even in your head. Paraphrase after the speaker should that be appropriate.

OBSERVING. Watch the group attentively. What is the body language of the participants saying? Are they absorbed or losing interest? Make eye contact with the person who is waiting to speak.

ASKING OPEN-ENDED QUESTIONS. Ask questions that are open-ended that invite participation and not those that call for yes and no responses. Examples are: “Would anyone else like to add something to this point?”; “Is there anything else you want to say about this?”

DRAWING OUT. You can encourage people to speak with either an open question or with eye contact. However, do not put a quiet person on the spot by drawing attention to them. Show people that you are interested in hearing what they have to say. Body language can do this.

RECORDING. When using flip charts etc., always record in the words and language of the person speaking. Do not use your own words. Check with participants if you are uncertain. Use the language of participants where relevant and refer back to the recorded knowledge. You can also ask participants to assist you with writing, but ensure they know the rules.

CONFLICT RESOLUTION. Catch conflicts early. You might need to stop the workshop process to deal with it. On sensitive issues begin with sharing of personal experiences rather than opinions. State areas of agreement. Introduce humor. Break the issue into manageable parts. Work with the participants to create processes to address the conflicts. Enable the 2 sides to present their views and to listen to each other. Break into teams to find new ideas or approaches.

⁹ Adapted from: Designing Presentation Visuals. Media Services, Robert A. L. Mortvedt Library, Pacific Lutheran University.

¹⁰ Source: Prabha Khosla.



FACILITATION AND PRESENTATION SKILLS (CONT'D)

Be prepared with conflict resolution exercises before you go into facilitation and especially when you know you are facilitating a group with underlying tensions.

Presentation Skills¹¹

DESIGNING VISUAL PRESENTATIONS

- *Organize.* Provide structure and framework for the data you will present, list points to be covered and provide a "road map" of how you will get there.
- *Illustrate.* Help listeners to visualize. Convert data to information: paint a picture, tell a story and make comparisons.
- *Repeat.* Improve audience reception of data. Remember that people listen only 25% to 50% of the time. Repetition often suggests importance.

Good visuals are clear, visible and simple.

VISIBLE.

- Visuals should be legible to the most distant viewer in the room.
- Minimum legibility standards: one inch letter height on screen per 30 feet viewing distance.
- Typewritten copy will not be visible! Enlarge it on copy machine.
- Use 18-point type or larger when laying out transparencies on a computer.
- Use 32-point for powerpoint slides.
- Limit number of words per line.
- Limit number of lines per visual.
- Less than 6 per transparency/powerpoint slide.

CLEAR.

- Focus on one idea per visual.
- Use color to focus on key information.
- Add impact or tone to message.
- Provide overview or "whole picture".

SIMPLE.

- Eliminate extraneous information and clutter.
- Visually simplify using design, color or overlay.

¹¹ Adapted from: Designing Presentation Visuals. Media Services, Robert A. L. Mortvedt Library, Pacific Lutheran University.



FACILITATION AND PRESENTATION SKILLS (CONT'D)

Delivering the Presentation¹²

Ensure the OHP or the LCD projector is located at the front of the room and not blocking anyone's view of the screen. A slide projector should be at the back of the room so that you get a larger image. You also need a darker room if you are going to use slides.

Stand to one side of the OHP and face the audience. Make eye contact. Do not keep looking at the screen. Read from the transparency or your notes.

For OHPs, cover the transparency when not using it. Have a small table next to the projector for your transparencies. For slides use a remote and stand to the side of the screen.

Use a pencil or a pointer if you need to refer to a particular item or part of an image either on the screen or on the OHP.

If you are going to use a video either you need a large TV monitor or limit the size of the group. Do not attempt to show a video on a small TV to a large group. You will lose the participants' attention.

FLIP CHARTS. Use large and legible handwriting so that the participants can see and read easily from anywhere in the room. Use broad-tipped and different color markers to distinguish what you are recording. Do not use red markers and do not write in capital letters. Both are difficult to read.

SLIDES. Remember to load your slides the right way. First, look at it the right side up. Then, turn it upside down and right to left and insert it in the tray. Do not speak to one image for too long. Speak to the image on the screen. If you need to refer to the previous slide, go back to it before you start speaking to it.

CHALK/MARKER BOARDS. Use large and legible handwriting. Can also use colors for contrast and emphasis. Clean the board properly so that shadows do not make it difficult to read.

¹² Source: Prabha Khosla.



SESSION 7 CONCLUSION AND EVALUATION

Session objectives:

- Conclude the workshop with an evaluation and appreciation of all participants and organizers.
- Reflect on achievements and obstacles of the day and consider the next steps.

What you need:

- Workshop expectations from the first session on flip chart papers.
- Copies of the Module Evaluation Form (see Annex 1).

Duration: 45 minutes.

Step-by-step process:

- Step 1 Inform the group that we have come to the conclusion of our workshop and we would like to end it with an evaluation.
- Step 2 Put up the flip charts with the “list of expectations” from Session 1. Discuss and evaluate with the group. Were the expectations met? Which were and which not? Go through the list with the group and get them to reflect on the day and how it matched with their expectation. Take comments and criticism with grace.
- If possible, discuss how unmet expectations can be met. If that is not appropriate at this point, “park” issues on a flip chart sheet and call it the “Issues Parking Lot”. This is a place to keep track of issues that cannot be dealt with right away, but are important for facilitators to address at some point in the training.
- Step 3 You can either do a written and/or a verbal evaluation with the group. If you are doing a written evaluation, ensure that you have enough copies for everyone.
- Step 4 Are there next steps? Or, follow-up actions?
- Step 5 If it is culturally or politically relevant invite the appropriate guest to say a few words to close the workshop.
- Step 6 Acknowledge and thank participants and other contributors and organizers. Thank them for their great energy and valuable contributions and wish them the best in their next steps. Ensure that you say proper good byes and pack-up later.



REFERENCES

- Bennet, Julia (Ed.) (1997). *Vision 21 Toolkit*. Vision 21. Cheltenham, Gloucestershire. GL52 2PB, UK.
- Coover, Virginia, Ellen Deacon, Charles Esser and Christopher Moore (1985). *Resource Manual for a Living Revolution*. New Society Publications, Gabriola Island, British Columbia, Canada.
- DFID (1999). *Training for Gender Trainers Exercises*. Department for International Development (DFID), UK.
- GTZ (no date). *Gender Training Tool Kit*. German Technical Cooperation Self-help Fund Project.
http://www2.ids.ac.uk/genie/search/gender_summary2.cfm?nn=223.
- Hope, Anne and Sally Timmel (1988). *Training for Transformation. A Handbook for Community Workers*. Mambo Press, Gweru, Zimbabwe.
- Justice, Tom and David. W. Jamieson (1999). *The Facilitator's Fieldbook*. American Management Association, HRD Press, USA.
- Laver, Sue (1991). *Communication Skills for Trainers*. Training Centre for Water and Sanitation, Harare, Zimbabwe.
- Leigh, Elysebeth and Jeff Kinder (1999). *Learning Through Fun and Games*. McGraw-Hill Companies, Inc. Australia.
- Srinivasan, Lyra (1993). *Tools for Community Participation*. PROWWESS/UNDP-World Bank Water and Sanitation Program. USA.
- Schwarz, M. Roger (1994). *The Skilled Facilitator*. Jossey-Bass Inc., California, USA.
- Stibbard, Jeff (1998). *Training Games from the Inside*. Business & Publishing, Australia.
- UNDP (2000 and updated on the web). *Gender Mainstreaming. Learning and Information Pack*.
http://www.undp.org/gender/capacity/gm_info_module.html.
- WAND (no date) (Prepared by Pat Ellis). *Getting the Community Into the Act: 72 Participatory Activities for Field Workers and Trainers*. Women and Development Unit, University of the West Indies, Barbados.



ADDITIONAL RESOURCES

BRIDGE <http://www.ids.ac.uk/bridge/>

Located at the Institute of Development Studies in the UK, BRIDGE seeks to transform development practice by supporting global gender mainstreaming efforts down to the operational level, by bridging the gaps between theory, policy and practice through appropriate knowledge creation, sharing and management, in long-term collaboration involving mutual capacity-building with Southern and Northern partners. An extensive range of resources and up-to-date research is available through them.

CAPNET <http://www.cap-net.org>

CapNet resulted from a UNDP/IHE Conference on Capacity Building for the water sector, held in 1996. One of the key issues identified at this Conference was the need for a network of capacity builders that would not only allow the sharing of information and expertise, but also become proactive in synthesizing experience and lessons learned, identifying research areas and encouraging virtual exchanges of views. Its mission is to enhance human resources development for IWRM by means of establishing or strengthening regional Capacity Building networks. For a list of regional and country specific centers see: <http://www.cap-net.org/NetworkHomePage.php>.

ICA Institute of Cultural Affairs <http://www.icaworld.org>

The Institute of Cultural Affairs is a worldwide private, non-profit organization with the aim to develop and implement methods of individual, community and organizational development. ICA provides opportunities for training and development of individuals in facilitation, mediation and organizational planning and assessment. Staff and associates also work as consultants in these and related areas.

Instituto Paulo Freire <http://www.paulofreire.org>

This site provides information about the work and approach of the famous Brazilian popular educator, Paulo Freire. The site is accessible in Portuguese, English and Spanish.

The Regional Environmental Centre for Central and Eastern Europe <http://www.rec.org>

Based in Hungary, the Centre provides information, resources and a network to serve Central and Eastern Europe. Its mission is to assist in solving environmental problems in Central and Eastern Europe by encouraging cooperation among NGOs, governments, businesses, and other environmental stakeholders. The site also provides information on building capacity for participation.