



Report
Training of Trainers Course

**“Mainstreaming of Gender in
Integrated Water Resource Management”**

November 26th – December 2nd 2007

Tunis-Tunisia



Sponsored by: Gender and Water Alliance (GWA); Cap Net-AWARENET and IDRC-WaDImena.

Hosted by: Center of Arab Women Training and Research (CAWTAR)



Summary

From 26 November- 02 December 2007, GWA conducted its first Arab regional Training of Trainers in Gender Mainstreaming in Integrated Water Resources Management in Tunisia. The course was hosted by the Center for Arab Women Training and Research (CAWTAR) in Tunis and organised in collaboration with AWARENET, Cap-Net and IDRC/WaDImena.

The TOT course aimed to strengthen the capacity of trainers and increase the number of trainers in the Arab Region that can effectively train others in Gender mainstreaming in Integrated Water Resources Management. A total of 13 women and 6 men coming from Algeria, Jordan, Lebanon, Morocco, Palestine, Saudi Arabia, Sudan, Tunisia and Yemen participated very enthusiastically in the course.

Dr. Sukaina Bouraoui , executive Director of the Center of Arab Women for Training and Research (CAWTAR) opened the course on 26 November by welcoming the participants and noting the importance of this course for the Arab region.

Subsequently, Ms. Chrisje van Schoot , Senior Programme Officer of GWA stressed the importance of this region in the agenda of GWA. She spoke about the recent activities of GWA and its partners for mainstreaming gender in IWRM in the Arab region. Also Prof. Atif Hamdy, Dr. Hammou Laamrani (IDRC) and Ms. Najat representative of the Ministry of Agriculture in Tunisia stressed the importance of gender mainstreaming in IWRM in the Arab region. This first day was also attended by the Tunisian ex- Minister of environment, who lectured about water resources in Tunisia.

The programme of the ToT consisted of sessions on gender concept, gender in the Arab region, gender mainstreaming in IWRM, gender and water demand management, poverty equity and equality, training techniques and transfer of knowledge gender audit with special attention to IWRM, exercises of gender analysis and case study from Egypt.

A field visit was part of the training course and participants visited the city of Kairouan and two villages. The objective of the field visit was to get to know about the social and economic situation of women in this region, and look at projects and water services to citizens. The city of Kairouan in Tunisia is a good example in terms of providing water to citizens, with water delivery to about 89% of the citizens in the region.

By the end of the course the participants had produced 15 action plans on mainstreaming gender in IWRM in their own countries.

This report has been compiled from the reports of Khadouja Mellouli, Soumaya Ibrahim and Chrisje van Schoot

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I DESCRIPTION OF THE TOT

1. The preparation of the TOT

1.1. Selection of the host organization and trainers/facilitators

Beginning of July, 2007, GWA initiated the proposal to organise a TOT on “Gender mainstreaming in IWRM”. This initiative was based on the recommendation of the regional planning workshop organised by the Gender and Water Alliance, in coordination with Cap-Net/Awarenet, IDRC/WaDImena Programme, and CAWTAR. The regional meeting took place from 4 to 6 July 2006, in Beirut.

One of the recommendations of this regional meeting was to increase the number of capable trainers in Arab Region and strengthen their capacities to effectively train others to mainstream gender in IWRM planning and implementation in the Arab Region.

In order to reach a wider audience than only those persons and organizations attending the planning workshop, the GWA members in the Arab region and other GWA related and relevant persons and organizations were written with the request if they could help by finding a hosting institution or host the event themselves. A draft list of requirements for hosting the course was attached.

Four positive reactions were received to host the event, but only CAWTAR and the Ahfad University for Women from Ondurman, Sudan came with a well worked out budget proposal. With Sudan being politically less stable than Tunisia and not so easy for the participants to invite to, it was decided to go ahead with CAWTAR.

Two main course trainers/facilitators were recruited by GWA, Mrs. Khadouja Mellouli, a specialized Gender trainer from Tunisia and Mrs. Soumaya Ibrahim, a Regional Gender trainer with special emphasis on water management. Mrs. Chrisje van Schoot, Senior Programme Officer from GWA took care of the training in facilitation and training techniques. The training team was completed with two additional guest speakers Prof. Dr Atef Hamdi advisor to GEWAMED and Dr. Hammou Lamraani, Head of WADIMena Program at International Development Research Cooperation (IDRC). Dr. Husnia al Kadri and Mr. Abdul Ghalib Alyusoufi. two GWA sponsored participants with excellent training and/or gender experience were asked to prepare a session or act as co-facilitator in exchange for the sponsoring.

1.2. Call for participation

In October 2007, GWA prepared the detailed information note about the Arab Region Training of Trainers course on “Gender & IWRM” (see annex (1)). The info note invited interested participants to apply for the course by sending a short CV and a detailed concept note stating:

1. Why is this course interesting and relevant to the participant?
2. What is the participant’s experience with gender mainstreaming, capacity building and with what sort of target groups?
3. What are the participant’s ideas to utilize the newly acquired knowledge and skills after the course in his/her own country and his/her own organization?

The info note was translated into Arabic by CAWTAR and disseminated by different partners (GWA, CAWTAR, CAP-NET, AWARENET, WaDImena program, etc). The first deadline was 15 October 2007. However, because of Ramadan and the Aïd el-Fitr holiday, some participants ask for deadline extension, therefore the decision was to extend the deadline to October 28, 2007.

In total, 65 applications were received from 16 countries from Arab region (Algeria, Egypt, Comoros islands, Iraq, Jordan, Lebanon, Mauritania, Morocco, Palestine, Saudi Arabia, Sudan, Syria, Tunisia, UAE and Yemen).

CAWTAR was responsible for the collection of the applications, the communication with the participants and the team which is responsible for the selection of the participants.

1.3. Selection of the Participants

In the beginning of November 2007, GWA, CAWTAR, AWARENET and the 3 main course trainers started the selection of the participants based on their CVs and concept notes. The selection was made in a participatory manner. The team communicated among each other the application forms (CVs and the concept notes) via e-mail.

The team decided on several selection criteria:

- The candidate would have had exposure to gender concepts and some experiences with gender mainstreaming;
- The candidate would have a professional background in the water sector.
- The candidate should show ideas on how to utilize the newly acquired; knowledge of the course;
- The candidate could demonstrate his/her training potential;
- The candidate would be working in one of the countries from the Arab/Mena Region;
- The candidate with funding would get preference;
- Not more than maximum 3 persons per country.

Besides, the team kept in mind, that an equal balance in the number of male and female participants as well as an equal representation of the countries from the region would be preferable for the TOT.

1.4. Logistic process and preparation

According to the GWA-CAWTAR contract , CAWTAR would be responsible to implement the following activities:

- To act as a regional coordination point for the logistics of the TOT course.
- To liaise with the TOT course trainers/facilitators/resource persons and the GWA Secretariat for the preparation of the contents and programme of the course.
- To correspond with participants. (invitation letter; communicating programme and travel logistics and information, etc.)
- To act as intermediary among and between participants.
- To act as the secretariat of the course and handle all administration and implementation of the course.
- To support participants from other countries with acquiring visa, if necessary, by writing official invitation letters.
- To coordinate activities as accommodation, venue, relevant field visit,
- To provide logistical support at all stages of the course
- To coordinate with GWA, and also with IDRC, Cap-Net/AWARENET, about their respective financial contributions and the trainees they will support, in the sense that CAWTAR will receive and manage the finances.
- To handle finances, prepare budget, keep accounts, and prepare final statement.
- To give support to the trainers/facilitators for the implementation of the course.
- To organise a course banner, stationary, etc
- To organise and coordinate media coverage.
- To organise the official opening of the course (inviting relevant VIPs, media, etc.
- To print and bind hand-outs (in Arabic) for the participants.

- Together with the GWA trainers/facilitators/resource persons to prepare a course evaluation and course report, with lessons learned and recommendations for future course events

Therefore, up on the selection of the candidates, CAWTAR sent the invitation letter to the first group that has been sponsored by GWA and IDRC/WaDI *Imena* program. The invitation sent to AWARENET members after the approval CAP-NET, which took much time than expected because CAP-NET was on retreat during that period to discuss strategies in the new year.

A travel information note was prepared and disseminate among the participants (see annex .. In general, the preparation for the logistics went well, and according to the final evaluation, the participants were satisfied about the process of the preparation and all issues related to logistics preparation.

1.5. Preparation of the course program and material

On request of the trainers, the outline for the training programme was suggested by GWA for possible additions and alterations and to select the sessions they would want to present and/or facilitate. The 6 modules of the GWA TOT Gender in IWRM training manual was mailed to the trainers as guideline and background information for the preparations of their individual sessions. The session materials and hand-outs were prepared by each trainer and replicated by CAWTAR for distributed after the sessions. Three days before the start of the course, the three main trainers met in Tunis for final preparations and fine-tuning of the program. During those preparatory days, the program for each day was discussed, the flow of the sessions and the time allocated for each session, the compilation of the material and the Xeroxing of the hands-out. Exercises were discussed and selected and evaluation proceedings discussed and forms prepared. There was an abundance of material and exercises available to fill many sessions for the sessions, but with the given time of 7 course days, many of these had to be taken out.

1.5.1 Language

With GWA's mission to extend its message and information beside English also in other languages, including Arabic, and with Cap-Net's contribution to the development and production of Arabic materials in Gender and IWRM, it was decided to conduct the course in Arabic and have as much as possible Arabic hand-outs available

2. The course programme

2.1. The course content

The course content had the following main topics:

- The gender concept
- Main principles of IWRM
- Gender mainstreaming in IWRM, why, what and how
- Gender budgeting
- Gender Analysis
- Gender in WDM, poverty and equity
- Working in partnerships in the Arab Region
- Training and Facilitation Methods and techniques
- Preparation and presentation of Action plans

For a detailed overview of the course content with comments and recommendations, see page 10-17 and annex 1 which describes the course day by day..

2.2. The course methodology

The course was conducted using participatory methods, such as interactive presentations, different discussion and facilitation techniques, film, hand-outs, flipcharts, etc. From the first day onwards, the theory was supported with practical exercises, so the participants could feel, undergo and experience the actual training process and its various methods and techniques. It was expected that by recognising, undergoing and practicing these techniques, the participants would be able to select and apply these tools themselves for gender and IWRM training later on.

2.3. The course evaluations

The course had three types of evaluation built in:

1. A pre-and post evaluation through asking their comments on three statements in order to test the attitudes and perceptions of the participants about the gender concerns before and after the course, to find out whether the knowledge and information obtained during the course would have had any impact on their perception.
2. A 2 page daily evaluation form dealing with the sessions of the day, especially for the trainers use to make adjustments to the next day if needed.
3. A detailed evaluation at the end of the course, asking comments on the logistics, session contents, the location and accommodation facilities and the trainers.

II. COMMENTS, CONCLUSIONS AND RECOMMENDATIONS

3.1. Preparations of the TOT

Although preparations started 4 months before the course, there were a number of factors which made that the final preparations had to be rushed, which had especially a draw back on the final selection and number of the participants.

When with course preparations, organization and financing a number of actors are involved, it should be realized that contacts and decisions need much more time than when taken by one organization only.

The fact that Ramadhan ended 5 weeks before the start of the course, had as consequence that concepts notes, selection, getting financial approval of co- financiers, invitations and travel/and visa arrangements, had to be rushed and extended into the last days before the course started. Ideally this should have been finished at least to weeks before the starting date, to give participants ample time for their travel and visa preparations..

Thanks to the effective and experienced organization of the CAWTAR staff, the selected participants got their visa and tickets just in time and the course proceeded as a well-oiled machine.

Most of the participants rank the process of the preparation and the logistics between good and excellent. Some participation were not satisfied with the process since they had a hard time to get their visas and the travel ticket on time. Next time we should be aware about this, especially for those participants coming from countries with war/conflict situations such us Iraq, Palestine and Sudan.

3.2. The trainers, guest trainers and participant trainers

Having guest speakers with high professional standing and merits in the Gender and/or IWRM increased the professional level and status of the course. Moreover having a few extra speakers beside the 2 or 3 main trainers provides a welcome change in the routine and helps the participants to keep and revive attention and interest.

It proved very effective to invite some of the participants with experience in one of more of the course topics, to co-facilitate and present sessions, as in this way cases and examples of the Arab Region were added and illustrated through personal experiences. The presentations had a high credibility as the co-facilitators were part of the group and the other participants could easily identify with them.

With more than two trainers it becomes important when preparing the course, to spent time on reviewing the detailed contents of the sessions, to make sure that there is no unnecessary overlap and especially to ascertain that the gender issues in water management in agriculture, environment and domestic water use are highlighted and illustrated with cases from the field. In case trainers bring presentations, used previously for other courses and events, it is crucial to make sure that these presentations will be tailored to the objectives of the particular course in Gender mainstreaming and IRWM.

3.3. Selection of the participants

Concerning the selection process, some of the participants had no or very little experience with the gender concept. These participants were however selected because of being sponsored. For the same reasons some of the other criteria could not be maintained and some very promising candidates without funding could not be selected.

With future courses it is important to emphasize on the qualifications and experiences of the participants.

3.4. Preparation of the course program

More time is needed for the preparation among trainers. For instance, 5 days meeting before the course, will give to the trainers time to act as a team, to finalize better the materials and to avoid duplications of their presentations.

3.4.1. Language

With many regional courses still being conducted in English, the initiative to use Arabic as main language for the course was highly valued by the participants. They said it had been very useful as especially on the topic of gender and IWRM most material available in literature and websites is in English and as such not easy accessible for many of them.

At the beginning of the workshop, some participants from different Arab countries experienced difficulties in understanding each other's dialect or accent, but with the course progressing and with the help of group exercises, participants got increasingly acquainted with each other's dialects.

The participants from francophone Arab countries like Algeria, Morocco and to a lesser extent Tunisia, were the most fluent in French, not used to present their viewpoints in Arabic and unlike the rest of the participants encountered some difficulty in understanding the few presentations in English.

When organising events and workshops in the Arab world in Arabic, it is more effective to have separate ones for the francophone Arab countries in French

4. The Course Programme
4.1 The Course Content

REGIONAL TRAINING OF TRAINERS GENDER AND IWRM for the ARAB REGION
26/11 thru 2/12/2007 in Tunis

Date & time	TOPIC/SESSION	Facilitators	Comments	Suggestions
25/11/07	Arrivals			
Day 1 - 26/11/07				
8.30 -9.30	1.Registration	CAWTAR		
9.30-10.30	2. Official Opening	CAWTAR	The opening started 15 minutes late and lasted till 11.35, due to the fact that high profile speakers when invited can speech as long as they like, it is not done in this culture to ask them before hand to be brief or keep to the time.	Having the official opening the evening before the first course day.
10.30 -10.45	Coffee Break			
10.45- 12.00	Rules of the Course, Explanation about the course interactive methodology, individual introduction of the participants.	Khadouja Mellouli, Chrisje van Schoot, Soumaya Ibrahim	This part could only start at 12.00 and there was no time for the scheduled session on the Gender Concept before lunch	
12.00-13.00	3. The Gender concept: Finding out participants concepts, perceptions and experiences with gender. Streamlining their ideas and getting a common understanding of the different elements of gender. (<i>noses in the same direction</i>). - basics on gender concepts - gender ideology, etc.	K.M.	This session was rescheduled to the end of the day from 16.00 and lasted till 18.45. The presentation with three exercises was well rated by the participants.	Always have the Gender concept session before the one on IWRM.
		K.M	The exercises were good to get the participants involved, but the opportunity to explore and discuss	More attention is needed to link the theoretical

	- gender and power relations, the broad meaning of gender		the feelings and perceptions of the participants generated by these exercises was not really followed up.	gender concept to the daily life situations of the participants.
13.00- 14.30	Lunch			
14.30-15.15	Continuation of The Gender Concept <ul style="list-style-type: none"> - examples of gender biases, - wording of gender, history of development approaches in gender 	K.M	<p>Discussions on the word gender versus the Arabic “social diversity” took quite some time and irritation and polarization started to appear. However it was said to be very necessary to get a clear understanding of the word gender, as this word increasingly get stigmatized as a western conspiracy to undermine Islam. Participants differed in opinion if this topic should have been so extensively discussed.</p>	<p>Facilitators need to avoid polarization. It is important to spend time to get the real feeling and perceptions of the participants on Gender into the open. It seems best to allow time for this at a later stage in the course, when participants will feel more safe than on the first day.</p>
15.15-15.45	- Gender in the Arab world (exercise to find out and discuss gender concerns particular to the Arab region	S.I.	<p>Due to the time constraints this session was cancelled, which was unfortunate as the gentle exercise would have brought out both the common notions as well as the diversity of gender concepts within the Arab region and participants would have learned more about the personal gender concerns of each other, which would have stimulated the familiarization at an early stage.</p>	
15.45-16.00	Coffee Break			
16.00-17.30	4. The IWRM concept and social aspects: <ul style="list-style-type: none"> - What do participants know about it; what are the main principles, what is involved in IWRM, in theory and practice - present status of IWRM in the Arab 	Dr. Atef Hamdy (guest speaker)	<p>To honour the request of the speaker, this session was brought forward to directly after lunch from 14.15 till 15.45. It was an interesting and good explanatory lecture on IWRM, followed by a lively discussion. There was only little reference to Gender issues, and with the Gender concept session scheduled after this</p>	<p>Gender concept sessions should always precede those on IWRM. Make sure that gender issues, with practical examples are integrated</p>

	World; national IWRM policies and the extent in which gender is mainstreamed in IWRM plans			session, extensive references to gender might not have been fully understood.	and linked into the IWRM discourses. Include a discussion on participants experiences with or without gender aspects in IWRM.
	- Plenary discussion + evaluation				
Day 2 - 27/11/07					
8.45-9.00	Recap of yesterday Explanation of course reporting (the eye- the ear and the time keeper)	CS, SI			
9.00-10.30	5. Gender and WDM, poverty and equity. - Presentation - Groupwork - Plenary discussion	Hammou Lamraani (guest speaker)		This session was very well received by the participants, as it linked theory directly into practice and gender issues were highlighted and illustrated with examples from the field.	
10.30-10.45	Coffee break				
10.45-12.00	6. Mainstreaming Gender in IWRM: Why - Examples from all over the world - Gender and IWRM in the Arab world; group exercise, case study from Egypt - Participants ideas and experiences	K.M		This session was shortened by 20 minutes, due to the longer time needed of the session before. Therefore it was not possible to illustrate the theory sufficiently with field cases and having a discussion with the participants about their ideas and experiences concerning this topic.	To increase participants understanding it is very important to get their perceptions and ideas on the why (or why not) of Gender mainstreaming into the open for discussion and further explanations.
12.00-13.00	7. Techniques of knowledge transfer - Exercise on participants experiences with effective and ineffective learning - Differences between lecturing, teaching, training and facilitation/adult learning approaches.	CS		Participants liked this sessions and it was said that for the first time they became aware of the different methods of knowledge transfer and the different impacts.	
13.00-14.30	Lunch break				

14.30-16.00	8. Facilitation techniques - Listening techniques, exercise and presentation. - Micro-skills for facilitation - Low-cost teaching and training aids	CS and Abdu Ghalib al Yousufi (participant and co-facilitator)	Participants admitted that listening was more difficult than they thought and realized that for good facilitation listening is a necessary skill, that needs to be practiced. During later sessions and especially discussions, participants increasingly recognised the micro skills and started to use them.	
16.00-16.15	Coffee break			
16.15-17.00	9. Gender, empowerment and gender sensitive training techniques. - Experiences and examples from the field, Gender training exercises and discussion with facilitation exercise	CS and AGY	Participants showed a lot of interest in the examples and experiences explaining the empowerment concept. However only few participants understood the objective of the gender exercise and a lively discussion followed in which those persons explained it to the others. It then became clear that for number of participants the gender concept was far from understood.	For a TOT candidates without any knowledge on gender should not be selected. From the concept notes this is not always clear and difficult to judge.
17.00-17.15	Plenary reporting and reviewing the days' sessions and filling in evaluation sheets	SI		
Day 3 - 28/11/07				
8.45-9.00	Reporting of the eye, ear and time keeper and the 2 reporters.		This took quite some time and 5 reporters were too many, especially as some of them had made a PPT.	The eye, ear and time keeper report is an attractive method to use.
09.00-10.30	10. Mainstreaming gender into IWRM: How -the analysis phase -the planning phase and it mechanisms for mainstreaming gender in agriculture, environment, domestic water, drinking water, sanitation. - mechanisms on working in partnerships with mainstreaming Gender in IWRM	SI HL and SI	The elements were well explained and linked to field situations, but there was little interaction with the participants, due to time constraints. The time keeper was equipped with a tambourine and this proved a very effective and well accepted tool to keep the time.	More time needed for this, especially to link the theory with exploring (in small groups) what they can do themselves in their actual work situation.

	method			participants and many wrote down the method for future use.	for the Arab region
15.45-16.00	Coffee break				
16.00-17.15	13. Preparation for field visit Short introduction of the field visit (project) <ul style="list-style-type: none"> - What to find out - Where to look, whom to ask - Types of questions and pitfalls - Guidelines for semi-structured interviews - Filling of evaluation forms 	KM, CS and SI	Participants said that the presentation on questions and semi-structured interviews had been very useful for them and they would certainly benefit from it in future.		
Day 4 - 29/11/07					
07.00-20.00	14. Field visit		Jamila Tourian and KM, CS and SI	With a number of participants for the first time in the field, the visit was an eye-opener in many aspects and in general a very good experience. It was also said that for the first time they had been able to link the theory on Gender and IWRM to the practical situation.	
Day 5 - 30/11/07					
08.45-9.00	Report of the eye, ear and time keeper				
9.00-10.30	15. Findings from the Field: Plenary discussion on experiences from the field visit alongside 3 questions: 1. what are the positive and negative aspects on gender we have seen in the field? 2) What did the information in the field add to my knowledge? 3) which experience will participants use back home from this visit?	KM	Participants pointed out the links to gender issues in IWRM and discussed and explained to each other the difference between WID and Gender. When participants started to hammer out the negative points and failures as they saw it, and the (Tunisian) facilitator (and organizer of the field trip) starting to defend the projects, the discussion was turned around by asking the participants what and how gender mainstreaming could be improved. Simultaneous explanation of this facilitation intervention was much liked by the participants. Due to time constraints, the last question could not be discussed.	Instead of discussing so called failures and to avoid participants taking national stands, the discussion should focus on ideas for improvements	
10.30-10.45	Coffee break				

10.45- 13.00	<ul style="list-style-type: none"> - Introduction to PRA techniques - Various PRA tools (mapping, ranking, transect walk, observing, explained through photographs and examples from the field - Exercises with PRA techniques (ranking) 	SI, CS and AGY	<p>This session got a lot of interest and very high ranking of the participants in particular those who had never heard about the PRA method and from the other participants who had never had the practical experience of seeing and using PRA.</p> <p>The balance between theory, pictures and experiences from the field and the ranking exercises done by the participants themselves, was an excellent training method.</p>	
13.00-14.00	Lunch			
14.00-15.00	<p>16. Training techniques and Creative thinking</p> <ul style="list-style-type: none"> - Observation, having an open mind, looking and listening uninhibited and without prejudice; perception exercises - Thinking out of the frame (9 dots exercise) 	CS and Bahar Ali	<p>With the participants becoming aware of their own ways of observation and (mis) judging situations, through the playful and gentle exercises, they showed surprise and said to be amazed by their ways of perceiving and filtering information</p>	
15.00-15.45	17. Presentation on GWA, its aims and activities.	CS		
15.45-16.00	Coffee Break			
16.00-17.00	<ul style="list-style-type: none"> - Guidelines for making an action plan and evaluation of the day 	AGY, CS and KM		
Day 6 - 01/12/07				
08.30-9.00	<ul style="list-style-type: none"> - Reporting of the eye, the ear and the time keeper and 2 reporters on yesterday. 			
9.00-15.00	18. Making the action plan for Gender training in home countries	All participants		
12.30-13.30	Lunch			
15.00-18.30	Afternoon excursion to Sidi Bousaid; authentic Tunisian village			
19.00-23.30	Cultural evening and dinner party			
Day 7 - 02/12/07				
	19. Presentations of the action plan	KM, SI, CS	A total of 14 actions plans were presented, through	

08.30-12.30 14.00-15.45	on Gender training and advocacy activities in own countries. Presentation and Facilitation exercise for every participant		flipchart and ppts. Participants took care to present as well as possible, applying a number of training techniques, which had been presented and discussed during the week. By having the questions and discussions after every presentation, being facilitated by one of the participants, everyone got a chance to practice a number of micro skills.	
12.30-14.00	Lunch			
15.45-16.00	Continuation of presentations of the action plan on Gender training and advocacy activities in home countries. Presentation and Facilitation exercise for every participant		From the 14 action plans, most were well made, with concrete and promising plans for gender in IWRM training and advocacy activities. A few were very ambitious and expensive. For actual funds application, the plans need to be worked out into detailed proposals per activity. (see Annex 2 for detailed overview action plans)	
16.00-17.00	Coffee Break Closing ceremony Recap of experiences, handing out of certificates, filling evaluation form	KM,CS, SI	Although the final evaluation form was very detailed, all participants took a lot of care and time to fill these in.	
03/12/07	Departure			

Concerning the content of the gender and IWRM sessions more attention should have been paid to practical examples from the field, as the sessions tend to stay too much into theoretical concepts. The film she irrigates, she cultivates as well as the field visit however remedied this situation.

In general it can be said that the course programme was very full with presentations and exercises, all of which were felt needed to get the necessary basics of Gender and IWRM and training and facilitation methods across. This left very little time for real discussions to explore the ideas and perceptions of the participants and use these to deal with misunderstandings or having the participants to become aware of their own attitudes and behaviour towards gender issues.

More practical exercises in understanding the gender concept were needed for most of the participants. More specific techniques on how to deal with typical questions and remarks undermining the need to mainstream gender.

The exercise on gender (the world upside down) brought out the still existing problems in understanding the gender concept and especially linking it to daily life, as some of the participants had clearly problems in understanding the objective of the exercise.

In this course with most of the participants having just some vague ideas on Gender and in IWRM as well, more sessions would have been needed to bring about a deepening understanding of Gender and of Gender in IWRM. This would then have been at the expense of the sessions on training and facilitation techniques, which were also needed as very few of the participants had any teaching/training let alone facilitation experiences.

A discussion and decision is needed on the exact nature and the curriculum of a Training of Trainers in Gender and IWRM and consequently in the selection criteria concerning background knowledge and skills of the participants.

In relation to this discussion, decisions have to be taken on similar points concerning training courses in Gender and IWRM and training of so-called Gender Ambassadors.

4.2. The course methodology

The use of the carousel discussion method proved to be very enlightening to all participants due to its novelty and the method of allowing all participants (except for the facilitators in the groups) to cover all the topics of the discussion in a relatively short time.

To make sure that the participants would be able to distinguish between content and methodology a separate explanation was given at the start of day 1, while during the course additional clarification was given about the various training and facilitation methods used. Participants expressed that they found this very useful.

The training methods and techniques sessions were highly rated by the participants, as most of the information was new for them and with some of the techniques it was possible to practice these when the participants did their presentations and were invited to facilitate (part of) the discussions. With the course progressing the participants increasingly stepped forward to take their chance at practicing facilitation.

When coming from an educational culture, which encourages and rewards rote learning, dependent and collective thinking and adhering to hierarchical authority, little chance will be left for the participants to recognise and explore different methods and techniques of knowledge transfer and to develop creative thinking. Consequently many participants are most familiar with lecturing and teacher centred approach of learning and have little experience with interactive and participatory training methods and facilitation techniques. With the objective of training participants in becoming trainers in participatory methods, as well as enabling them to select between the most appropriate methods in different circumstances and with different audiences, attention to various types of knowledge transfer and adult learning approaches should be an essential part of the TOT course.

When training people in gender it is important to realize the difference in 'understanding' the gender concept and verbally reproducing it, and the actual assimilation of the concept into changed attitudes and behaviour.

It is recommended that the course should allow time and techniques to explore and deal with participants personal attitudes and behaviours towards social diversity and the possibilities of changes.

A special session on resources and materials could be included in the course:

- material available such as web sites, projects, reports, statistics, films
- participants contributions whether they know of other initiatives from their countries. Put material on display by asking participants before hand to get material with them on their own projects, countries

Discussions revolving around "negative" aspects should be avoided because:

- a) it tends to put person in question on the defensive side. Like in the discussion on the negative aspects seen in the field, participants started comparing the situation of their countries among each other
- b) participants should not become judgmental about other peoples' context, (moral, one should not label things as correct or wrong, because from whose is something right or wrong? and who are we to judge?)

It is vital to capture the opportunity of having so many participants representing many Arab countries to discuss the specificities of each country. This experience enables participants to understand their own country even better.

It is recommended to conduct an advanced training workshop for participants who have abided to their action plan. During this advanced workshop, arrange for session where participants can share their experiences and compare notes with each other.

A training manual adapted to the Arab region is very much in need for any training to be conducted. Some of the material can be gained from participants who mentioned in their action plan to be preparing a module or collect case studies, database and documentary films. (such Tunisia, Jordan & Yemen, Egypt.)

Prepare training curriculum beforehand and then test material during the TOT.

Review training modules from previous experience in other regions to guide the compilation of this Arab region training module.

Prepare a glossary on the main concepts of gender and mainstreaming of gender in IWRM and provide it as a hand out to participants.

Prepare material for two levels, an introductory one and another for an advanced level.

4.3. Results of the Final Evaluation

Preparation of the TOT				
	Poor	Medium	Good	Excellent
Invitation process	01	06	07	05
Transport*	01	02	06	08
Accommodation*	02	03	09	03
Meals	0	10	7	02
Coffee breaks	0	06	7	06
Content of the TOT				
	Poor	Medium	Good	Excellent
The Programme	0	05	08	06
Meet with participant's expectations***	0	05	07	06
Field visit : Kairouan				
	Poor	Medium	Good	Excellent
Preparation of the field Visit	01	02	11	05
Timing in the programme	0	01	0	18
Projects visited	0	01	0	18
Visiting the City***	0	0	01	16
Benefit from the training topics				
	25%	50%	75%	100%

Gender Concept	0	01	11	07
Mainstreaming gender in IWRM: Why and How?	0	04	08	07
IWRM: Principles	0	04	09	06
Gender, Poverty and Equity	0	04	08	07
Gender Analysis	0	03	08	08
Documentary film: : "she irrigates, she cultivates"	0	01	07	11
Gender Budgeting	02	05	09	03
PRA : Techniques and Tools	0	02	09	08
Training Techniques				
	25%	50%	75%	100%
Transfer of knowledge	0	03	08	08
Listening and Questioning	0	03	10	06
Specific facilitation and discussion techniques	0	03	09	07
Thinking out of the frame	01	04	06	08
Cultural visit				

	Satisfied	Not Satisfied
Cultural visit**	15	02
Dinner**	11	06
Training Material (TM)		
	Satisfied	Not Satisfied
Hand out of the TM	14	05
Quality of the TM	16	03
Diversity of the TM	18	01
Training Methodology		
	Satisfied	Not Satisfied
Diversity of the Training Methodology	19	0
Training Content and exercises	18	01
Participate the candidates in the content of training	19	0
Participate the candidate in the animation of some sessions	19	0

* Two Tunisian candidates do not need airport transportation.

** Two candidates participate in this activity.

III. THE COURSE OUTPUTS

5. The media coverage

For the dissemination of the call as well as the de media coverage during the opening ceremony and during the course, journalists from Tunisia and from the region have been contacted and invited to disseminate information about the TOT. As a result, 4 websites/ organisations from Saudia Arabia (Hiwaret el Fakhiria) and Lebanon (Ennahar), has circulate information about the TOT.

Four article in Tunisian newspapers have been written about the TOT, where coordinators and participants have been interviewed (see annex (4)).

6. CD ROM

A CD Rom has been produced for the TOT containing all materials introduced during the TOT. the CD Rom has been distributed to the participants.

7. Film

Most of the training sessions have been filmed. A recording film is available and might be used for the futures training sessions.