



#Women2030 Master Manual for Training of Trainers: Building knowledge, skills, and capacity to implement gender- responsive SDGs



Module 3: Gender-sensitive Training and Coaching Skills



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Contents:

Introduction:	2
Target group:	2
Structure:	2
Overall learning Objectives:	2
Guidelines for the Facilitator/Trainer	3
Session 1: Gender-sensitive training approaches and use of tools to promote participation and shared learning.....	4
Learning objectives	4
Adult Learning and Participatory Approaches	4
Participatory training or a learner-centred approach	4
Participatory Learning and Action (PLA)	5
Gender Sensitive Approach in training	6
Participatory Methods and Tools for Trainings	7
Use of Ice-breakers and Energizers.....	8
Facilitation Skills.....	8
Key elements of Facilitation:.....	9
Presentation Skills	10
Session 2: Essential information on planning a participatory workshop from start to end	11
Learning Objectives.....	11
Capacity Needs Assessment.....	11
Methods of Capacity Needs Assessment.....	12
Selecting the Target Group (Interactive group-work in the ToT)	13
Planning a Workshop (by the participants of the ToT)	13
Interactive Exercise with participants on planning a training/workshop (90 minutes).....	15
Training, Coaching and Mentoring, the differences	15
Interactive Exercises	16
Introductory Icebreaker: Finding a Friend (20 minutes).....	16
Case study on Dealing with resistance during Gender training (60 minutes)	17
Energizer: Fruit Salad (15 minutes).....	18
Role-playing exercise on Facilitation (40-60 minutes).....	18
Evaluation exercise by paired interviewing (30 minutes).....	19
Resources and Tools on Training and Coaching Skills.....	19

Introduction:

The objective of this module is to equip the trainer with key information and tools to develop and facilitate participatory trainings and workshops in a gender-sensitive manner. There is already a lot of material available on the subject, so this module gives an overview of key approaches and tools, referring to web-links where more detailed information can be found on a particular topic. Mostly, it will draw attention to participatory approaches and techniques that have been tried and tested by the five partners in this project in different locations and contexts around the world – thus adding the value of experiential and validated learning.

Target group:

This module is written for practitioners who already have some capacity building experience and/or are familiar with working in development context with rural and urban women and men on sustainable development issues. It can be used by them as a resource toolkit for: (1) Organising and facilitating Training of Trainers workshops for CSOs at national level (ToTs); (2) Coaching and Monitoring of trainees and (3) Co-facilitating (with trainees) community level trainings for local CBOs and women's groups.

Structure:

The module is divided into 2 sessions, as elaborated below, each with a set of interactive group exercises, and web-links to further resources, for more detailed information. As far as possible the sessions will be elaborated in a bullet-point style/overview, which will be useful to use in a Power Point if needed. The text will include '**tips**' for the trainer on the use of certain tools and exercises in a particular context.

TIP: Especially for this module it is advised to make good use of the interactive exercises to increase the opportunity of 'learning by doing' for the trainer as well as participants and/or trainees. These can also be used for the other modules as required.

Overall learning Objectives:

Session 1: Participants learn about gender-sensitive training approaches and use of tools to promote participation and shared learning.

Session 2: Participants get essential information on planning a workshop from start to end, and they learn the difference between training, coaching and mentoring.

Guidelines for the Facilitator/Trainer

It is advised to facilitate this module in the sequence 1-2-3 as each preceding session provides the background for the next.

The recommended time for each session is 2-3 hours, including at least an hour for exercises. You can decide how long you want to spend on certain topics, but:

- ✓ *DO try and address all of them, so as not to miss any relevant information out.*
- ✓ *DO keep enough time for the interactive group work as that is a crucial learning aspect of this module.*
- ✓ *DO adapt the exercises to make them more relevant for your participants and to the local cultural context.*
- ✓ *Please DO make good use of the section on resources and web-links to add more interesting details to your session.*
- ✓ *DO ensure that all participants have a say and are involved in the training at some level. However do not force it – it should be based on personal will*
- ✓ *DO make good photos of participants interacting during the workshop.*
- ✓ *DO assign re-cappers, timekeepers and note-takers from the participants to assist facilitation and documentation of the session and to utilise the available skills and knowledge.*

GOOD LUCK!

Session 1: Gender-sensitive training approaches and use of tools to promote participation and shared learning¹

Learning objectives

At the end of this session participants will:

- *Be familiar with the main characteristics of participatory and gender-sensitive approaches of training adults*
- *Know some methods and tools to encourage participation of different stakeholders*
- *Know how to use interactive exercises to encourage participation and gender-sensitive learning*
- *Be familiar with websites and resources to access more detailed information on training approaches and tools*

Recommended session length: 2-3 hours, including an hour for exercises.

Adult Learning and Participatory Approaches

Training methods can be either participatory or non-participatory. **In a non-participatory or lecturing approach**, learning is not usually an interactive process but rather top-down. 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.

Another approach to teaching or information sharing is **social marketing**. Social marketing is based 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 training or a learner-centred approach

This 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-centred approach is bottom-up and recognizes that knowledge is acquired from experience as well as from formal situations.

TIP: To assess the participants’ different learning preferences the trainer can conduct the **Exercise on Learning Experiences (10 minutes)**. Do not forget to look at the responses at the end of the day and use it to adapt your workshop style and methods as required

Participatory Learning and Action (PLA)²

This is an umbrella term for a wide range of similar approaches and methodologies in research and training that aim for gender-sensitive sustainable development and which were developed as a reaction against the top down approach to developing strategies for addressing local concerns. PLA methodologies include Participatory Rural Appraisal (PRA), Participatory Learning Methods (PALM), Participatory Action Research (PAR), etc. PLA promotes:

While PLA is usually discussed in terms of action research, the methodology can also be applied to Capacity Building and Training:

- Trainees are actively participating in the sessions;
- Trainees get the feeling this is about their own lives;
- Trainees are encouraged to talk and are listened to;
- Myths and preconceived ideas are identified, and trainees are not shy to admit that these can be doubted and changed.

The following diagram shows the differences between a lecturing and a PLA approach:

Lecturing Approach	PLA Approach
Dominating	Empowering
Closed	Open
Individual	Group
Measuring	Comparing
Reserve	Rapport
Frustration	Fun
Verbal	Visual

PLA approaches can be adapted to suit different ideologies, different target groups, different training objectives, as well as local contexts. For example:

- APWLD uses empowering participatory training methods and encourages the sharing of women's local knowledge and experiences as opposed to that of outside 'experts', as part of its **Feminist Participatory Action Research (FPAR) approach**³. This approach is used in trainings with national women's rights organisations for gathering evidence for campaigning and advocacy for women's rights in decent work, and their participation in climate action, for example.
- GFC uses participatory multi-stakeholder dialogue and strategic visioning exercises as capacity building tools in the **Community Conservation Resilience Initiative (CCRI)**⁴ to sustain and strengthen the resilience of community conservation practices, including

² Adapted from Gender and Water Programme Bangladesh (GWAPB) Report 'Trainers Workshop on Gender and Water' (2014)

³ APWLD, Feminist Participatory Action Research (FPAR) Training Module, Part 1, May 2016

⁴ GFC, Community Conservation Resilience Initiative (CCRI), May 2014

Indigenous Peoples' and community conserved territories and areas (ICCAs), in light of existing or potential external and internal threats.

- GWA uses a Participatory Training methodology using the **Empowerment approach**⁵ in training with technical and field staff of water projects, to understand the gender implications of their interventions for the local population. In this approach technical participants are interviewing local water users, thus learning how their technology could benefit them.
- For trainings with local women and men on the construction, use, and maintenance of solar collectors for hot water, **WECF emphasises participatory learning in the local context**⁶, and arranges workshops in local villages. Their workshops employ a balance of theoretical and practical methods of training including group work, plenary discussions, as well as the actual construction of a solar collector by the participants. A high priority of these trainings is gender-sensitivity and **equal outreach to women and men** so that women access the same education, tools and knowledge as men, and are able to make their voices and concerns heard regarding sustainable energy.

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.

Adults learn by hearing (auditory), seeing (visual), and doing (kinaesthetic). Generally, people learn through all three modes, but individuals vary in their preferences for each mode, so in training it is important to present materials in a variety of ways so that it meets everyone's needs. For visual learners, ensure you use diagrams and videos; auditory learners respond to lectures and discussion; kinaesthetic learners work well by doing, such as acting out skits or creating maps; combination learners take in most with a variety of these techniques. The following phrase is a nice way to sum up how adults learn best: ***We hear and we forget; We hear and see and we know; We hear, see and do and we will remember.***

It is also important to utilise the already-existing knowledge among the participants.

TIP: At the start of the workshop make a resource pool of the participants who can actively help with workshop tasks such as time-keeping, re-capping, energizer games, recreation evening, expectation and evaluation exercises (women and men).

Gender Sensitive Approach in training

Gender sensitive training entails an understanding of existing gender relations and the obstacles to some women's and men's active participation in the training process (due to

⁵ GWAPB, Methodology Paper 'Empowerment: Four Interacting Elements for Analysis and as an Objective for Development', June 2016

⁶ WECF, Guidelines for the Module 'Training on Solar Collectors'

caste, class, ethnicity, religion, age, disability, sexual orientation). It addresses these obstacles by proposing content that addresses different participants' interests and needs, and by adopting training and facilitation methods that enhance participation of the poor and disadvantaged people.

Gender sensitive training is not training on the gender approach and does not have to even directly mention gender issues or talk about gender equality. In fact it aims to ensure the equitable participation of all participants during the training process, as well as attention for all categories of people, as relevant in the subjects of training. .

Brainstorming exercise (20-30 minutes)

Projects such as Women2030 that deal with gender equality and women's rights may give rise to emotional, hostile or face resistance from groups that feel they lose out (local men, richer classes, dominant castes). Ask participants to give examples from their own experience as trainers or training course participants of such reactions during the training. How was it dealt with? If participants do not have personal experiences to draw on, ask them to suggest the kinds of reactions they fear certain trainings might cause. If there is time you can carry out group work using the '**Case study on Dealing with Resistance during gender trainings**' (60 minutes) from the Interactive Exercises section.

Participatory Methods and Tools for Trainings

There are many different methods of participatory training which bring out different elements of group dynamics and information exchange. Below are a few common ones (Some of which are included in the Interactive exercises section of this module):

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.

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.

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 group identity, may help to build trust within a group and may help develop sensitivity to the problems of others. Three types of games are commonly used: icebreakers, Knowledge games, and energizers

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.

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 behaviour in some way.

ROLE-PLAY. This is 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 behaviour.

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

1. **TIP:** The GWA ToT on Gender Mainstreaming in IWRM (2002) includes a Module on Gender-sensitive Training Skills. This has extensive information on participatory tools and methods for learning, with lots of illustrative exercises to follow step-by-step.
<http://genderandwater.org/en/gwa-products/capacity-building/CpC-modules>

WECF also has a Collection of Exercises for ToT on Gender and Sustainable Development (2014) Please view the **Tools and Resources** section to get the web-links for these documents.
<http://www.wecf.eu/english/publications/2014/gendertrainingmanual.php>

Use of Ice-breakers and Energizers

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.

Icebreakers are 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.

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.

TIP: Use an energizer game to boost the energy of the participants here. It can be one that you know or the 'Fruit Salad' energizer from the Interactive Exercises section

Facilitation Skills

Facilitation is a very important aspect of a participatory approach to training where the process of learning, sharing, and coming to decisions affirms the experiences and knowledge of all participants.

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.

Facilitation requires:

- Attitudes of acceptance, understanding, trust and care and respect. Humour is also an asset.
- It is important for a facilitator to be aware of her/his personal prejudices and biases (about women and men, poor and rich, sexual orientation, different professions, different religions, as well as cultures other than your own). These will have an impact on how s/he facilitate a group and her/his use of language, jokes and examples
- Learning through observation, experience, mistakes and good and bad meetings and reflecting on this (also called *reflexive learning*)
- Intercultural communication, horizontal interactive dialogue among people of different cultures and level of education.
- Before you facilitate, be clear about the goals of the group, the expectations of the facilitator, and the people you will be working with (see the ***Evaluation Exercise through Paired Interviewing*** which can help with eliciting this information in an interactive way).

TIP: If you have time conduct the **Role-play exercise on Facilitation (40 - 60 minutes)** from the section on Interactive Exercises in this module

Key elements of Facilitation:

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. - and address it. 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 when possible. Make sure your cell-phone is off and out of sight.

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?"

RECORDING: When using flip charts always record in the words and language of the person speaking. Do not use your own words. Check with participants if you are uncertain. 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. Work with the participants to create processes to address the conflicts. Enable the arguing sides to present their views and to listen to each other.

Presentation Skills

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:** focus on one idea per visual. Use colour to focus on key information. Add impact or tone to message. Provide overview or "whole picture".
- **Good visuals are visible:** visuals should be legible to the most distant viewer in the room. Limit number of words per line. Limit number of lines per visual.
- **Good visuals are simple:** eliminate extraneous information and clutter. Visually simplify using design, colour or overlay.

Delivering the Presentation

- Make sure all equipment is working and ready to start beforehand.
- Ask people politely to switch off laptops, tablets, and their mobile phones or put them into silent mode.
- Ensure the overhead projector (OHP) or LCD projector is located at the front of the room and not blocking anyone's view of the screen. You also need a darker room if you are going to use slides.
- Stand to one side of the projector and face the audience. Make eye contact. Do not keep looking at the screen. Read from the transparency or your notes. Cover the transparency/projector lens when not using it. Have a small table next to the projector for your transparencies. 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 you need to either have 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 colour markers to distinguish what you are recording. Do not use red markers and do not write in capital letters. Both are difficult to read.
- **CHALK/MARKER BOARDS.** Use large and legible handwriting. Can also use colours for contrast and emphasis. Clean the board properly so that shadows do not make it difficult to read

Session 2: Essential information on planning a participatory workshop from start to end⁷

Learning Objectives

At the end of this session participants will:

- *Be familiar with why and how to conduct a capacity needs assessment*
- *Know criteria for target group selection*
- *Know key considerations for planning a workshop*
- *Know how to jointly plan and evaluate a workshop with participants*
- *Be aware of the differences between training, mentoring and coaching*
- *Be familiar with websites and resources to access more detailed information on planning and managing a workshop, training, coaching, and mentoring*

Recommended session length: 2-3 hours, including an hour for exercises.

Capacity Needs Assessment

The previous session has showed that for adult learning courses to be effective, they should be "learner-centred", i.e., they should be designed on the basis of a clear understanding of the participants and their needs, which will be different for men and for women. Capacity Needs Assessment or CNA (also known as Learning or Training Needs Assessment), is thus a centrally important element of a training course design and it should take place prior to the training course, allowing sufficient time for course planning and materials preparation.

Capacity Needs Assessment (CNA) is conducted in order to find out the following information about the participants and their organisations.

PARTICIPANTS:

- What are their roles and responsibilities?
- What degree of understanding do they already have of the training subject/theme in relation to their work? Did they have gender training earlier? For how many days?
- What work experience do they have in the subject of the training?
- What kind of motivation do participants have to attend the course?
- What are their expectations of the course?

PARTICIPANTS' ORGANISATION/DEPARTMENT

- As gender mainstreaming is a cornerstone of the Women2030 project⁸, it is important to know if the organisation promotes gender-sensitive work practices, i.e., is there a gender policy? What monitoring procedures are there? Are there staff incentives to work in a gender-sensitive way?

⁷ Adapted from GWA ToT on Gender Mainstreaming in IWRM (2002), Module 6: Planning ToT Workshops

⁸ As it is for many other projects, for which this manual is useful.

- How can they contribute to the training for e.g. equipment, venue, guest-speaker, field visit (this helps promote ownership in the CB activities).
- How will the training be followed-up?

Methods of Capacity Needs Assessment

- Questionnaire survey of participants (this requires having a full list of participants well in advance of the course)
- Telephone/e-mail survey of participants.
- Interviews/meetings with a selected group of participants – individually or collectively.
- Interviews/meetings with staff responsible for delegating a participant to the training course, to clarify their expectations of the course for the organisation’s work and the ways in which the knowledge and skills gained from the course will be used.

See below a very basic sample of a CNA questionnaire for a training on gender

PRE-COURSE QUESTIONNAIRE: TRAINING OF GENDER TRAINERS

1. Name:
2. Age
3. Sex
4. Organisation:
5. Position:
6. Have you attended any training or courses on gender? (What?)
7. Have you attended any courses on training skills? (What?)
8. Have you run training or workshops on gender or on other issues? (What?)
9. Are you planning to run gender training/workshops? (When? For who?)
10. What do you hope to get out of this training?
11. What do you think are the main issues concerning gender as they relate to your development work? (Very briefly, please.)
12. What are the main issues regarding training that you would like addressed in the workshop?
13. Do you have any requirements to allow you to participate fully in this workshop?
 - a. Diet
 - b. Facilities (e.g., childcare, wheelchair...)
14. Any additional information/comments?

It is additionally good practice to start any gender training course with a review of the participants, their needs and expectations. This enables participants to share their expectations with each other, and enables the trainer to explain which expectations will and will not be met.

TIP: The Interactive Exercises section of this module includes an **Evaluation exercise through paired interviewing** that can be conducted by the participants at the start of the training.

A review of expectations at the start of the course does not substitute for learning needs analysis in advance of the course, because by this stage, only minor adjustments to the planned course content are likely to be possible. If unexpected issues come up at this stage (if, for example, a pre-course learning needs assessment was not conducted), the trainer needs to think through and make decisions on:

- How much they are able to tailor the course to the learning needs that have been identified by participants?
- How much they are willing to tailor the course to the learning needs of particular groups (language, level of experience)?
- How much opportunity is there to incorporate participants' experience into the course (e.g., in group exercises, discussions, presentations etc.)?

Selecting the Target Group (Interactive group-work in the ToT)

It is best to discuss the criteria for selecting the target group for a training/workshop with the participants of the ToT. For this the trainer of the ToT can divide the participants into groups depending on language, regional/geographic location, institutional size, financial limitations in implementing ToTs etc. Each group will be given 30 minutes to discuss the seven questions in the following paragraph. They should write down their responses on a flipchart paper. The responses do not need to be presented in a plenary, but can form part of the preparation for the final exercise of the module i.e. to prepare a sample work-plan for a training course.

Planning a Workshop (by the participants of the ToT)

There are seven key steps to consider when planning a workshop (6 W's and 1 H):

- **WHO is the course designed for?** Specify their levels of seniority, likely ages, gender, expertise, experience etc. How many people will come? Think about their likely current level of understanding of gender issues and their likely level of motivation to attend a gender training course.
- **WHY do these people need training?** Think about this in relation to the participants' job responsibilities or, for community level courses, particular issues/problems the community is facing. Is there a particular reason to have the training at this time – new policies or guidelines, particular problems that have arisen, new issues arising from gender research/sex-disaggregated data, or follow-up to previous training?
- **WHAT FOR?** What do you hope the participants/organisation/community will gain from the training? This is similar to the above question, but slightly different in emphasis. A training course is short and it is important to be realistic about what one training course can achieve. What, realistically, do you hope the training itself will achieve? What do you hope will change as a result of the training?
- **WHEN** will the training be conducted? Think about this in relation to participants' commitments (seasonal farming activities, and religious or community festivals etc.). Would a block of time be most appropriate, or a series of individual sessions? How long is the course going to be?

- **WHERE** will the training be conducted? Think about the venue. Is the course going to be conducted at work or away from work, within the community or away from it? Is it going to be residential? There are clearly cost implications in holding courses away from work/home, but advantages in terms of minimizing distractions, and the possible incentive of an attractive residential venue.
Here you need to think also about **facilities you need to arrange in advance for participants with special needs** (pregnant women, those with special dietary requirements, physically challenged, different language, single parents with no childcare, etc.)
- **WHAT** will the course cover? Bearing in mind the above – the participants, the needs of the institution, and the constraints of time and finances – brainstorm a list of topics/issues you want the course to address.
- **HOW will the sessions be run?** Think about the training methods you might use. What methods are likely to be the most effective way of conveying the different topics you want to cover?

The answers to the above questions will give the information you need to start planning the workshop programme, logistics, and training process. This should entail making a checklist of activities to implement before, during, and after the workshop and a timeline for it.

Workshop programme: when planning the workshop programme it is important to pay attention to the *sequencing of sessions/modules* so that the starting sessions provide background information for the following sessions and have time for introduction and setting a conducive atmosphere for participation. Ideally the earlier sessions should also have more room for flexibility to modify them as per learning needs of the participants.

Example of a Workshop Checklist and Timeline⁹

Task	Date to be completed by (recommended)
Develop criteria for selection of participants	12 weeks prior to training
Conduct publicity/promotion of activities.	10 weeks prior to training
Select and invite participants.	8 weeks prior to training
Select location of TOT and arrange logistics	6 weeks prior to training
Select location of study visits to local projects (optional).	5 weeks prior to training
Develop list of specific reference materials.	5 weeks prior to training
Collect all necessary materials.	5 weeks prior to training
Finalize training materials.	4 weeks prior to training
Finalize study visit to local project (optional)	4 weeks prior to training
Notify selected applicants of workshop Programme, and any preparations they need to make	2-3 weeks prior to training
Finalize logistics (travel of participants)	2-3 weeks prior to training
Conduct TOT	During training
Complete evaluation and give out certificates	During training

⁹ Adapted from GWA ToT on Gender Mainstreaming in IWRM, Module 6 'Planning a ToT Workshop' (2002) and WECF, Guidelines for the Module: Training on Solar Collectors (2014)

Others (documentation of workshop, and dissemination of results via website, social media)	Up until a month after training
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Interactive Exercise with participants on planning a training/workshop (90 minutes)

Divide the participants into groups depending on language, regional/geographic location, institutional size, financial limitations in implementing ToTs etc. Each group will be given 30 minutes to plan a training workshop from start to end. After that they will present to the other teams in a plenary for 10 minutes, and there will be 5 minutes for feedback.

- Each team should try to make use of the materials in this session
- Participants can make their presentation using flip charts, transparencies etc.
- Each team should plan to have each person on the team present back to the plenary.
- Participants should use the '*Checklist/timeline for Implementation of a training*' and adapt it for their context
- Instruct them that they need to highlight the following in their Work Plan Presentation:
 - **Objectives of the TOT**
 - **Target audience**
 - **Strategy for engaging wide variety of stakeholders and resource persons**
 - **Workshop programme**
 - **Time plan for the TOT**

TIP: After the work-plan presentation it is good to have feedback from the participants about how useful they found this session. Use the **Evaluation exercise** from the Interactive Exercises section of this Module for this.

Training, Coaching and Mentoring, the differences

These are three different ways for an expert or experienced individual to support the development of the capacity and skills of people to do something more effectively. Differences between them are explained in the following paragraphs.

Training is formal, should have well-defined learning objectives, and is often relatively brief as compared to coaching or mentoring. Training can also include many of the types of interaction that are found in a coaching environment, but there is a strong focus on the trainer being a subject matter expert. Training is best used when a person or group of persons needs to learn something new or develop existing knowledge and skills in a short time (start of new project or to learn to apply in gender approach in their work, learn a new research methodology or use of new technology). Goals are identified at the start of training event (by trainer and trainees)

Coaching can be formal or informal and long term or short term, but is learner-driven and practically oriented: the coach is there to help the learner gain practical skills in using or implementing a technique, approach or activity. Over time the learner witnesses obstacles, for example with mainstreaming gender, which then are discussed with the coach. Together a solution is developed. Once the goal is met, the relationship is re-evaluated. Coaching is best used for practical learning and to build confidence and experience of learners to use a newly learnt skill (use of new methodology or technology learnt in the training).

Mentoring is generally an *informal relationship* between two people. A mentor will do many of the same things as a coach or even a trainer, but there is no formal obligation on the part of either party. The mentor is an experience based expert. A mentoring relationship often develops gradually from a personal or a professional association, intensifies as the mentor discovers s/he has valuable insight and experience to share, and as the person being mentored discovers s/he has a desire to learn from the mentor. Mentoring is most effective when it takes place in the geographic and professional context of the learners/mentees. For example, a confident and experienced grassroots woman activist can be a mentor to other women and men in her village who want to know how to develop skills in advocacy and campaigning for their rights. The mentor adds to the clarity on direction, career and role in life of the learner, and her/his confidence is increased.

TIP: Ask the participants if they can give examples of coaching and mentoring that they have given or received during their life. Use the overview table above to see if the participants can recognise some of the characteristics for each of the learning modes.

Interactive Exercises

Introductory Icebreaker: Finding a Friend (20 minutes)

Aim: Provide participants with an opportunity to talk to each other and know some things about each other

What you need: A4 paper with typed statements for each participant

Procedure:

- 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 travelled more than 8 hours to be here; People who like spicy food; People who are good singers; People who are happy to be here; People who have been in a training before; People who speak two languages;
- Distribute a sheet to each participant.
- 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.
- Welcome participants and comment on the responses briefly

Exercise on Learning Experiences (20 minutes)

Aim: To understand how adults learn and their learning preferences

What you need: A4 worksheets for each participant with the following questions typed on it (give space to fill in answers on the sheets):

- 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?

Procedure:

- Hand out the worksheets to each participant and give them 7 minutes to answer the questions
- Discuss the answers in a plenary session and write down main learning points on a flipchart sheet.

Case study on Dealing with resistance during Gender training (60 minutes)

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: 1) What do you perceive 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?

Aim: To learn how to deal with resistance during trainings

What you need: Four A-4 sheets with the case study and questions, flipchart sheets, marker pens

Procedure: Divide the participants into 4 groups and give them the sheet with the case study and questions. Let each group write each of the two questions on a flip-chart sheet, and write their answers under them to present them back to the plenary.

At the end of each presentation, get the other groups to respond to what they have heard.

On the basis of the above discussion, get the groups to identify a list of tips for gender trainers. Write these up on flip chart paper.

Energizer: Fruit Salad (15 minutes)

Aim: To energize participants

What you need: Flip chart, marker pen

Procedure:

- 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.
- Ask the participants to name their favourite fruits and choose any four fruits with the help of the participants, for example Apple, Mango, Guava, Banana.
- 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 a “Mango” and so on. After the fourth participant has called out “Banana” the next starts with “Apple” again.
- 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.
- 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”.

Role-playing exercise on Facilitation (40-60 minutes)

Aim: To practice facilitation skills and become more confident in managing groups

Preparation: from the scenarios below, write up 2 different scenarios on 4 sheets of paper: 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.

Procedure:

- Divide the participants into 4 teams. Give each team a sheet with 2 scenarios and ask them to role-play a solution to the scenarios presented to them. (20 minutes to develop the 2 role-plays)

- 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.)
- Field questions and comments from the group after each presentation. Ask participants for their opinions on the role-plays.

Reflection Questions: 1) How easy or difficult was it to formulate solutions to the scenarios? 2) How appropriate or effective would these solutions be in dealing with the problems listed? 3) Can anyone give an example of how they have dealt with similar problems in their work?

Evaluation exercise by paired interviewing (30 minutes)

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

What you need: paper and pens

Procedure:

- 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?
- Ask participants to report on their partners. Write down their responses on a flip chart.

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 may find that this exercise is valuable for finding out about participants expectations from the workshop. To use it for that purpose, change the questions that the pairs ask of each other.

Resources and Tools on Training and Coaching Skills

1. *Feminist Participatory Action Research (FPAR), Training Module – part I, APWLD, May 2016*
https://drive.google.com/open?id=0B0i2gKamOW_NemRqQW5JczZwb2c
2. *Feminist Legal Theory and Practice (FLTP) for Asia and the Pacific, Training Resource Manual, APWLD, Dec 2008*
<https://drive.google.com/open?id=0ByIeN6A9GiNKVkvHUhSRmtrVIE>
3. *Community Conservation Resilience Initiative, Methodology, Natural Justice and GFC, May 2014 (also available in Russian)*
<http://globalforestcoalition.org/resources/supporting-community-conservation/>
4. *ToT on Gender Mainstreaming in IWRM, GWA (2002): Module 2 on Gender-sensitive Training Skills, and Module 6: Planning ToT workshops*

<http://genderandwater.org/en/gwa-products/capacity-building/tot-modules>

5. *Gender in Sustainable Development: Collection of Exercises for Training of Trainers (ToT), EWA and WECF, March 2014*
<http://www.wecf.eu/english/publications/2014/gendertainingmanual.php>

Web Resources on Training and Capacity Building (accessed 31/1/17)

- *BRIDGE supports gender advocacy and mainstreaming by bridging the gap between theory, policy, practice. Its website includes cutting edge packs on various gender themes as well as lots of global resources on gender mainstreaming tools and approaches.*
<http://www.bridge.ids.ac.uk/global-resources>
- *Cap-Net UNDP is an international network on capacity building for sustainable water management. Its website has lots of tools and resources on integrated water resource management, gender issues in water and related themes, as well as a 'water channel' with videos and a virtual campus with self-learning tutorials for development practitioners.*
<http://www.cap-net.org/>
- *The Gender and Water Alliance (GWA) website has lots of capacity building materials such as resource guides, training manuals, ToT modules, and even a self-learning tutorial for development practitioners on gender issues in water and sanitation, agriculture, and climate change.*
<http://genderandwater.org/en/other-resources/guides-tools-and-manuals>

WEB RESOURCES FOR SPANISH SPEAKERS:

- *Curso Taller Regional de Capacitación para Capacitadores. GWA, AECID.*
<http://genderandwater.org/es/productos-gwa/fortalecimiento-de-la-capacidad/bajo-el-programa-de-aecid/memoria-del-curso-capacitacion-para-capacitadores-en-genero-y-manejo-integrado-de-agua>
- *Guía para facilitadores y facilitadoras de talleres. GEM.*
https://www.apc.org/es/system/files/GEMGuide_ES.pdf
- *Hacer talleres: Una guía práctica para capacitadores. WWF, DSE, IFOK.*
http://www.gwp.org/Global/GWP-Sam_Files/Publicaciones/Hacer-talleres-gu%C3%ADa-para-capacitadores-esp.pdf
- *Guía del Capacitador para el Aprendizaje y Acción Participativa. IIED.*
<http://www.ruta.org/toolbox/sites/default/files/97.pdf>