How to design and carry out participatory training workshops

1. Participatory training
2. The case study method
3. Designing a training workshop
4. Trainers’ Guide: How to prepare for a workshop
5. Training of Trainers (TOT)
6. Summary of the lessons learned in the Asia Programme

References
Annexes
1. Participatory training

Participatory training is “participatory” because learning occurs through active involvement of the trainees and it is they who develop the answers. It is “training” because learning opportunities are created by presenting new information together with analytical methodologies for the trainees to discuss and consider in light of their own work experiences. Participatory training is completely different from traditional “teaching”.

Participatory training is especially useful for gender analysis because development workers have different levels of awareness and understanding of gender issues; as a result they may be sensitive, defensive or even hostile to the topic. The participatory approach to training diffuses negativity because trainees explore gender issues for themselves in a supportive, motivating environment.
Traditional teaching

- Trainer's role is to ask questions, and to facilitate discussions.
- Teacher is more knowledgeable and experienced than students.
- Teacher shares her/his knowledge with the students by lecturing.
- Students are passive, just listening and taking notes.
- Students learn the right answer from their teachers.

Participatory training

- Trainer's role is to ask questions, and to facilitate discussions.
- Both trainers and trainees are knowledgeable and experienced.
- Everyone must reflect on her/his own, then share their ideas, experiences, and expertise.
- Trainees are active and analytical, asking questions and exploring alternatives.
- Trainees develop their own answers. Indeed, there may be many different answers.
Many of the principles of participatory training draw on theories of adult learning. Because adults already know a lot, they learn best by building upon their own experiences. They learn more by doing, than by listening. Adult learning theory stresses that adult learners need opportunities to think, to understand, and to apply.

• To learn by thinking, trainees need to have responsibility to work out their own conclusions.
• To learn by understanding, trainees need to relate the learning experience to their own values, beliefs, and previous experiences.
• To learn by applying, trainees need to use and test a new skill and receive feedback on their performance. Learning is evidenced by change—changes in behaviour, knowledge, understanding, skills, interests, values, awareness, or attitudes. To facilitate these changes in adult learners, experiential activities, during which participants work out their own conclusions, are more effective than lectures. Thus, participatory workshop trainers need to match learning activities with learning outcomes. Good training courses include a broad variety of learning activities, including presentations, games, and role play, each with its own merits and uses.

During participatory training, activities are selected specifically to encourage trainees to engage with the materials and become active and animated—trainees offer ideas, raise questions, build on one another’s statements and challenge one another’s opinions. They learn from, and with, other participants and work together on a collective analysis. The trainers are also active and frequently mobile! During participatory training, the trainers’ job is to structure and facilitate rather than deliver information, explain, or provide answers. Trainers initiate discussion and then draw in the trainees. They amplify some trainees’ comments and summarize others; they compare and connect separate remarks and point out opposing views. They draw the threads of discussion together and relate them to the workshop’s objectives.

Participatory training is structured around the ability of the trainees to reason, to analyse problems, and to work out their own solutions. It emphasizes the process of inquiry, and therefore participatory training workshops often end with questions as well as conclusions.

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The case study method is one of the most effective methodologies for participatory training, because it uses and builds on the experiences of the trainees. They learn from one another through the process of working with the training materials, which represent a realistic forestry development situation.

The case study method is not new. It follows the tradition of apprenticeship — learning through supervised practice and learning from experience. The trainees use case studies to practise and refine their ability to ask questions and to make decisions. Case studies do not provide solutions or answers.

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3 Designing a training workshop

Each gender analysis and forestry training workshop will have the following inherent objectives and, as will be explained later, other learning objectives are defined in collaboration with the trainees themselves, in keeping with the participatory approach to training.

GENERAL OBJECTIVES

During a workshop the trainees will:

- use gender-disaggregated information on the activities and resources of women and men in the forestry programme areas;
- analyse the interaction between forestry development programmes and gender roles and
- practise skills and methods to apply gender analysis to their own work.

What follows are six steps and general recommendations for each step which were developed from experiences in the Programme on Gender Analysis and Forestry in Asia.

There are six interrelated steps in designing a training workshop:

1. Identify participants/trainees
2. Assess participants’/trainees’ needs
3. Set training objectives
4. Select materials and trainers
5. Design trainers and trainees’ agendas
6. Develop evaluation strategy

Using the case study method, trainees become decision-makers. They are asked to:

- conceptualize and organize key facts and patterns;
- identify alternatives among several issues competing for attention; and
- formulate their own recommendations and strategies for forestry development.

Using the case study method, trainees practise dealing with new or difficult problems. For development workers, a case study can raise such realistic problems as:

- a policy over which people disagree;
- a decision that involves trade-offs; and
- a culturally questionable strategy.

The case study method motivates the trainees because it is demanding, interesting, requires preparation and active participation. The process generally has four steps as shown on the previous page.

Using the case study method, trainees discuss their varied perspectives and values in a supportive environment. Trainees build on and critique one another’s statements in a cooperative rather than competitive spirit. Differences in analysis typically arise, and conflicting recommendations emerge as they consider the case. No two training sessions are the same. A variety of possible outcomes is inherent in any case study discussion.

ADVANTAGES OF PARTICIPATORY TRAINING AND THE CASE STUDY METHOD

Trainees learn how to:

- think analytically, systematically, and critically about the interrelationships between gender issues and forestry development;
- apply gender analysis to a real situation, making new concepts meaningful;
- formulate key questions to enable them to recognize gender issues in other contexts;
- find ways to incorporate gender analysis into their own work;
- participate in a collective process, developing collaboration skills;
- work with sensitive issues in a manner that is positive, enlivening, and dynamic.

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STEP 1: IDENTIFY PARTICIPANTS

The purpose of Step 1 is to find out about the trainees—the nature and level of their responsibilities, what their priorities are, and so forth. This information is essential to design a workshop that is relevant and also to determine whether or not potential trainees have enough in common to create one group. If they do not, it may be more appropriate to create several groups with shared characteristics.

In the Asia Programme, staff from three levels participated in training workshops: field-level extension officers and foresters, mid-level managers from forestry departments and non-governmental organizations, and at the policy level, high-ranking officials from departments and ministries and development agencies. Working with all levels—field, middle management, and policy—is important if the intended outcome is to build institutional capacity.

Another purpose of Step 1 is to examine the trainees’ motivation for attending the workshop. This will affect choices the trainer will have to make in subsequent steps of designing a workshop. Workshops may be organized because staff are required to improve their skills in gender analysis, or because staff want to learn more about gender analysis. For example, many international development agencies require all professional staff to attend workshops on gender analysis to improve their organization’s work. Many agricultural research centres and numerous non-governmental organizations also train their staff in gender analysis.

In the Asia Programme, the forestry project staff and the key forestry institutions chose to participate in training workshops on gender analysis. Before proceeding with the other steps for designing the workshop, identifying the trainees is essential. For example, in the Asia Programme, it became apparent that the trainees consisted of field-level and management-level participants. Consequently, two sets of workshop materials and training approaches were necessary—each designed for the trainees’ respective responsibilities.

MEMO!

- Identify the trainees. Are they extension workers, village leaders, or project managers? What are their titles, department heads, or other titles?
- Identify the trainees’ expertise and major responsibilities. Are these primarily technical, or social?
- Evaluate the degree to which trainees have shared priorities. Is the potential for conflict during a workshop high or low?
- Decide whether trainees need to be divided into two, or more, groups and how many should be in each group.

STEP 2: ASSESS PARTICIPANT/TRAINEE’S NEEDS

The purpose of Step 2 is to find out what the trainees want and need from the training. This information is essential to design a workshop that is useful to the participants.

A needs assessment guides the formulation of training objectives by identifying the gap between “what is” and “what should be.” It can be carried out by meeting with trainees, administering questionnaires to trainees, and reviewing key materials, such as policy or project documents, annual reports, evaluations, and the like. In most cases, at least two methods should be used to assess the needs of the trainees.

If the trainees’ knowledge of gender analysis is quite good, then the needs assessment should also find out what they have found useful and not useful about gender analysis. For example, the trainees may want to learn how to use gender analysis for project evaluation, or for integrating gender analysis into participatory rural appraisal exercises with villagers.

A needs assessment helps avoid common mistakes in training design, such as:
- wasting time by focusing on a topic the trainees are already familiar with;
- wasting time by focusing on a topic that has little relevance for the trainees; and
- missing an opportunity by omitting a topic that is useful for the trainees.
STEP 3: SET TRAINING OBJECTIVES

The purpose of Step 3 is to ensure that both the trainer and the trainees understand and agree on the intended outcomes of the workshop. The training objectives are important guideposts for keeping the discussions focused and on-track, and they are the basis for Step 6, evaluation.

Other specific training objectives will arise from discussion with the participants about their needs. These will vary from group to group and may be added as necessary. Here are some examples:

If trainees have never thought about the impact of their work on local women and men, then one training objective may be something like, “Trainees will identify three of their own work activities or responsibilities for which gender issues may be important.”

If trainees are village extension workers for a watershed management project, then an objective for the workshop might be something like, “Evaluate whether or not gender analysis is helpful for identifying appropriate trainees for extension activities in soil conservation, tree planting, and community woodlots,” or “Use gender analysis to identify at least two culturally appropriate ways to include women and men in the appropriate field training activities.”

If trainees are forestry sector planners and policymakers, then training objectives might include, “Evaluate whether or not gender issues are adequately integrated for successfully achieving the five top policy priorities in the Forestry Master Plan,” or “Identify the kinds of gender-disaggregated information needed for the next planning cycle.”

Setting training objectives provides a sound basis for:
- organizing both trainers and trainees’ efforts and activities for accomplishing workshop outcomes;
- selecting training materials and methods; and
- evaluating the success of the workshop.

STEP 4: SELECT MATERIALS AND TRAINERS

The purpose of Step 4 is to match training resources to the needs of trainees and the training objectives.

**Selecting training materials**

Key materials include the gender analysis and forestry framework (select either the field-level or management-level) and the training case study or studies, whether written, visual (slide sets, video) or both. Selecting the appropriate Framework is easier than selecting the appropriate case study. Case studies directly related to the responsibilities of the workshop trainees are the most effective. If none exist, however, developing a case study for each group may be time-consuming and expensive. (Guidelines for developing new case studies, using rapid rural appraisal, are provided in Section 3.)

Another option is to select an existing case study that has as many relevant characteristics as possible, e.g., a case study in the same country or one which addresses similar forestry objectives.

**MEMO!**

- Select a framework, either field-level or management-level (see Section A and B).
- Select training case study or studies.
- Identify visual materials, such as slide sets or videos.
- Identify other materials of direct relevance to the trainees, such as their work plans, project documents, or policy statements, and select appropriate excerpts of these for analysis during the workshop.
- Select team of trainers with credibility, skill, knowledge, and confidence.
STEP FIVE: DESIGN TRAINEES' AND TRAINEES' AGENDAS

The purpose of Step Five is to create a workshop “master plan”, including two agendas, and training activities, which will meet the training objectives in the allotted time. To achieve this, all of the information from the previous four steps must be taken into consideration – who the trainees are plus training needs, objectives, and training resources.

The first agenda is the “trainer’s agenda”. It is minutely detailed, includes the objectives for every session, and is for the trainers’ use only. An example of a “trainer’s agenda” is shown on page 17.

The second agenda is the “trainee’s agenda”. It is distributed to the workshop participants at the start of the workshop. It parallels the trainer’s agenda, but is limited to general topics and approximate time allocations to allow for flexibility. (An example of a trainee’s agenda is shown on page 16.)

A well designed agenda should:
• aim to achieve the workshop objectives;
• incorporate the case study method;
• follow a logical learning cycle, both in the overall agenda and in every session.

Finally, write a Trainees’ Agenda indicating session titles, and the starting and closure time for each day. (See Trainees’ Agenda on page 16.)

Selecting training activities
Activities for the agenda should be selected to meet the training needs of the participants. Here are some suggestions:

If trainees need to practise using gender-disaggregated information
Select: field visits, presentations, case studies, films, and diagrams, to highlight the activities and resources of both women and men.
If trainees need to understand the interaction between gender roles and forestry development

Select: games, role play, case studies, films, small group and plenary discussions to encourage questions and elicit alternatives.

If trainees need to develop skill in using the gender analysis Framework

Select: case studies, Profiles or Steps, examples, role plays, and field visits to practise and experiment with the Framework.

Be sure the agenda provides time for closure in every session of every day.

Closure is essential to:
• summarize the key findings of the training session;
• link the findings of each session to the training objectives; and
• link the findings of each session to those of other sessions.

During closure allocate time for the trainees to reflect on what they have learned. This is essential to reinforce their learning experience. For example, ask the trainees to complete the following sentence at the end of each day, "The most important thing I learned today is..." Other open-ended questions can also be used so the participants can express what they liked or disliked during the day.

At the end of the last session, before the evaluation, the trainees need to relate the insights, skills, and conclusions gained from the workshop as a whole to their own everyday work and responsibilities. Ask them to complete a statement such as, "I can apply gender analysis to my own work by..."

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**EXAMPLE OF A TRAINER’S AGENDA**

<table>
<thead>
<tr>
<th>DATE</th>
<th>PLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Opening and Introduction to Gender Analysis and Forestry Problems</td>
</tr>
<tr>
<td>10:00</td>
<td>Coffee break</td>
</tr>
<tr>
<td>10:15</td>
<td>Introduction to Case Study: Side Show Case Group Analysis of the Case Study</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch break</td>
</tr>
<tr>
<td>13:30</td>
<td>Plenary Discussion of Paper: Gender Roles and Forestry Problems</td>
</tr>
<tr>
<td>15:00</td>
<td>Plenary Discussion of Case Study: Findings</td>
</tr>
</tbody>
</table>

**EXAMPLE OF A TRAINEE’S AGENDA**

**DAY 1**

- Opening and Introduction to Gender Analysis and Forestry Problems
- Coffee break
- Introduction to Case Study: Side Show Case Group Analysis of the Case Study
- Lunch break
- Plenary Discussion of Case Study: Findings
- Coffee break
Trainers’ guide: How to prepare for a workshop

This part of Section 2 will help trainers prepare for a workshop. It contains a set of participatory training techniques with instructions on how and when they should be used. It clarifies the role of the trainer in a participatory workshop.

PARTICIPATORY TRAINING TECHNIQUES

The following techniques are useful to encourage effective and multi-directional communication among the trainees. These techniques will stimulate trainees’ thinking, challenge them to improve the depth of their understanding, and help them to learn. Techniques are listed in descending order of importance.

1. Active listening. Active listening is fundamental to all the other techniques. It means listening closely enough to summarize or paraphrase what is said, and to pick up on the direction of discussions, e.g. whether it is off the topic or exploring a gender analysis concept. It also means listening to detect underlying attitudes or judgements. The trainers use active listening to facilitate discussions and draw out key points.

2. Questioning. The trainers uses questions to initiate, focus, and deepen the inquiry of the trainees. A simple “Why?” is often enough to move a case discussion to a new and deeper level of insight. If a trainee expresses a view which might not be widely shared, the trainers might ask, “Does everyone agree with that?” is a simple non-judgmental way of broadening the discussion. A typology of useful questions is shown in the box on page 21.

3. Paraphrasing and summarizing. Use paraphrasing to amplify and clarify complicated issues. Use summarizing at suitable intervals and at the end to draw out key points. Both techniques reinforce learning.
1. Theatre or dramatization. Use these techniques to encourage participation and provide a change of pace. Include humour and games. Stage role plays in which trainees are asked to speak for different interest groups. Use this technique to highlight relevant issues, to energize the trainees and to have some fun.

2. Creating empathy. Empathy is the ability to imagine oneself in someone else’s position. Use empathy during a case discussion to help break the artificial barrier of “us” and “them”. For example, if the trainer empathizes with the trainees’ constraints to carrying out gender analysis, it can stimulate thinking about solutions, e.g. “So if I were a forester, I would have had no training on how to hold a village meeting, or on how to find out what women need, or what men need. Is that right?” Role reversals can create empathy, e.g. asking male trainees to promote the interests of village women.

3. Taking the opposite point of view. Making an argument that is the opposite of what the trainees conclude can be risky. But if done at the right moment, it can be used to support their conclusion, rather than to undermine it. The trainer might use this technique to help trainees refine and articulate their arguments. For example, the trainer may role-play a senior forester who believes only women need training in homestead forestry activities. This provides the opportunity for trainees to respond by explaining exactly why it is important to train both women and men.

4. Pretending to misunderstand. This technique is also risky and should only be used by experienced trainers and only when there is strong rapport between trainers and trainees. Use this technique to prompt trainees to clarify their ideas, to check whether or not trainees have fully understood facts and issues, and to create insight on an important point. To be effective, this technique must be used sparingly.

5. Open-ended Question: phrased by who, what when, where, how, why, types of questions which cannot be answered by simple yes or no. To get concrete feedback or information, it will make the trainees think. Quality of discussion will improve as new details are discovered. Good for reviewing problem situations (“Why did this happen? What needs to change?”)

6. Factually Question: asked to accept factual information. To clarify factual “fogginess”. To correct any assumptions or generalizations. Valuable in initial steps of case discussion.

7. Redirected Question: the trainer throws a question as least of force him back to the group. Ensures that the answer is within the trainees. Can provoke lively exchanges among trainees.

8. Leading Question: the expected answer is implied in the question. Useful in reiterating a discussion that has gone off track. Helpful in facilitating control and taking charge.

9. Using Questioning as a Training Technique

<table>
<thead>
<tr>
<th>Description</th>
<th>Uses</th>
<th>Risks</th>
</tr>
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<tr>
<td>General Question</td>
<td>Stimulates thinking by everybody, useful to orient a discussion, track setting.</td>
<td>Question is not directed at anyone. In particular, it may not be answered. A leading question can misdirect the process. Unless sufficient time is allowed for thinking, the purpose may be defeated.</td>
</tr>
<tr>
<td>Direct Question</td>
<td>Good chance that it will be answered. Useful to involve silent or shy trainees. Can break the monopoly of discussion by more vocal trainees. Can tap specific resource person in the group, e.g. forester, gender analyst, project leader. Can be used to refer to a point that was lost due to irrelevant comments by others.</td>
<td>It can embarrass an unprepared participant. More effective if followed by a general question to put the focus back on the group as a whole.</td>
</tr>
<tr>
<td>Open-ended</td>
<td>To get concrete feedback or information. It will make the trainees think. Quality of discussion will improve as new details are discovered. Good for reviewing problem situations (“Why did this happen? What needs to change?”)</td>
<td>Such questions are more difficult to answer. Questions starting with “why” may be perceived as threatening. If trainees cannot build on the response, usefulness is reduced.</td>
</tr>
<tr>
<td>Factually</td>
<td>To clarify factual “fogginess”. To correct any assumptions or generalizations. Valuable in initial steps of case discussion.</td>
<td>Discussion may be monopolized by a few trainees who have mastered the facts. Boredom if repeated too often.</td>
</tr>
<tr>
<td>Redirected</td>
<td>Ensures that the answer is within the trainees. Can provoke lively exchanges among trainees.</td>
<td>May give the impression that the trainer is not knowledgeable. Can be perceived as an avoiding tactic.</td>
</tr>
<tr>
<td>Leading</td>
<td>Useful in reiterating a discussion that has gone off track. Helpful in facilitating control and taking charge.</td>
<td>Can be manipulative. Good points can be lost due to the trainees’ anxiety to train in control.</td>
</tr>
</tbody>
</table>
ROLE OF THE TRAINER

Trainers must be knowledgeable in the subject matter, understand the needs of the trainees, make the training objectives clear and relevant, and select training materials and activities for achieving those objectives. Furthermore, the trainer:

1 Prepares well.
   Materials, logistics, equipment, and visuals are all carefully planned and prepared. The trainers have a plan for both the process and the content of discussion. They know the materials well enough to orient themselves to the discussions from any point of time, place, or action.

2 Sets the “climate”.
   When the trainees sense an environment of mutual respect and two-way communication, they will feel free to share their own experiences and knowledge, and to express their doubts and ask questions. When trainees respect from the trainers and one another, they become engaged in the learning process.

3 Provides clarity and guidance.
   The trainers introduce and explain the tasks to be accomplished in each session. When trainees understand the objectives, methods, and issues of the workshop, learning proceeds rapidly because the purpose of the training is clear. The trainees get an overview of the problem and the methods and tools for analysis; this prevents loss of time, confusion, and frustration.

4 Motivates the trainees.
   When the workshop is relevant to the trainees’ own work and responsibilities, and when trainees can see the usefulness of new skills, they are motivated to learn. What will the trainees get out of the training? New information? Understanding? Skills?

5 Mobilizes existing knowledge.
   The trainers centre the discussions around the work, knowledge, and constraints of the trainees.

6 Maintains flexibility.
   The trainers alter the workshop objectives, agenda, time allocations, and questions, to meet the trainees needs. Trainers incorporate the trainees’ experiences, knowledge, and questions into the core of the training process.

7 Moderates the discussions.
   The trainers keep the exchange of information flowing among the trainees. They keep the discussions focused on the workshop objectives. They pass direct questions to trainees.
### What the trainer says | What the trainer is doing | What the trainer means
--- | --- | ---
*I see...* | Is neither agreeing nor disagreeing. Attitude is noncommittal but positive | *I am interested in what you are saying.*
*Yes, yes...* |  |  
*Uh-huh...* |  |  
*In other words, you think...* | Understands what the participant means | *I am listening. I understand.*
*If I understand you correctly, you recommend that...* |  |  
*The group seems to conclude that...* | Summarizes group contributions | *What you have concluded is important.*
*The key ideas you have expressed seem to be...* |  |  
*I think that I am hearing two schools of thought on this issue...* | Is listening to all points of view | *All points of view are valid.*
*Some of you think that... while others of you think...* | Is listening to all points of view | *There is no need for conflict.*

---

### Examples of Trainer Responses

- **Uses body language.** The trainers keep facial expressions friendly but neutral and they avoid distracting hand and body movements. They move close to trainees while speaking to show interest and reinforce the importance of what is being said.

- **Avoids controlling the outcome.** The trainees learn most when they make their own case study conclusions. When the trainees undertake the task independently, they are rewarded with a sense of accomplishment.

- **Participatory Training Techniques.**

  - The trainers learn most when they make their own case study conclusions. When the trainees undertake the task independently, they are rewarded with a sense of accomplishment.
The objective of Training of Trainers (TOT) workshops is to produce skilled trainers to deliver gender analysis and forestry workshops as part of a capacity-building process for training design, training methods, and training techniques.

**HOW TO DESIGN A TRAINING OF TRAINERS (TOT) WORKSHOP**

The steps for designing a TOT workshop are identical to those of any other training workshop: identify trainees, assess needs, set objectives, select materials and trainers, design an agenda, and develop an evaluation strategy.

Unlike other workshops, however, TOT requires different methods for giving feedback to the trainees because they will eventually become trainers themselves. Peer group critiques and video playbacks are both useful methods for giving trainees feedback on how they performed in the role of trainer. All trainees need ongoing feedback; for TOT participants this means feedback on process, i.e. how well they use training techniques, and on content, i.e. how well they clarify the concepts, methods, and issues in gender analysis and forestry.

Like other workshops for adult learners, TOT workshops should be experiential, because the trainees learn best by doing. TOT participants learn how to become trainers by training. TOT workshops on gender analysis and forestry should be led by trainers experienced in participatory training, gender analysis, community forestry, and TOT.

**HOW TOT WAS CARRIED OUT IN THE ASIA PROGRAMME**

In the Asia Programme, the TOT needs assessment began during the Regional Case Study Writers Workshop, where each national consultant facilitated at least one plenary session. This demonstration of their training skills provided information for planning the Regional TOT Workshop. The training needs assessment continued at the beginning of the Regional TOT Workshop where national consultants filled in a questionnaire to assess their own knowledge and skills in gender analysis and forestry training. They selected topics from the questionnaire they wished to focus on during the TOT Workshop.

Working together, the trainer and national consultants set objectives for the Regional TOT Workshop. Although preliminary objectives and a preliminary agenda had been drafted in advance, these were discussed by the national consultants in small groups and again in plenary. Changes were made, as requested, to meet their needs, e.g. adding role plays on handling difficult training situations such as trainee hostility or apathy.

In the Regional TOT Workshop the national consultants learned how to use the participatory case study method, a variety of training techniques, and the new gender analysis and forestry framework. In addition, every team of national consultants carried out a one-day workshop on gender analysis and forestry, using their own draft case studies. There were two methods of giving feedback: peer working group critiques and video playbacks. Two working groups were set up—the first gave feedback on content and the second gave feedback on process. Through the use of video playbacks the teams could see their strengths and weaknesses.

(TOT Workshop objectives, agenda, and exercises which were used during the Asia Programme are found in Annexes 2-A and 2-B.)
Every workshop must be carefully planned, but a good trainer is flexible enough to respond to the ideas and needs of the trainees. A good trainer is also creative, using a variety of training tools, and introducing humour, role play, games, and so on, to keep the learning experience lively and interesting.

6 Summary of the lessons learned in the Asia Programme

Existing training materials are definitely an asset, but each workshop must be adapted specifically to meet the needs of each group of trainees. There are at least two common ways that the participatory process can break down. The first is when time gets short and the trainers begin to give answers or manipulate the discussions. The second is when workshops begin or end with formal speeches by high-ranking officials who do not participate in the training.

When the workshop begins with speakers who tell trainees what to do about gender issues, it will be difficult for the trainees to reach their own conclusions during the workshop. This is especially problematic when the speakers themselves do not understand gender analysis and lead the trainees astray by focusing on women only, or by expressing apathy to the issue, or worse.

Working with facts is powerful because facts often reveal the gap between misconceptions, assumptions, generalizations and reality—especially where women and men’s roles and contributions are concerned. Make it a workshop ground rule that assumptions and generalizations must be excluded from the discussions.

Gender analysis looks at the different tasks and resources of both women and men. This is a realistic interdependent approach to development. But, because most foresters are men, and most workshop trainees are men, who customarily work only with other men, the activities, resources, and constraints of village women can easily be overlooked or forgotten.

Gender analysis concepts, terminology, and issues are completely new to most forestry workers. One of the best ways of making gender analysis meaningful is to apply it to a real situation, such as a field visit or a case study, during which the trainees learn the gender analysis methodology step by step. Having learned the methodology, the trainees need time to apply gender analysis to their own work responsibilities. Using the trainees’ policy or project documents as training materials is a good way to do this.

Gender analysis training is a relatively new field; linking gender analysis with the forestry sector is also new. Few trainers have all the skills to carry out workshops on gender analysis and forestry. Many trainers have no background in gender issues and many gender experts have no training experience. Investment in training of trainers (TOT) is needed almost everywhere.

Working with facts is powerful because facts often reveal the gap between misconceptions, assumptions, generalizations and reality—especially where women and men’s roles and contributions are concerned. Make it a workshop ground rule that assumptions and generalizations must be excluded from the discussions.
References


• Review and test the gender analysis and forestry Framework: forestry issues, gender issues, Profiles
• Review draft slide sets
• Review issues for training workshop design: identification of trainees, needs assessment, objective setting, materials selection, agenda design, evaluation
• Review principles and techniques of participatory case study training: teaching versus training, the meaning of “participatory”, training tools, body language, handling apathy/hostility/dominance, role play of “critical incidents in training workshops”, working as a team
• Enhance participatory training skills of each country-team
• Practise presentation skills: when to give a presentation/why/how, role play “presenting a Framework”
• Develop initial workshop designs/agendas for in-country training

ANNEX 2-A
TOT WORKSHOP: OBJECTIVES AND AGENDA

Training of Trainers workshop: tentative objectives (example text, from the Asia Programme)
• Debrief case study field research experiences and methodologies
• Review gender analysis training objectives
• Review and test draft case studies

ANNEX 2-A
TOT WORKSHOP: OBJECTIVES AND AGENDA

Training of Trainers workshop: tentative objectives (example text, from the Asia Programme)
• Debrief case study field research experiences and methodologies
• Review gender analysis training objectives
• Review and test draft case studies
Exercise #1. SELF-ASSESSMENT OF TRAINING NEEDS

Please evaluate yourself on each of the topics listed below. Take into consideration your experience in training, facilitating or teaching, in forestry and agricultural development activities, in gender analysis and Women in Development issues, and in programme design and organization.

Please put an “X” next to each topic you think should be covered during the Training of Trainers Workshop.

---

**Example of Training of Trainers workshop: tentative agenda (from the Asia Programme)**

**Friday, 20 March**
- 7:30 Registration
- 8:00 Introductions
- 8:15 Review of Tentative Objectives
- 9:00 Review of Tentative Agenda
- 9:30 Materials/Reading Working Group Selection
- 9:45 Team Presentations on Field Research Experiences Lunch
- 13:30 Presentation of Draft Gender Analysis and Forestry Framework Review of Gender Analysis Training Goals
- 14:15 Tea break
- 14:30 Training versus Teaching Good versus Bad Training
- 16:00 Principles of Participatory Case Study Training Gender Analysis Training Scenarios and Options

**Saturday, March 21**
- 8:00 Exercise #2, Delineating Workshop Target Groups, Needs and Objectives (by country-teams)
- 9:30 Team break
- 9:45 Plenary Reports by Teams on Exercise #2
- 10:30 Noon Lunch
- 13:30 Exercise #3, Agenda Design (by country teams)
- 14:30 Tea break
- 14:45 Plenary Reports by Teams on Exercise #3
- 16:30 Introduction to Exercise #4, Workshop Delivery

**Monday, March 23**
- 8:00 Gender Analysis and Forestry Workshop by Team #1
- 10:00 Noon Lunch
- 10:15 Role Play: Critical Training Incidents
- 16:00 Remainder of day free for team work on Exercise #1

**Tuesday, March 24**
- 8:00 Gender Analysis and Forestry Workshop by Team #2
- 13:30 Noon Lunch
- 13:45 Preview of Slide Set #2
- 14:00 Meeting of Working Groups
- 15:30 Tea break
- 15:45 Feedback to Team #2 from Working Groups

**Wednesday, March 25**
- 8:00 Gender Analysis and Forestry Workshop by Team #3
- 11:30 Noon Lunch
- 13:30 Preview of Slide Set #3
- 14:00 Meeting of Working Groups
- 15:30 Tea break
- 15:45 Feedback to Team #3 from Working Groups

**Thursday, March 26**
- 8:00 Gender Analysis and Forestry Workshop by Team #4
- 13:30 Noon Lunch
- 13:45 Preview of Slide Set #4
- 14:00 Meeting of Working Groups
- 15:30 Tea break
- 15:45 Feedback to Team #4 from Working Groups

**Friday, March 27**
- 8:00 Gender Analysis and Forestry Workshop by Team #5
- 13:30 Noon Lunch
- 13:45 Preview of Slide Set #5
- 14:00 Meeting of Working Groups
- 15:30 Tea break
- 15:45 Feedback to Team #5 from Working Groups

**Saturday, March 21**
- 8:00 Exercise #2, Delineating Workshop Target Groups, Needs and Objectives (by country-teams)
- 9:30 Team break
- 9:45 Plenary Reports by Teams on Exercise #2
- 10:30 Noon Lunch
- 13:30 Exercise #3, Agenda Design (by country teams)
- 14:30 Tea break
- 14:45 Plenary Reports by Teams on Exercise #3
- 16:30 Introduction to Exercise #4, Workshop Delivery

**Sunday, March 22**
- 8:00 Role Play: Critical Training Incidents
- 10:00 Tea break
- 10:15 Role Play: Critical Training Incidents
- Noon Lunch

**Monday, March 23**
- 8:00 Gender Analysis and Forestry Workshop by Team #1
- 13:30 Noon Lunch
- 13:45 Preview of Slide Set #1
- 14:00 Meeting of Working Groups
- 15:30 Tea break
- 15:45 Feedback to Team #1 from Working Groups

**Tuesday, March 24**
- 8:00 Gender Analysis and Forestry Workshop by Team #2
- 13:30 Noon Lunch
- 13:45 Preview of Slide Set #2
- 14:00 Meeting of Working Groups
- 15:30 Tea break
- 15:45 Feedback to Team #2 from Working Groups

**Wednesday, March 25**
- 8:00 Gender Analysis and Forestry Workshop by Team #3
- 11:30 Noon Lunch
- 13:30 Preview of Slide Set #3
- 14:00 Meeting of Working Groups
- 15:30 Tea break
- 15:45 Feedback to Team #3 from Working Groups

**Thursday, March 26**
- 8:00 Gender Analysis and Forestry Workshop by Team #4
- 13:30 Noon Lunch
- 13:45 Preview of Slide Set #4
- 14:00 Meeting of Working Groups
- 15:30 Tea break
- 15:45 Feedback to Team #4 from Working Groups

**Friday, March 27**
- 8:00 Gender Analysis and Forestry Workshop by Team #5
- 13:30 Noon Lunch
- 13:45 Preview of Slide Set #5
- 14:00 Meeting of Working Groups
- 15:30 Tea break
- 15:45 Feedback to Team #5 from Working Groups

**Saturday, March 28**
- 8:00 Role Play: Critical Training Incidents
- 10:00 Tea break
- 10:15 Role Play: Critical Training Incidents
- Noon Lunch

**Sunday, March 29**
- 8:00 Gender Analysis and Forestry Workshop by Team #1
- 13:30 Noon Lunch
- 13:45 Preview of Slide Set #1
- 14:00 Meeting of Working Groups
- 15:30 Tea break
- 15:45 Feedback to Team #1 from Working Groups

**Monday, March 30**
- 8:00 Gender Analysis and Forestry Workshop by Team #2
- 13:30 Noon Lunch
- 13:45 Preview of Slide Set #2
- 14:00 Meeting of Working Groups
- 15:30 Tea break
- 15:45 Feedback to Team #2 from Working Groups

**Tuesday, March 31**
- 8:00 Gender Analysis and Forestry Workshop by Team #3
- 13:30 Noon Lunch
- 13:45 Preview of Slide Set #3
- 14:00 Meeting of Working Groups
- 15:30 Tea break
- 15:45 Feedback to Team #3 from Working Groups

**Wednesday, April 1**
- 8:00 Gender Analysis and Forestry Workshop by Team #4
- 13:30 Noon Lunch
- 13:45 Preview of Slide Set #4
- 14:00 Meeting of Working Groups
- 15:30 Tea break
- 15:45 Feedback to Team #4 from Working Groups

**Thursday, April 2**
- 8:00 Gender Analysis and Forestry Workshop by Team #5
- 13:30 Noon Lunch
- 13:45 Preview of Slide Set #5
- 14:00 Meeting of Working Groups
- 15:30 Tea break
- 15:45 Feedback to Team #5 from Working Groups

**Friday, April 3**
- 8:00 Gender Analysis and Forestry Workshop by Team #1
- 13:30 Noon Lunch
- 13:45 Preview of Slide Set #1
- 14:00 Meeting of Working Groups
- 15:30 Tea break
- 15:45 Feedback to Team #1 from Working Groups

**Saturday, April 4**
- 8:00 Role Play: Critical Training Incidents
- 10:00 Tea break
- 10:15 Role Play: Critical Training Incidents
- Noon Lunch

**Sunday, April 5**
- 8:00 Gender Analysis and Forestry Workshop by Team #2
- 13:30 Noon Lunch
- 13:45 Preview of Slide Set #2
- 14:00 Meeting of Working Groups
- 15:30 Tea break
- 15:45 Feedback to Team #2 from Working Groups

**Monday, April 6**
- 8:00 Gender Analysis and Forestry Workshop by Team #3
- 13:30 Noon Lunch
- 13:45 Preview of Slide Set #3
- 14:00 Meeting of Working Groups
- 15:30 Tea break
- 15:45 Feedback to Team #3 from Working Groups

**Tuesday, April 7**
- 8:00 Gender Analysis and Forestry Workshop by Team #4
- 13:30 Noon Lunch
- 13:45 Preview of Slide Set #4
- 14:00 Meeting of Working Groups
- 15:30 Tea break
- 15:45 Feedback to Team #4 from Working Groups

**Wednesday, April 8**
- 8:00 Gender Analysis and Forestry Workshop by Team #5
- 13:30 Noon Lunch
- 13:45 Preview of Slide Set #5
- 14:00 Meeting of Working Groups
- 15:30 Tea break
- 15:45 Feedback to Team #5 from Working Groups

**Thursday, April 9**
- 8:00 Gender Analysis and Forestry Workshop by Team #1
- 13:30 Noon Lunch
- 13:45 Preview of Slide Set #1
- 14:00 Meeting of Working Groups
- 15:30 Tea break
- 15:45 Feedback to Team #1 from Working Groups

**Friday, April 10**
- 8:00 Gender Analysis and Forestry Workshop by Team #2
- 13:30 Noon Lunch
- 13:45 Preview of Slide Set #2
- 14:00 Meeting of Working Groups
- 15:30 Tea break
- 15:45 Feedback to Team #2 from Working Groups

---

**ANNEX 2-B**

FIVE TOT WORKSHOP EXERCISES

<table>
<thead>
<tr>
<th>General topics</th>
<th>X</th>
<th>No. Experience</th>
<th>No. Exposure</th>
<th>No. Impact</th>
<th>No. Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult learning theory</td>
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<tr>
<td>Gender analysis concepts</td>
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<tr>
<td>Participatory training concepts and goals</td>
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<tr>
<td>Socio-economic issues of forestry development</td>
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<tr>
<td>Technical issues of forestry development</td>
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<tr>
<td>Socio-economic issues of agricultural development</td>
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<tr>
<td>Technical issues of agricultural development</td>
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<tr>
<td>Women in development issues</td>
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<tr>
<td>Project cycle terminology</td>
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<tr>
<td>Workshop design</td>
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<tr>
<td>Developing strategies for needs assessment</td>
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<tr>
<td>Developing training objectives</td>
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<tr>
<td>Designing an agenda to reach specific objectives</td>
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<tr>
<td>Developing evaluation strategies</td>
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</tbody>
</table>

Please put an “X” next to each topic you think should be covered during the Training of Trainers Workshop.
Exercise #2: ASSESSING TRAINING NEEDS
You and a co-trainer have been selected to organize, design, carry out and evaluate a gender analysis training workshop. The target group is the project staff of the forestry project where you carried out your case study research. Before designing the workshop agenda, it is recommended that you:

1. Identify trainees. Make a list of the probable workshop trainees, including the approximate numbers of foresters, extension workers, project leaders and so on. Assume also that two programme officers from the FAO Representative's office in your country, a director from a leading agricultural development training institution and three officials from the national forestry department also will be attending.
   - How disparate is the target group? Do they have shared priorities?
   - Is the potential for “power struggles” during the workshop high or low?
   - What are the implications of the group mixture for the small group sessions and plenary sessions in terms of rank and areas of expertise?
   - How can you make the workshop relevant to the responsibilities of the target group?

2. Identify needs. Develop a mechanism through which you can identify what the trainees want to gain from the workshop as well as what they may fear from such a workshop; what they already know about gender analysis; what they already know about the women and men in the project area; and what they perceive to be project-related priorities.

Exercise #3: DESIGN A WORKSHOP AGENDA
Based on the information gained in Exercise #2 (trainees' needs and objectives), design a workshop agenda. Incorporate the gender analysis Framework and case study, and any other materials which are useful and relevant. Write the objectives, materials to be used, names of trainers, group composition (either plenary or small group) and the time required for each activity in the agenda (see example which follows).

Exercise #4: CONDUCT A WORKSHOP
As a team, design and conduct a 4-hour workshop. Your trainees are the other participants in the TOT workshop.

Feedback on the strengths and weaknesses, both process and content, of your workshop will be provided to you by the Participant Working Groups. You will be videotaped during most of your plenary sessions so that you can review your performance afterwards. For a workshop session, the only rules are:

- Include an opening and a closing
- Include a presentation or discussion of the Framework
- Include a gender analysis of your project area case study
- HAVE FUN!

Example of a Workshop Agenda

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
<th>Groups</th>
<th>Material</th>
<th>Leader</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to case study</td>
<td>10 min.</td>
<td>plenary</td>
<td>slide set</td>
<td>Deki</td>
<td>Review case study findings</td>
</tr>
<tr>
<td>Introduction to Context Profile</td>
<td>10 min.</td>
<td>plenary</td>
<td>overhead with example</td>
<td>Dawa</td>
<td>Clarify how to use each column of Context Profile</td>
</tr>
<tr>
<td>Analysis of Context Profile</td>
<td>1 hour</td>
<td>small group</td>
<td>Framework + Context Profile Worksheets + Flip charts and pens for each group</td>
<td>Dawa</td>
<td>Practice using the Context Profile + Explore interrelationships among environmental, economic and social factors important to the forestry development effort</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific training skills</th>
<th>Weak</th>
<th>Average</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generating motivation among participants</td>
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<tr>
<td>Looking confident in front of a room full of people</td>
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<tr>
<td>Recognizing and building upon the skills and knowledge of the participants</td>
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<tr>
<td>Creating an environment in which everyone feels free to express their opinions</td>
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<tr>
<td>Time management skills</td>
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<tr>
<td>Speaking and presentation skills</td>
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<tr>
<td>Staying calm in the face of hostile or angry participants</td>
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<tr>
<td>Remaining flexible/open</td>
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<tr>
<td>Maintaining a warm, friendly attitude</td>
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<tr>
<td>Encouraging participation from reluctant or apathetic trainees</td>
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<tr>
<td>Managing over-enthusiastic or dominating participants</td>
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<tr>
<td>Listening, for several hours, with interest</td>
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<tr>
<td>Summarizing and synthesizing complex information</td>
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<tr>
<td>Maintaining neutrality amid different schools of thought</td>
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<tr>
<td>Having the role of someone who does not control the answers</td>
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<tr>
<td>Hiding your nervousness</td>
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<tr>
<td>Using various visual communications techniques to organize and highlight information</td>
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<tr>
<td>Keeping your humour</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

(List any other areas of knowledge, skills and techniques that are useful to carrying out gender analysis/forestry training)
Exercise #5: PROVIDE FEEDBACK

Divide into Participant Working Groups:

Working Group #1 - Case Study Materials:
This group is responsible for providing feedback on the information that is and is not provided by each team in their case study materials and in their presentations and de-briefings. Key questions include:
- Do the case studies facilitate successful completion of each step in gender analysis?
- Does the information highlight pressing issues that the participants need to address?
- Are the forestry-related issues well defined and accurate?
- What points require further clarification?
- Are the charts, tables and/or maps adequate?
- Is the material readable and understandable?
- Are the training objectives reached?
- What specific changes are recommended?
- What are the best segments?

Working Group #2 - Training:
This group is responsible for providing feedback to each team on the strengths and weaknesses of their training techniques. Key questions include:
- Are the trainers articulate, clear, calm, confident and flexible?
- Warm, friendly, yet neutral?
- Does the team "teach" or "train"?
- How and by whom is control over the process exercised?
- How and by whom is control over the content exercised?
- Does the team use techniques such as summarizing, paraphrasing, and questioning?
- Do the trainers have distracting body language, facial expressions or hand movements?
- Are difficult moments of hostility, anger or apathy handled well?
- What do the trainers do best?
- What skills do the trainers need to work on?

ANNEX 2-C
EXAMPLE OF PILOT WORKSHOP EVALUATION INSTRUMENTS

1. Written questionnaire
At right is a copy of a written evaluation questionnaire used during one of the national pilot workshops on gender analysis and forestry in Nepal. A similar questionnaire was used during the pilot workshop in Sri Lanka. These instruments were designed to give trainers detailed feedback, at the end of every day of the pilot workshops. The results were used to adapt training materials and methods, and to plan future workshops.

Trainers' Workshop Evaluation
Day 3
Please take a few moments to fill in this evaluation form. Your evaluation of the Gender Analysis & Forestry Workshop in terms of both content and process is important to us. Do not put your name on this form.

A. Presentations
1. Welcome

2. Introduction Resources Profile
Training objective: Clarification of issues in Resources Profile

3. Small group discussion of Resources Profile
Training objective: Application of Resources Profile to Shivapuri case study by participants

4. Plenary presentation of Resources Profile
Training objectives: Participatory discussion of small group findings and identification of key issues

5. Introduction to the Shivapuri Project Document
Training objectives: To clarify project objectives and activities

Please put your name wherever you need to, but do not put your name on this form.

1. Too long
2. Just right
3. Too short

Comments?

1. Full achievement
2. Some achievement
3. No achievement

Comments?

1. Full achievement
2. Some achievement
3. No achievement

Comments?

1. Full achievement
2. Some achievement
3. No achievement

Comments?

1. Full achievement
2. Some achievement
3. No achievement

Comments?
6. Introduction to the Programme Action Profile
Training objective: Clarification of issues in Programme Action Profile

<table>
<thead>
<tr>
<th>Full achievement</th>
<th>Some achievement</th>
<th>No achievement</th>
</tr>
</thead>
<tbody>
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Comments?

7. Small group discussion of Programme Action Profile
Training objectives: Application of Programme Action Profile to Shivapuri case study by participants

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<tr>
<th>Full achievement</th>
<th>Some achievement</th>
<th>No achievement</th>
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Comments?

8. Plenary presentation of Programme Action Profile
Training objectives: Participatory discussion of small group findings and identification of key issues.

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Comments?

B Training skills
• Generating motivation among participants

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• Looking confident in front of a room full of people

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• Recognizing and building upon skills and knowledge of the participants

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• Creating an environment in which everyone feels free to participate

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• Time management skills

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• Speaking and presentation skills

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• Remaining flexible/open

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• Maintaining a warm, friendly attitude

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• Summarizing and synthesizing complex information

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• Having the role of someone who does not control the answers

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• Hiding their nervousness

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• Using various visual communications techniques to organize and highlight information

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• Comments on their training skills?
A N N E X 2-D

TRAINERS' CHRONOLOGICAL CHECKLIST FOR ORGANIZING A WORKSHOP

4 to 6 months before:
• Identify the purpose of the workshop and the types of trainees
• Establish a budget for the training workshop
• Initiate training design process (see pages 9-18)
• Set workshop dates
• Reserve workshop venue

2 to 3 months before
• Select trainees (check with their supervisors for approval)
• Complete training design process
• Organize field trips
• Have all materials translated
• Have all written materials photocopied
• Have all visual materials reproduced
• Reserve equipment (slide projector, screen, video player)

1 month before
• Send invitations and agenda to all trainees
• Arrange purchase of note pads, pens, overhead transparencies,
• Get flip chart paper, white boards, markers, and so on

2 weeks before
• Prepare presentations, games, and role play ideas
• Practise with co-trainer
• Double-check translations, photocopies, reproductions
• Prepare packages of training materials for trainees

1 week before
• Contact all trainees to re-confirm attendance
• Send packages of training materials to all trainees
• Double-check venue and equipment reservations
• Practise with co-trainer

1 day before
• Arrange seating, equipment, and materials in workshop room
• Check that all equipment is functioning
• Practise with co-trainer
• Get a good night’s sleep!

Successful workshops begin with well-organized trainers.

C. Training materials

1. The Draft Framework for Gender Analysis in Forestry that you were given is intended for training participants at policy level. In your opinion

Is it written clearly? □ Yes □ No
Is the forestry information adequate? □ Yes □ No
Is the explanation of the Gender Analysis Framework adequate? □ Yes □ No
Are the worksheets provided helpful to understanding gender analysis? □ Yes □ No

Comments?

2. The written case study

Was it written clearly? □ Yes □ No
Did it focus on forestry adequately? □ Yes □ No
Did it focus on gender issues adequately? □ Yes □ No
Did it provide adequate information on Shivapuri? □ Yes □ No

Comments?

3. The slide case study

Was the presentation clear? □ Yes □ No
Did it focus on forestry adequately? □ Yes □ No
Did it focus on gender issues adequately? □ Yes □ No
Did it provide adequate information on Shivapuri? □ Yes □ No

Comments?

4. Please compare the written and visual case studies in terms of using them to highlight forestry and gender analysis issues in an area.

D. Overall Comments

1. What did you like most about today's sessions?

Comments?

2. What did you dislike most about today's sessions?

Comments?

3. Your recommendations for future Gender Analysis and Forestry Workshops?