

B Facilitator's guidelines

These guidelines are for you, the facilitator/trainer. Please read them **before** selecting the activities. Even if you are an experienced facilitator, there are particular issues to consider in planning gender training with this Manual. If you lack experience, read these guidelines carefully and plan your first workshops with experienced co-facilitators.

We have divided this section into three parts: **Key issues**, **The seven steps of planning**, and **Running the training**.

Key issues

What is gender training?

Gender training is a development intervention which aims to change awareness, knowledge, skills, and behaviour in relation to gender. It differs from training in some other subjects in that it touches on personal and political issues, even where this is not deliberately planned.

The term 'gender training' covers a variety of methods and approaches. These range from feminist-oriented workshops using techniques such as songs, games and discussions to raise awareness with grassroots women, to more formalised training in gender-aware project design for male or mixed groups of decision-makers in governments, multi-lateral agencies or NGOs.

In practice, there is not usually a clear-cut division between these approaches, and much gender training contains elements of both. Although the approaches seem to be different, they can both be seen to follow the development education principle of starting from people's own experience, whether it be the daily work of looking after the family or dealing with project documents.

Oxfam's experience, which is reflected in the content of this Manual, suggests that gender training works best if there is a strong element of awareness-raising as well as skills-building. Otherwise, there is a danger that techniques will be learnt, but prejudicial attitudes will still remain; or that awareness will be raised but work practices will not change. The exact balance of the two elements will depend on the particular training needs and characteristics of the groups, such as, job requirements, sex, and educational level.

Why gender training?

Gender training is becoming increasingly popular with many institutions, as a way to improve the quality of relief and development work. The negative effects of ignoring gender issues are now widely acknowledged. For example, projects may fail because women's key roles and contributions to the economy have been overlooked; women's workload may be increased as a result of development

interventions and income-generating or credit schemes may fail to affect women's access to cash, because their husbands control the money. In addition, development agencies' commitment to social justice requires them to consider how power relations between men and women can become more balanced.

However, there is a difference between acknowledging the importance of gender issues, and being able to put this into practice. Most people working for development agencies do not intentionally discriminate against, or intend to disadvantage, women, yet that is what may happen if they do not have the necessary awareness and skills. *It is not enough to have good intentions.*

It has been shown that gender training *does* make a significant difference, but it is not a cure for all problems — changes in policy, procedures and staffing also need to be considered as alternatives or additions to training. Before deciding whether gender training is the right course of action, these key questions need to be asked:

- What is the problem?
- Is training (part of) the solution?
- How will training best be achieved?
- What is the desired outcome of the training?
- How will you know if success is realised?

It must be made clear what training can and cannot achieve — to avoid over-high expectations, inappropriate selection of trainees, and inappropriate content.

Preparation for success

The success of gender training in practice depends to a large extent on external factors — including attitudes and priorities of those in power within organisations, and pre-existing power struggles.

Training should be part of an overall strategy, leading to the desired change. This will involve development and implementation of an institutional gender policy, and changes to working procedures and practices, such as the ways in which projects and programmes are planned and monitored. It may involve changes of personnel, or changes in responsibilities of existing personnel.

Gender training is more likely to be successful if some preparatory work is done before the first workshop or training course is even planned. Poats and Russo¹ have found that training can serve as an extremely effective mechanism to integrate perspectives and gender analysis into the operations of a variety of institutions. They identify a number of key organisational issues which need to be addressed if gender training is to be successful.

1 There must be an explicit mandate for gender training from the top of the organisation, which must be clearly articulated to all the divisions of the institution as being relevant to them, not just the gender workers. This includes training the heads of the institution.

2 Training is a process and requires sufficient time for effectiveness. A series of

training courses may be the most effective system, with time to incorporate what has been learned into work practices.

3 Gender training must be managed and supported by strong, qualified professionals whose experience is respected within the organisation.

4 Someone, preferably full-time, from within the institution should have responsibility for training. External consultants may be used to do the training, but they need to work with someone from within the institution to co-ordinate logistics, and provide information on organisational culture, procedures, and participants, to the trainers.

5 Training is more effective and efficient when the same team, or at least members of that team, conducts the training over the initial training period when gender analysis is being introduced to the institution.

6 Training of trainers (TOT) is a critical element for achieving long-term integration of gender issues and analysis in an institution. TOT courses can be conducted either within or outside the institution.

7 Budgeting for a training programme must be comprehensive. Trainers require adequate resources and support personnel. Trainers need to give full attention to the process of training and thus need proper administrative and logistical support to enable them to do this. This should be budgeted for.

9 There is no single training strategy that will fit all institutions. Each training strategy, and each training workshop, must take into account the nature of the particular organisation and the social and political context in which it works.

10 Finally, it is important that the gender training programme is supported and not contradicted by other training in the organisation. This may mean making changes to courses on other topics, sometimes by including specific sessions on gender.

Organisational resistance to gender training

Ways of avoiding dealing with gender issues have been well-documented. Gender training may be defined as divisive or disruptive; there may be a refusal to frame a policy on gender, or to change existing discriminatory practices. The issues are similar to those involved in the introduction of anti-racism training in an organisation, and considerable work may need to go on before the topic of training is even mentioned. Care should be taken that attending a gender training is not seen as implying that the person is sexist or unaware of gender issues. Oxfam's experience, if anything, implies the opposite: people who already have some awareness of gender issues are more likely to take part in gender training.

The seven steps of planning

It is essential that any training should be well planned. *Every training course needs preparation time.* This should normally be between three and eight days for each day's training. You may reduced this to a minimum of one day's preparation for one day's training if the same team are conducting the same training with different groups, but you should still allow time for adapting materials and structures to the specific context and needs of the participants.

The methods and the content, often the first to be considered, should be chosen only after full consideration of the aims and objectives of the training, and the learning needs of the target group. One way to ensure that all aspects have been considered is to check the seven steps of planning:² **Why? Who? When? Where? What for? What? How?** The steps are best done roughly in this order, but some steps will also need to be considered together.

1 Why?: the aims and objectives of the training

The aims are over-riding, general, guiding, long-term, and open statements of intent, but they must be clear and explicit (e.g. to increase gender awareness, to improve quality of life for women in the project). Objectives must be specific, measurable, achievable, relevant and time-bound (e.g. by the end of the training all staff will be able to analyse projects using the Moser framework; the level of participation of women in the management committees will have risen by at least 10 per cent).

The aims and objectives need to be realistic in terms of what training can achieve, and what other changes are needed to support the aims. One way of deriving objectives is through learning-needs analysis (see point 5).

It is wise to begin to think about how the training will be evaluated, at this stage, because the achievements of training should always be measured against its aims and objectives.

2 Who?

a. The learning group

This has to be considered together with **1 The Aims and Objectives of the Training**, and **5 Learning-needs Analysis**. Selection of participants is crucial to a successful training course or programme. Who should attend, who they represent, and how they will be encouraged to attend is one of the most important steps in the whole training strategy.

Training is easier if the group is as homogenous as possible, but in some cases, a group will require training together in order to build collective responsibility and unity. In this case the training should be designed to take into account the very different abilities, needs, responses, and receptivity of people with different abilities and experiences. As in any other project, disaggregated data should be obtained about the different roles and needs of men and women, and how these may be affected by age, class and ethnicity.

As much as possible should be found out about the group so that the training

matches the needs of its members. The composition of the group will affect the group dynamics, and you will need to consider whether you want to specify an equal balance of men and women, or managers and junior staff, in order to avoid a minority feeling isolated and intimidated.

In some cases it will be useful to have separate courses for men and women or for other groups where there are large differences between learners in existing knowledge, status, literacy levels or confidence to speak in groups. Women often have difficulty speaking in groups, particularly large groups, and particularly if there are many men, and the discussion is academic or technical. Men, however, may have greater difficulty in small groups, discussing themselves and their feelings — or even in seeing these as valid subjects for discussion. We have indicated in the trainer's notes whether an activity is suitable or not for particular groups. In other cases, it may be desirable to split the group up into separate-sex groups for certain activities. (See **Section C.3 Gender Awareness and Self-awareness**)

Existing skills, interests and capabilities — such as language and literacy levels of both women and men — need to be assessed. Other factors you should consider are: experience in development, and in emergency work, levels of experience in the organisation, job role, responsibility and status, region or country learners come from. It is also important to find out people's previous levels of knowledge on gender issues and any previous relevant training or experience.

Generally people learn best in small groups, particularly where they are asked to participate. Groups of 10-20 are ideal. Larger groups require more trainers and more complex planning.

Learning theory shows that there is an optimum level of stimulation for learning to take place. Where the subject is contentious, as gender training may be, this can produce anxiety, defensiveness or hostility. This type of 'stimulation' can be so high that it can block effective learning. It may be important to do preliminary work with the group or the group's representatives, to listen to them and understand their concerns and fears, in order to pitch the training at the right level. The **Expectations** activity is useful here, but pre-session discussions can do a lot to allay anxiety, and to clarify what the session will cover and what it will not.

Women and men may have very different expectations of the training. Some men may reluctantly accept the need for training as a requirement of the organisation, but find the idea anxiety-provoking. For some women it may be the culmination of several years of internal lobbying — so they will have high, and perhaps unrealistic, hopes. Some people, particularly men, with some understanding of gender may expect a 'recipe book', rather than expecting to change their perceptions and attitudes, and their approach to development work in fundamental ways.

These pre-training discussions are also a time for establishing learning needs and contracts (see point 5.). If it is impossible to meet participants before the training, for example, where people are coming from different countries, this information has to be obtained indirectly through representatives from the area, and directly through letters and pre-course questionnaires. (See questionnaire with **Activity 6 Expectations, Hopes and Fears**).

b. The trainers

Ideally, there should be at least two facilitators or trainers. Where this proves to be impossible, try to get at least one resource person from within the organisation to help you to plan. Your co-facilitators could be involved at various stages – joining in the basic needs assessment and planning, or just being brought in to run certain sessions. However, in all cases share some of the planning with co-facilitators.

Two or more facilitators are useful because:

- Facilitating gender training can be extremely challenging and tiring.
- Co-facilitators can give each other support, and also provide a useful check on a facilitator being drawn into colluding with prejudicial sentiments.
- Having one male and one female facilitator helps the group dynamics, particularly in mixed groups, and stops gender being seen as only a women's issue.
- It is important for at least one trainer to come from the same area and ethnic group as the majority of the participants. This will provide relevant local knowledge, and help to counter racism, especially in workshops for Southern offices of Northern-based NGOs.
- Having at least one facilitator with knowledge of local languages enables small-group discussion to be held in people's first language. This may be particularly important to prevent women or the less educated from being disadvantaged in discussions.

You need to consider all the above points when choosing your co-facilitator(s).

Facilitators need to work together as a team, and to be seen to be doing so, because:

- The reactions of the participants will vary according to their perceptions of the facilitators in terms of their sex, ethnicity, age, class and many other factors.
- The group may cast them in different roles, for example 'expert'/'non-expert', 'one of us'/'outsider', and try to play one off against the other.
- The same message will be interpreted differently depending on who it comes from.

In order to work effectively as a team, and so that your training is not undermined by your co-facilitator, you should:

- Discuss your training styles and methods, and also specific issues likely to arise from the issues in the manual.

- Make sure that you agree on the basics about gender.
- Discuss strengths and weaknesses and use these constructively as a basis for planning.
- Agree fees, responsibilities, and time required for planning and training.
- Make arrangements in good time — good gender trainers tend to have full diaries.

During the planning time, co-facilitators should spend time getting to know each other. During workshops, one person should be responsible for each session. Facilitators should not interrupt each other, but invite comments at the end. Each should ask the other for support, and be prepared to give it. It may be useful to use some of the listening activities (see **Section C.9 Working with Women and Men**) every day as part of your preparation.

After the workshop, review the event, and what each facilitator felt went well and why. Examine what each facilitator found easy, difficult, and valuable about working with the other person. Explore any changes each facilitator would like to make if running the workshop again.

Facilitators should have a questioning openness of attitude and a commitment to social justice. Although gender is the focus of the training it should take place within the general context of challenging prejudice, discrimination and oppression at all levels and in all areas. The facilitators need to look at their own lives and be aware of their own culture, prejudices, and assumptions, including assumptions about participants. You need to work through some of these issues before starting to run workshops. In participatory learning, facilitators need to be prepared to listen and learn as well as to lead and teach.

You need to have some knowledge and understanding about gender, and must read and understand all the hand-outs and work through all the case studies before using them.

c. Facilitation skills

It is assumed that people using this manual will have some experience of facilitating groups and/or running training workshops. There are many good guides to the general principles of participative training (see **Resources section**), which will not be considered here.

You do not need formal educational qualifications; they could be a barrier if participants are alienated by the implied superiority of the trainer. The credibility of the facilitators is important, and this will depend on the composition of the learner group.

Facilitators need good listening skills, an understanding of group dynamics, and to be able to encourage mutual respect and understanding between themselves and the group (see also section on running sessions, below). The behaviour and language of the facilitator, both in and out of the training sessions, should always be congruent with the aims, values and principles of participative development. For example, facilitators should be very careful not to discriminate, deliberately or

unwittingly, against people with disabilities, illiterate people, or any other group. Once again the facilitator needs to examine her or his own prejudices and assumptions.

d. Other support

You need to consider administrative and logistical support. This is particularly important when planning the report of the workshop. It is much easier to write up the report while you are running the training than to try to get it done later. You may also want someone to take photographs for the report. If possible, have a non-facilitator in charge of all practical arrangements including venue, accommodation, refreshments, transport, childcare facilities, translators, access, and special needs. Some tasks may be carried out by some of the participants, for example, liaison with the staff of the venue, time-keeping, security. This will encourage a sense of responsibility in the group and enable the facilitators to give full attention to the task of training. Participants may also be asked to lead sessions. In these cases you should be clear about what you expect of them, and whether they are part of the facilitation team planning the whole event, or just leading specific sessions. Outside resource-people may also be asked to come and give inputs and lead discussions on particular topics. This can give fresh perspectives, but such people need to be fully briefed on the aims and objectives of the workshop and the expectations of their sessions. The same issues also need to be considered when arranging for support-people to be co-facilitators.

e. Core group

Oxfam has often run training workshops using a 'core group' to help to plan and run the event. The core group includes the facilitators plus key participants or organiser(s) from the host team or organisation. People are chosen for their skills, knowledge, and experience to make the workshop more relevant to the participant group and the local context. One or two participants may also be asked to join the core group to assist with monitoring and re-planning, once the workshop is under way. It is best not to have more than three to five people on a core group, and to be clear about group members' roles and responsibilities. The core group should be led by a team leader who has an overview of the whole process.

3 When?

You may want to consider a variety of methods: training workshops, evening classes, phased training, or on-the-job training. Choose the type of training which best suits the group, and their needs. In setting the dates for the workshops or training courses, consider the other plans and responsibilities which women and men have at different times of the year (such as work schedules, daily and seasonal routines, participation in religious festivals). In deciding times for classes, remember women's and men's different situations (such as busy times, family responsibilities, social constraints on women going out at night). Obtaining this information will in itself be an exercise in obtaining gender-disaggregated data.

Allow enough time for the facilitation team or core group to meet and plan the training in detail. A **minimum** would be one day's planning for one day's training,

if the facilitators are experienced, have done some pre-planning and have full administrative back up. Include extra time for study visits, writing or adapting materials, testing out materials. Plan for at least one day's rest between planning and training — otherwise you will be exhausted before you start. In calculating the amount of time you need for the actual training, remember to allow time for rest, exercise, socialising, visits to projects or groups, and any personal study. Participants must be committed to attending all sessions, so to avoid disrupting the training, you may need to include free time, for example, for shopping or sightseeing.

4 Where?

You will need to consider the availability, convenience and cost of the venue. You also need to check whether the place is accessible to all those who wish to come. You need to consider: safety, access for people with disabilities, access by public transport, ability to cater for special dietary needs or other special needs. Special thought needs to be given to women with young children otherwise they may be excluded indirectly. A 'creche' or accommodation for their 'nanny' or person looking after the child needs to be provided and budgeted for.

Consider the possible disadvantages of having training workshops in cities; participants may be intimidated or distracted. Residential courses often allow for a more intense experience, where participants can give their full attention to the topic, but some people may find them more difficult to attend. You may want to hold the training near a place that is suitable for a study visit, such as a particular project location.

5 What for?: learning-needs analysis

You need to identify the learning needs of the group, so that you can set specific objectives for the training, as well as general aims (see point **1 Why? Aims and Objectives**). It may be that the learning needs of a group are too diverse to be covered in one training.

For employees of a hierarchical organisation, learning needs are best identified by collaboration between the trainer, the learner, and the manager (the 'three-cornered contract'). Then consider whether these needs can be met by training, and what other support or changes need to take place. Also consider the levels of responsibility and authority of the participants — do they have the power to effect change? Do they have the authority to implement action plans? If not, how much support do they have from their manager and the rest of the organisation? By considering these questions, there is a better chance that the participants will be able to put what they have learned into practice. You also need to consider what the learning needs might be for the future, for example if the job changes, or someone is moved to a new job.

Learning needs are identified by looking at the gap between what someone already knows, and what they need to know. This can be done by:

- asking people about their successes, difficulties and what else they need to know; about the key gender issues for them, and how gender affects their work. This can be

done by sending a pre-course questionnaire (see **Activity 8 Expectations, Hopes and Fears**).

- observing people's activities, skills, confidence and competencies;
- studying results of surveys, job descriptions, project documents, minutes of meetings and financial records.

It is important that you gather information about learning needs in good time, particularly if you are using external facilitators or planning a workshop outside your home area.

The objectives of the training course should be based on the learning needs of the particular group. Each separate activity should also have its own clear objectives. Think about how you will evaluate whether the objectives have been met.

6 What? Content

The course content consists of the topic areas, based on the objectives derived from the learning needs of the participant group. It can include:

- awareness (e.g. understanding gender and awareness of stereotypes)
- knowledge (e.g. about various forms of discrimination against women)
- skills (e.g. in analysing projects from a gender perspective)
- behaviour (e.g. changes in the way of working with mixed groups).

It is important to include gender awareness at a personal as well as a theoretical level in every training, to provide a firm basis for skill acquisition and behaviour change. Without this there may be a danger that development workers see gender as a dispensable issue outside themselves and their concerns. It is also important to include analysis and planning skills as well as awareness-raising, so that the training has real impact.

Put the content in a logical order, and always start with introductions and activities to encourage trust and cohesion within the group, and end with practical forward planning and evaluation of the course. Calculate the approximate times needed, and you have your draft programme.

Some examples:

A one-day training programme for UK-based staff

- a.m.
 - Introduction and expectations
 - Gender awareness
 - Women in the world

- p.m.
 - Gender and development approaches
 - Facts about men and women in the world
 - Understanding gender issues (case study)
 - Action plan and evaluation

A three-day training course for development workers

This workshop was first held in East Africa, and has since been repeated many times in different places, with some adaptations. It was for a group who had various levels of knowledge about gender and aimed to introduce the Moser method of project analysis.

Day 1

- a.m.
 - Introductions and expectations
 - Sharing country programmes
 - Gender awareness

- p.m.
 - Gender awareness (cont.)
 - Women in the world

Day 2

- a.m.
 - Gender roles and needs
 - Gender and development

- p.m.
 - Project appraisal

Day 3

- a.m.
 - Project appraisal (cont.)
 - Summary of workshop

- p.m.
 - Strategies for change
 - Evaluation and close

A follow-up workshop for emergencies workers who have previously participated in basic gender training

- a.m.
 - Introductions & expectations
 - Difference between emergency and development work
 - Learning to listen

- p.m.
 - Working with women
 - Surveying needs
 - Assessing community perspectives
 - Action plan
 - Evaluation and close

7 How? : Training Methods

Whichever type of training you use, whether workshops or evening classes, participatory methods are the most appropriate for adult learning, and for development work. They are the most effective and enjoyable. Participatory training is characterised by a respect for the participants, who are active in their own and others' learning.

Once you have decided on a workshop, and worked through the first six steps of planning, you are at last ready to choose the activities! Activities must not be picked at random, but with a purpose. Within participatory training, there are a number of different methods and techniques which should be chosen to meet the specific objectives and content of the training sessions. Learning skills is best done through practice; games and songs are most useful for awareness-raising; while factual information can be given through videos, quizzes and lectures. All these aspects are inter-related, and different methods can be used for many different purposes.

Training techniques can be described as either 'open' or 'closed'. The 'open' techniques stimulate creativity, raise awareness, and do not have a pre-set outcome. Examples of these are: **brainstorm** (where all contributions are written up on a newsprint without questioning), **telling a story based on pictures, designing a poster or project**. The 'closed' techniques are useful where there is a pre-set outcome, and can be used to learn facts or methods of analysis or to practise skills. Examples of these are the **Moser and Harvard analytical frameworks**. Both open and closed techniques can be participative and may use similar materials.. Training techniques can also be classified into: **Creative/Investigative** (e.g. PRA, Listening Survey); **Analysis** (case study, project analysis); **Planning** (Action Plans); and **Informative** (presentation, factual quiz). It is best to use a variety of these methods, and to enable the group to go through a process of learning, discovering, and creating new solutions to problems.

Individuals have different learning styles, and this should be catered for. In places where education is based on the 'banking' model, participatory methods may seem not only unfamiliar but also threatening or time-wasting. Some of the frameworks for analysis which require people to fill in boxes will feel uncomfortable to those more used to descriptive reporting.

Men and women often have different learning styles. Many women find it easier to talk in pairs or smaller groups and in single-sex groups — and these activities should be included. Men may have more difficulty in discussing personal feelings in groups, and may deride such discussion as ‘gossip’. In these situations, you will need to go slowly, with respect for the participants. Accept people’s comments without defensiveness — no method is perfect. Through mutual trust, you will enable people to learn from a variety of methods. A mix of different methods within any one training event is best, and keeps people’s interest. Try and use people’s knowledge and creativity to come up with ideas that are particularly relevant for them.

Case-study methods have been very successfully used as a part or even the main method of gender training (Poats and Russo, *op.cit.*). We have found them very useful towards the end of a course, as a way of using the awareness, knowledge and skills that have been built up on the course. They provide opportunities to apply theory and analysis to real situations, and thus are best if they reflect the experience of participants.

Role-plays, drawing, songs and games are excellent methods which do not rely on written materials. However, they need to be handled with caution for some highly-educated groups, who may sometimes feel they are not being treated with sufficient dignity in these activities. As trust and respect builds up in the group, you may find that you are able to introduce them. In mixed groups it is important to choose games which are seen as culturally acceptable interactions for men and women.

You will also need to give inputs or presentations. They should be clear and brief, especially where the training is not in the first language of some participants. Recommendations from learning theory about presentations include:

- Limit any segment of speaking to a maximum of 20 minutes — after that people will not be able to concentrate.
- Condense what you want to say to the bare essentials that people absolutely have to know (for example, ‘the five key points’, ‘the four guiding principles’). You can expand or give brief illustrations of other points, but people must go away remembering the main points
- Use visual aids to back up what you are saying (acetate, flipchart, newsprint, or handout).

Prepare your materials well in advance. You will need:

- flip chart, newsprint or other very large sheets of paper
- felt tip (marker) pens
- ‘Blu-tack’, masking tape etc. to stick papers to wall.

- Handouts: make sure these are chosen, written, or adapted in good time and that you have more than enough for all participants and facilitators. If you have written new materials such as case studies, work through them to make sure they are clear and contain enough relevant information.
- small sheets of paper or index cards for individual work.

You may also need:

- overhead projector and acetates, video and VCR, slides and slide projector. These will make your training more interesting but are not indispensable. If you use any of them, do make certain you know how to use them and that they are in proper working order. Have a trial run to check.
- other materials specific to the activity, e.g. props for role-play, photos. These are indicated on each activity.

Use activities which fit the educational abilities of the group and their level of knowledge about gender — they should be easily understood by all. You may need to adapt some of the materials to make them relevant to your particular group or context. If materials designed for one context are used without thought in another, misunderstandings may occur, learning may not take place, and participants may feel misunderstood or undervalued. The activities in this manual have been field-tested, often in a variety of countries, but you do need to check if the situation described in, for example, the case study or role-play really does occur in the experience of your participants.

You also need to **read the activities carefully** and plan accordingly. Some of the activities require preparation months ahead, for example, case studies for some analytical frameworks (Activity 47), sharing country information (Activity 39). Some depend on having done other activities previously (for example, activities to teach the Moser method: 36, 38, and 47). Some are alternatives and you will need to choose the most appropriate. Remember that training is a process, and the activities should have a coherent order. Later activities should build on earlier ones.

You need to pace the course content to suit your participants, and to stimulate and sustain motivation and interest. This is best done by varying the type and length of activity, the size of group, and the skills and involvement each activity requires. Where an activity demands intense concentration, you can start with a brief energiser or game. Keep the length of sessions to not more than two hours and include enough refreshment and exercise breaks. Consider the time of day; for example, try not to plan theoretical inputs immediately after a heavy lunch as you may find people falling asleep! Include space for enjoyment and local cultural activities such as songs and dances.

In this manual, we have included a variety of training methods, but please do not choose an activity because of the method. **Choose it because it will meet your specific objectives for that session, and will be suitable for the group.** If

necessary, adapt the activity that meets your objectives. For example, an activity which asks people to write lists, such as the stereotypes activity 25, can be adapted so that people draw or act out the stereotypes, rather than write them down. Simple case-studies can be turned into a drama, if you feel the group would understand it better if it were acted out rather than read.

For further details of how to choose activities see **Section A1 A Guide to This Manual**.

Example of training programme: choosing the activities

Once you have the content worked out, you can fill in the particular activities which you will use, taking into account all the above points. Overleaf is the programme used for an East Africa three-day training, based on the outline programme given above.

This was quite a tight programme, and in some cases we over-ran on time, and changed the programme slightly. We could have done with more time. In designing a programme you need to include enough flexibility to make changes if necessary. There is no point in just going ahead with activities if the group has not understood the previous session.

Programme for a three-day Workshop

Day One

- 9.00 Introduction to the Workshop
- 9.15 Getting to know each other
- 10.15 Expectations
- 11.00 Refreshment break
- 11.15 Sharing work experience
- 12.30 Roles and Activities Quiz
- 1.00 Lunch
- 2.00 What is Gender?
- 2.30 Myths and Effects (Part 1)
- 3.15 Refreshment break
- 3.30 Myths and Effects (Part 2)
- 5.00 Finish and Monitoring Groups
- Evening Video: Promised the Earth

Day Two

- 8.30 Introduction to the day
- 8.40 Myths about Gender and Development
- 9.10 The 24-hour day
- 10.30 Refreshment break
- 10.45 Women's Roles and Needs
- 11.30 Statements about Gender and Development

- 1.00 Lunch
 - 2.00 Policies and Approaches to Women and Development
 - 2.30 Case Studies — Analysis of Projects
 - 3.45 Refreshment break
 - 4.00 Visit to Game Park
 - 6.00 Case Studies — Discussion
Monitoring Groups
- Evening videos: ‘Man-made Famine’, ‘The Voice of African Women’

Day Three

- 9.00 Introduction to the day
- 9.05 Mwea Case Study: Part 1
- 9.45 Mwea Case Study: Part 2
- 10.15 Discussion of Case Study
- 11.00 Refreshment break
- 11.15 Video: ‘Lost Harvest’
- 11.45 Discussion
- 12.00 Summary of workshop
- 12.15 Sharing of positive ideas and experiences from own programme
- 1.00 Lunch
- 2.00 Identification and achievement of goals in relation to gender
- 3.30 Refreshment break
- 3.45 Action Plans
- 4.45 Evaluation
- 5.00 Close

Running sessions

The role of the facilitator

Once the workshop starts, you are responsible as facilitator for ensuring that the group accomplishes the tasks set, and maintains itself as a group.

Task: This might include setting clear programme objectives, providing clear introductions and instructions to participants, providing materials, keeping to the time schedule, summing up and concluding.

Maintenance: This might include observing and listening, to be aware of the way individuals are reacting in the group, and of group dynamics; enabling each person to feel accepted as part of the group, and able to participate equally; enabling participants to listen and learn from each other; drawing common threads and pointing out differences of opinion. You also need to be aware of possible difficulties, such as ‘scape-goating’ of individuals, or individual members dominating the group, and be able to deal with them constructively.

Group dynamics

There are trainer's notes for the individual activities in this manual. In addition there are some aspects of group dynamics which may be particularly relevant to gender training. Some of these are shared with anti-racism training or any other training which challenges prejudice (see *Missing Links* training pack listed in resources section) and some are specific to gender training.

Encouraging balanced participation

People learn better and feel better if they are in a group with balanced participation. As a facilitator you need to be very aware who is speaking and who is not. For those people who find it difficult to speak out in a group, the facilitator can:

- build confidence and trust within the group by working in small groups, and using introductory activities;
- make explicit the principles of participatory training and help the group to establish relevant ground rules (this may include telling the group that men usually talk more than women in groups and as this is gender training you would like to encourage more equal participation);
- make everyone feel valued and that their experiences are relevant;
- draw people out by using specific questions or rounds;
- do a round of 'something I've been wanting to say all morning';
- divide into separate-sex groups, if the women are being quieter than the men.

However, people should not be forced to participate in a certain activity if they really do not want to.

Some individuals speak too much and dominate the group. In these cases the facilitator can:

- use the 'talking stick', 'conch shell' or other object, which is passed around the group in turn, and people only speak when they hold the object; no interruptions are allowed;
- divide people into small groups, with the quiet ones together and the talkative ones together;
- speak privately to the individual concerned;
- asking the dominant individual to present a topic, which others then discuss;
- introduce a rule that no-one speaks twice before everyone has spoken once.

Another possibility is to bring the issue of unequal participation to the group for open discussion. This may be a more risky option, but could be worth trying if the men are speaking more than the women and you have enough time to work through the issue. You would need to split the group into small groups to discuss it first. You need to be aware that both men's and women's perceptions of how much men speak is likely to be less than how much they actually speak.

Dealing with resistance and hostility

It is important for people to feel accepted for who they are, and to feel able to express their thoughts and feelings. However, it must be clear that the training is challenging the oppression of women. There is a fine line between making a friendly, welcoming, accepting and open climate for discussion, and allowing prejudiced remarks to pass by unchallenged. Where the group is participating well, such remarks may be challenged by other group members; the expectation that this sort of challenge is acceptable may be explicitly encouraged in the ground-rules. You, as facilitator, have to decide how much to support, challenge or ignore what the participants say. If you challenge too much, especially at the beginning, participants may feel they have to say the 'correct' thing and will thus express opinions they feel that they *ought* to hold rather than giving a true account of their feelings.

Learning will be hindered if people hide what they really think and feel, so allow people to express their opinions. Challenges should come in the form of generalised summing up (such as 'it was said that', 'some people feel that') and questions, rather than direct personal attack. People do not learn well when they are being attacked. Challenging may be interpreted differently by men and women; for example, men may be more used to debate, confrontational speeches, and challenges, and may not be aware of the impact these have on others. Challenges will also be interpreted differently according to who makes the challenge — eg a challenge by a man may be taken better by the group than the same challenge by a woman. Other factors are also important, such as the status and role of the challenger, and the context. Despite these difficulties, it is important to challenge — do not avoid challenges in order to have an easy time. Facilitators should show their own commitment and knowledge. This is particularly important for male facilitators.

Despite the most skilled facilitating, gender issues can be controversial and some people may feel uncomfortable, threatened or defensive. Your aim should be to keep such discomfort or disturbance to a level where it promotes the impetus for change, rather than being counter-productive.

For the facilitator to face a certain level of resistance and to handle it well may be helpful to participants, as they may face similar resistance when they try to share their learning about gender and women's empowerment.

A frequent occurrence in gender training and anti-racism training is denial of or diversion from, the facts and the implications of oppression. Some examples of this are:

- Using untypical societies or projects as examples (especially in Activity 36 The 24-hour Day; or project analysis activities) to imply that women have more power than they do. This can be avoided to some extent by not allowing people to pick their

own favourite projects for analysis. If they do, then it can be pointed out that this type of project is the exception rather than the rule — which will be supported by the results of the other small groups' analysis.

- Challenging any statistics which are presented, on the basis of their method of collection or categorisation, as not showing the true picture, and refusing to believe that things are as bad for women as the statistics show. People are especially likely to challenge statistics from their own programmes, countries or localities. Statistics can never be totally accurate, and questioning them is valid. For example, the way in which the information about 'work' is collected for calculating the Gross National Product (GNP) of countries ignores much of women's work. (See Activity 40 Facts about men and women) However, this questioning can sometimes be a way of challenging the facilitator and literally refusing to face facts. In such a case it is useful to point out that although there might be slight inaccuracies, the overall picture obtained from many countries is the same: women do more work and have less money and power than men. One way of overcoming the challenge of 'biased' statistics is for participants to gather this information themselves in preparation for the workshop.
- Focusing on the oppressor group, in this case, men. Although most development work and training is targeted at men, people often overlook this and object to what they feel is too much attention being paid to women.

It is very useful to consider implications of male gender roles for men, and to discuss the benefits to men of having more equitable gender relations, and we have included some adaptations to activities to allow this. However, this should not be permitted to detract from women's experience of injustice and oppression.

The facilitators need to be aware of, and make clear to the group the following:

- When women are habitually ignored, any consideration of them can appear excessive. An example of this is research which showed that when men judge that they have spoken equally with women in a group, women judge them to have spoken more. In reality the men spoke more than either the women or the men estimated.
- Both men and women are damaged by sex-role stereotyping: for example, men have to hide their tears, and women have to hide their anger. However, worldwide, in general, men have more power and wealth and less work than women. Individual men may not mistreat women, yet they benefit from the system which oppresses women (patriarchy).

Personal issues

Some men do not have much experience of relating to women outside their families or partnerships, or as work colleagues except in a subordinate or support role. This will affect the way in which they relate to women participants in the group. Be aware of the gender dynamics, but do not be intimidated by them.

In discussion of injustice such as gender oppression, it is possible that participants will raise very personal issues, including domestic violence and sexual abuse. They may express anger, hurt or guilt. Whilst these activities have been carefully designed not to raise overwhelming feelings, facilitators should be aware of the possibility of strong feelings being expressed and be able to accept these without panicking. This is much easier if the facilitators have already thought through and discussed these issues themselves. Also, check the trainer's notes for each activity. Do not do an activity which is potentially very controversial or threatening if there is no feeling of trust within the group.

Be aware of the feelings and experiences that participants may not be able to raise, either because of the strong feelings mentioned above, but also because of embarrassment; for example, discussing the needs of menstruating women for appropriate supplies and underwear in a refugee camp.

Monitoring and evaluation

Monitoring and evaluation of training is essential, and need to be considered right at the beginning, together with the aims and objectives of the training. Before you do a monitoring or evaluation activity, explain to the participants what you are doing and why.

Monitoring should be done throughout the course to assess both task and maintenance functions of the group, as well as practical details. For courses that last more than one day, it is useful for small groups to meet at the end of each day to discuss the day's activities and report back to the facilitators. This enables you to assess levels of learning and keep the course pitched at the right level, and it allows participants some control over the process. It can also alert you to any difficulties in group dynamics, and help you to make changes to the programme if needed.

A variation on this, which is particularly useful for larger groups, is for the group to elect representatives for liaison with the facilitation team. People discuss their complaints and comments about the course and the facilities with these representatives, who pass them on to the facilitators.

A technique that we have found particularly useful for ensuring that individual learning takes place, and individual's questions are answered is 'The Fridge'. Participants are encouraged to raise questions that are puzzling them. If it is not appropriate to answer immediately (perhaps because the preliminary work has not yet been done with the group), the question is written on a newsprint (which can be designed like a fridge). Later, at an appropriate time, the question is brought 'out of the fridge' and answered. This can also serve as a useful indicator and reminder to the facilitators as to the concerns of the group.

A method that is useful for longer courses is the learning record. Individuals write their own learning goals for the course. These may be discussed with their manager before they come on the course, and may be raised in the pre-course questionnaire and the Expectations activity 6. The learning record is their record of what they have learned during the day, with particular reference to their learning goals. This is a more individualised method, but can be combined with the use of monitoring groups.

A round of 'what I have learned today' is a quick method of monitoring and evaluating the day's programme. Other questions can be added, such as 'what I still

feel unsure about', 'what I still want to get out of the course', or 'how I am going to put it into practice'. Rounds can also be useful at the start of the day to find out how people are feeling, and enable them to raise any questions they have from the previous day.

Verbal evaluations can also be supplemented by written evaluation sheets (see **C.12 Evaluation**). These should be filled in and handed to you before the end of the training. They measure the opinions of the participants about how useful, interesting, and enjoyable the course was, but may fail to find out how the course affects participants' work or life subsequently. Follow-up visits or questionnaires some time after the course may offer some useful information here. This also illustrates the benefits of a phased training programme, where periods of training alternate with periods of practice in the real situation.

Written 'tests' can be given at the beginning and end of the course to evaluate changes in knowledge, skills and attitudes. The questions chosen should reflect the specific objectives of the course. However, some groups might not find them acceptable because they may seem like an exam paper. One can lessen this by allowing each person to score their own evaluation sheets, and then write a summary of his or her changes.

Another method which can be used to look at the long-term effectiveness of the training related to the overall aims, rather than specific session objectives, is analysis of behaviour and documents before and after the course, to look for specific changes in, for example, the amount of data collected separately of males and females in baseline surveys; the number of project documents identifying the implications for women and men separately; or the number of women involved in decision making in projects.

In these cases, other factors besides the training would also have to be considered, such as changes in staff or organisational changes in policy, procedures and working practices; the effect of other meetings, conferences, visits and discussions on gender issues within and outside the organisation; and wider political and social changes. These other factors may be harder to document.

Reports

Always try to write up the report during the course of the training. Reports of training events can serve a number of purposes:

- a reminder for the participants about what they learned, and what they decided to do as a result, and a document for the follow-up;
- information for the participants and their managers to assess the extent to which learning needs were met, and consider future training requirements;
- information for other team members who were unable to attend the training;
- information for people in other organisations or regions who are considering organising gender training;

- details of activities, which can then be adapted and used by participants in training sessions they run for their own groups;
- details of any recommendations, plans or strategies to be implemented.

A report usually contains two elements: the process (activities) and the content. List the activities you have used in the order you used them, and choose a format which makes them easy to follow, and easy for others to use. You can use the layout of the activities in this manual as a model, always including objectives, method, materials, timings, and trainer's notes.

The content comes from the prepared inputs and handouts, the newsprints that have been written on during the training, and notes taken in each session. You will need to arrange for one or two 'scribes' per session who will take notes and then produce a written report. It may be useful to give guidelines for writing the reports (i.e. reports should include key points of the discussions, research findings, recommendations, and action plans).

Follow-up

Training is not an end in itself; it should have some connection with and impact on the lives of the participants. If the training is being carried out within an organisation, it should be supported by other efforts in relation to policy and practice. Examples of specific changes are: altering the project application documents to include specific questions on gender related to the method of analysis learned in the gender training; using concepts from the gender training in documents and training in other areas; support from the manager to follow-up on the objectives as previously discussed in the three-cornered contract and the learning record.

You need to consider the impact of gender training on participants' lives and perhaps allow time for discussion of this within the workshop. There may be fears about conflict arising from working on gender issues. Whilst some of these may be groundless (for example, that families will be broken up if women start talking about gender issues), others may reflect reality (for example, resistance shown to women's groups by community organisations, sabotaging of women's groups by individual men, hostility towards individual women from their male partner).

Empowerment and change are often seen as threatening and thus it is not at all surprising for ideas about gender to be met with fear, resistance or hostility. However, there are ways of reducing resistance (see Activity 93 Maseno West case study) and people can share experiences at a follow-up workshop.

Phased training is a good method of ensuring the relevance of the training. Here, training workshops are interspersed with periods of working in the field, trying to put what has been learnt into practice. Even where phased training has not been planned, follow-up sessions or workshops are useful for sharing the successes and difficulties of putting the learning into practice, and moving forward. For example,

a workshop on gender awareness and project appraisal may be followed by one on strategies for working with women and men in an area of conflict. Training should be sensitive to changing needs.

If possible, help participants to set up support networks for themselves with other participants, especially if they work with or near each other. Consider also how you will get support for yourselves as trainers — celebrate your successes and learn from your mistakes. Good luck!

Endnotes

- 1 Poats S V and Russo S L *Training in WID Gender Analysis in Agricultural Development: A review of experiences and lessons learned*, prepared for the Women in Agricultural Productin and Rural Development Service of the FAO, Florida, USA, 1989. (Available from GADU, Oxfam UKI.)
- 2 The 'Seven Steps of Planining' are adapted from Vella J, *Learning to Teach: Training of Trainers for Community Development*, Save the Children Fund and OEF International, Washington, USA.

C.1 Training techniques, icebreakers and energisers

This section is complementary to **Section B: Trainer's Guidelines** and provides a short description of the training techniques used in this Manual, as well as some extra games, energisers, and icebreakers to be used whenever appropriate throughout the training.

Training techniques

- **Introductions and 'icebreakers'**: these are short activities designed for the beginning of the workshop, or of each day in a long workshop, to help people relax, get to know each other, and gain confidence to speak in front of the group. They should encourage participation and mutual support among the women and men at the workshop, and thus shouldn't demand deep personal disclosures or actions which could make people feel ill at ease. Most trainers have a number of these that they have tried and tested; you will probably have your favourites. In this Manual we present a few which also begin to introduce the idea of gender, to start people thinking about it in a non-threatening way.

It is important to select the icebreakers most suited to your group. This is likely to vary according to how well the participants know each other, their cultural backgrounds, their gender and so on. There is a list of icebreakers below.

- **Brainstorming**: the aim of brainstorming is to collect from the workshop participants as many ideas as possible on a specific topic within a given time, in an uninhibited way. Once you have presented the topic to the group, invite them to call out ideas, comments, phrases or words connected to it. Write all contributions on a newsprint or flipchart as they come up, without comment or question. Participants should not comment on each other's suggestions. People should feel that what they say is not evaluated or judged. The list of ideas is then used as the basis for further work, which may involve discussion of them and categorising them, rejecting some, prioritising others, and so on. A brainstorm can be a good way of starting off an activity on a new topic.

Variations on brainstorming include '**webs**' or '**balloons**'. Here the trigger word is written in a 'balloon' in the centre of the page. As the individual or group comes up with connected ideas, these are written on the page, showing the connections. A related activity for individuals is '**free writing**'. Here individuals write non-stop for a very short period (three to five minutes) and not longer. As in all these methods, the aim is to encourage free-flow of ideas and feeling without censorship.

- **Group discussion:** this is a very common method which can be combined with other methods in one activity. Discussion in a large group is useful for learning from the experiences of all the members of the group and allowing participants to draw conclusions from activities. Facilitators may need to encourage equal participation, and discussion between participants.

Most of the activities in this Manual require the participants to be divided into smaller groups of three to six people for discussion or to complete a task. Often a spokesperson from the smaller group will report back to the full group, for further discussion. People can find it easier to share experiences in pairs or small groups, and to relate the subject under discussion to their own lives. In gender training, strong emotions are often aroused by examining relations between women and men, and sharing experiences in small groups is a less threatening way of doing this.

Speaking in a smaller group also enables less confident people to participate more fully in the workshop, and to build up confidence for speaking in the plenary sessions.

Certain activities also require splitting the participants into single-sex groups. When you do this, it is important to follow up such an activity with one which brings the group together again.

There are a number of ways of working with small groups, depending on the training. You may, for example, wish to establish 'home groups' or groups whose membership does not change through the training — although people may be split differently on other occasions. Home groups enable participants to build up trust and solidarity with one another. Or you may wish to make sure that people mix thoroughly by being in different groups in every activity. It is best if you, the facilitator, divide the participants into groups, through counting or some other method.

- **Buzz groups:** participants form pairs or threes to quickly discuss ('buzz') some aspect of what the speaker has been saying. It helps to break up the monotony of input and is a good way to get discussion going in a large group. Buzz groups can report back to the large group, or 'snowball' by each buzz group talking to another pair, and then the four talking to another four, until the group is back together.

- **Role plays:** role plays or simulation games imitate reality by assigning roles to participants and giving them a situation to act out. Each person in a role play needs to have a clear idea of the role they have been assigned, and the objectives of the role play should be well-defined. The aim of a role play is to make attitudes, situations and experiences come to life in a dramatic and enjoyable way: they aim to help people learn through experiencing and feeling. They can also be used to practise skills e.g. of raising gender issues. They can be based on real-life cases, or carefully designed to bring out certain roles and attitudes. In some cases, the participants may bring their own situations to be acted out. In gender training, role plays can be a very effective way of enabling men to experience what it is like to feel powerless or invisible in a situation (when they play a woman) and to put women in touch with their own feelings about their gender roles.

Role Play is a fairly 'open' technique, allowing the situation to develop once people have their character roles and the basic setting established. The examples in this manual are more structured with specific learning objectives. We have found that role plays often cause anxiety amongst participants, particularly British ones. If there is anxiety, it can be lessened by not using the words 'role-play' but 'drama' or 'acting out a situation'. They should be used after group trust has built. It is very important to allow sufficient time after role-plays for a thorough de-brief (for each player to say how they felt in role), de-role (for each player to come out of their role and realise that they are themselves), and for summarising the lessons learned. Otherwise there is a danger that participants may be carrying on inappropriate feelings and thoughts.

- **Codes:** a code also sets up a situation, but is a more 'closed' technique than role play in that the result is pre-determined. The key issue, or generative theme is 'encoded' into something which is presented to the group to generate discussion. (See *Training for Transformation*, in Resources Section, for a full description of this method.) A code can be anything from a picture, story, tableau or drama in which an issue is encoded. A drama is always scripted, so that the players perform a stylised act rather than develop it as they go along as in a role play. The code is then interpreted and discussed by the group: it is a technique for generating discussion, which may be based on some key questions linked to the code. (See Activity 13 *The Liberator*)
- **Statement ranking:** this Manual uses a number of activities based on choosing or ranking a list of statements on a certain topic. These are designed to be controversial and to stimulate thought and discussion. In the activities we have used we have drawn up a list of statements, but many trainers may have their own and prefer to use them. The statements should be carefully chosen in accordance with the objectives of the activity. Participants are asked to rank the statements according to how much they agree or disagree with them.
- **Sentence completion:** this allows people to work on their own to express ideas and later discuss these with others. It is a more open activity than statement ranking, because each person has to come up with her or his own statements rather than choosing existing ones.
- **Questionnaires:** these are usually used to test knowledge, but can examine attitudes too.
- **Case studies:** these may be based on real cases or be designed as hypothetical situations but based on real issues. They provide the material on which participants practise using the analytical tools they have learned. They also stimulate participants' critical faculties by presenting successes and failures in development and relief work. Case studies should always be carefully designed with specific objectives in mind, and tailored to fit the concepts or problems they are intended to

address. Case studies need careful preparation and testing out. (See Activity 56, Handout 59 Designing case studies.)

- **Guided fantasy or visualisations:** the facilitator reads out a prepared fantasy, or one can be developed by the group. It can be used for private reflection or shared with the group. It is useful to start with general relaxation to enable individuals to let go and free their imaginations.
- **Creative work:** this includes collage, drawing, painting, modelling, composing songs, poems, stories, or plays. These can be done individually or as a group effort to enable expression of issues in a different way. It is important to stress that these activities are a vehicle for ideas, not a test of people's talent or drawing ability.
- **'Starters':** these are objects, photographs, cartoons, drawings or newspaper articles which may be provided by the facilitator or by each participant. The aim is to provide a focus for discussion. The facilitator should make sure the starter or the questions about it are related to the content of the workshop (e.g. ask participants to choose an object which represents their life as a woman).
- **Debates:** these can help to clarify thinking on controversial issues, and allow different perspectives to be seen. There are a number of different variations of debates e.g. goldfish bowl debate, TV debate.
- **Rounds:** a round is an exercise in which each participant has the opportunity to say something quickly, in turn, in answer to a question or to report an opinion or feeling. Rounds are a useful quick monitoring exercise to give a sense of individual and group mood and learning. It is particularly useful if you have very uneven participation in the group. However, some people may not want to reveal their true thoughts on certain topics to the group. In this case you can use **index cards** or slips of paper, and ask each person to write a question or opinion on a card. The cards are then collected in, shuffled, and each person takes one card, which they read out. Thus everyone's feelings are obtained, anonymously. This is also known as the 'Ballot Box'.
- **Games and energisers:** these are useful for breaking up monotony, raising energy levels and letting people enjoy themselves. They can also raise sensitive topics in a lighthearted way.
- **Study visit:** this can be particularly useful in a long training course, to break up the routine, and to enable people to put theory into practice. Study visits require a lot of careful preparation by the core group to set them up before the training. A briefing session is necessary, so that participants know why they are going and what questions they will be researching on the visit; also a de-briefing session after the visit, so that full use can be made of the learning.

Icebreakers

Greeting

Explain or ask how people in different countries greet each other. Then ask participants to pick a pre-prepared slip from a hat or basket, on each of which will be written one of the following:

Place hands together and bow (India)

Kiss on both cheeks (France)

Rub noses (Iceland)

Hug warmly (Russia)

Slap on each hand and bump each hip (some parts of Southern Africa)

Ask the participants to move around the room greeting each other in the way indicated on their slip.

Your own space

Ask each person to find a space where they do not touch anyone else. Then ask them to close their eyes and do anything they wish to do within their own space (eg. jump, dance, exercise etc.) Then ask them to hug themselves and generally feel and touch themselves. Ask them to move again within their own space, and then ask them to describe quickly how they feel about themselves (relaxed, tense, good, bad etc.)

Wallpaper

Ask participants to draw a picture of themselves doing something they enjoy doing. After 10 or 15 minutes ask each one to show and explain their picture. Afterwards each person signs their picture and puts it up on the wall. As some people feel very anxious about drawing, only do this with a group of people who will be able to do it without anxiety.

Beautiful Bee

'I'm Bee and I'm beautiful'... Each person says their name and a positive word to describe themselves (no putdowns allowed!) and goes on to introduce the preceding members of the group: 'I'm Lynne and I'm lovely... this is Sue and she's super... William and he's wonderful... Cathy and she's courageous...'. A variation on this is for people to say their name and one thing about themselves (not necessarily starting with the same letter): 'I'm Cathy, I have three children'. In the same way they introduce the preceding members: 'I am Thandi and I like working in groups, this is Cathy, she has three children', and so on.

What I do

This is useful near the beginning to help get to know each other in a fun way.

Each person briefly shows in mime something that they do. This does not have to be something to do with their work — in fact it is better if it is something that is

unknown by most of the participants. The second person does the previous person's action and then their own. The third person does the first, second and third actions until the last person does the actions for all the group. This can be made more fun by also including a sound (not words) to go with the mime.

Energisers

Energisers can be used at any time in the training when energy or attention is flagging: after lunch or a session on theory. They can also be used to encourage group feeling — which is useful at the beginning of the training, after separate sessions for men and women, or where there have been sharp differences of opinion. They are also great fun. Here are some suggestions — choose only the ones which are culturally appropriate for the group, add your own, and also ask your group if they have any games or songs — this also encourages the feeling of group participation. (Further ideas for energisers can be found in books listed in the **Resources section**.) Each takes about 10-15 minutes, depending on group size. Facilitators should join in too — you also need to be revived at times!

Opening the day

Stand in a circle. Each person takes a turn to make a sound and a gesture to show how he or she is feeling. This is a good one to do at the start of a day, for people to express their feelings. A variation is for people to imitate the sounds and actions of others.

Untangling

Ask the group to stand in a circle, and close their eyes, until you tell them to open them again. Move slowly towards each other stretching out your hands until each person is holding some-one else's hand in each of their hands. Check to make sure that everyone is holding only one hand in each hand. Then all open your eyes.

You will find the group is in a tangled knot. Then, with eyes open, but still holding hands, try and untangle yourselves until you are standing in a circle again holding hands.

All change

Take away one of the chairs, or mats so that there is enough room for all except one person to sit down. The standing person calls out all people who have a certain characteristic eg 'all people wearing something blue' or 'all people who have an E in their name'. Those people then stand up and rush to find another seat. The person who is the caller also rushes to try and find a seat. One person fails to get a seat, and then they go into the centre. If the person calls 'all change', then everyone has to stand up and run to get a seat.

This game can be used just to get people moving, but it can also be used to build awareness and provide information on a topic: you could ask for people who are parents, grandparents, daughters, brothers, managers, heads of household, etc. An

alternative, non-threatening way to play the game is to allocate names of fruit or vegetables to people; the caller then calls out these names, and those people run to get a new seat.

Be aware with this game that there may be certain areas that people do not feel comfortable to share in such a public way. Also be aware that some people may not be able to run. In this case it is possible to have other people act as 'runners' for them.

Word and deed

The first person in the circle does one action, while describing another. For example, she says 'I'm cooking' while pretending to type. The second person then acts out the thing that the first person says she was doing, while saying she's doing something else: 'I'm scratching my nose' while pretending to cook. This then continues round the circle. This one is hilarious — but it's not for people who want to remain dignified at all costs!

Tropical rainforest

Standing in a circle, the facilitator starts rubbing her hands together and the next person copies, then the next all the way round. Then the facilitator changes to snapping her fingers, and everyone gradually changes over... then she starts slapping her hands on her thighs ... then stamping her feet ... then repeats the sounds in reverse until everyone is silent again. It sounds like a rainstorm in a forest, starting quietly, building up and gradually dying away again. It is important that each person copies the actions of the person to the right of them, not the facilitator; and that the facilitator waits until everyone is doing the action before changing to a new one.

