

**SECTION**  
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**GENDER ANALYSIS  
AND FORESTRY**

# How to design and carry out participatory training workshops

- 1 Participatory training
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# 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.

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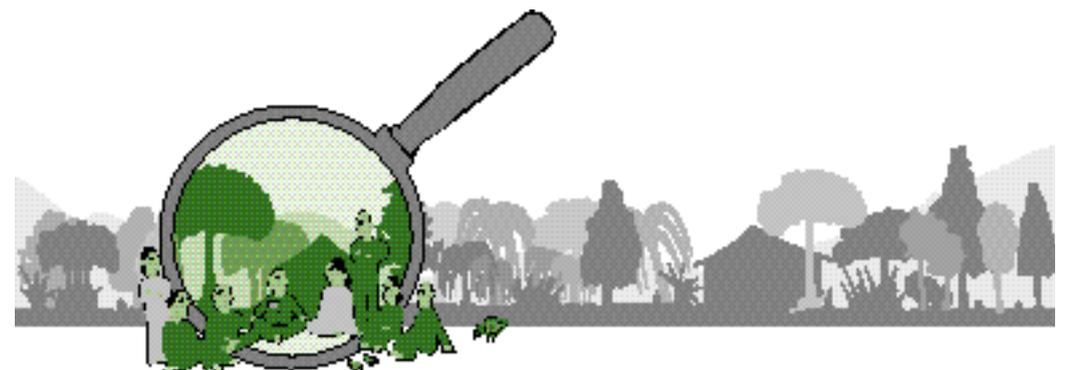
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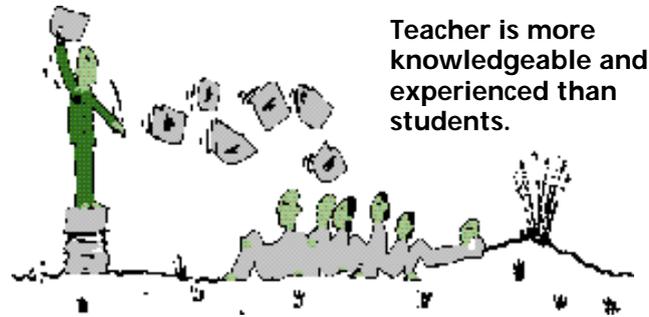
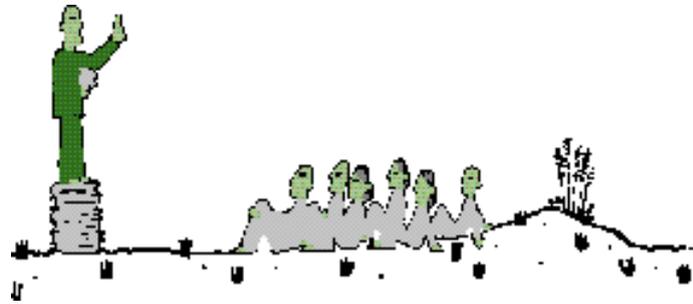
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# Traditional teaching



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.



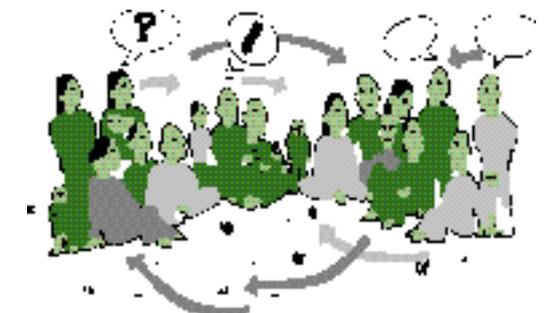
Both trainers and trainees are knowledgeable and experienced.

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.

## 2 The case study method

**A** training case study is a written description or visual representation of a situation or problem, based on available facts. It has no analysis, conclusions, or answers; it merely presents a situation as it exists.

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.

### STEPS IN THE CASE STUDY METHOD

#### Step 1: Preparation and Reading

The trainer

- a. introduces the case and its contents in broad terms;
- b. explains how the case study was researched and written; and
- c. relates the case to the objectives of the workshop. The trainees read the case study and accompanying questions.



#### Step 2: Small Group Discussion

The trainer

- a. selects small groups so that people with different or similar backgrounds are grouped together, as appropriate;
- b. clarifies group tasks;
- c. states time available; and
- d. stays out of the small group discussions. The trainees meet in small groups of four to eight persons to discuss the case and complete the four Profiles or Steps of the gender analysis Framework.

#### Step 3: Plenary Discussion

The trainees reconvene in plenary and report small group findings.

The trainer

- a. ensures that all trainees contribute to the discussion;

- b. asks the group to stick to the facts, to document their statements; and
- c. challenges the trainees to explain the implications of their findings.

#### Step 4: Closure

The trainees make a final list of recommendations for actions to be taken, based on the key issues revealed during the case study analysis.

The trainer chooses one of the following closure activities:

- a. summarizes lessons or points based on trainees recommendations, to reinforce their learning;
- b. concludes with an open-ended, challenging question so that the case leads to further exploration; or
- c. links final recommendations to issues in the workshop's next session.

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

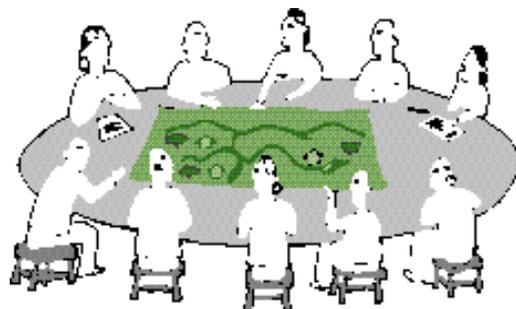
- conceptualize and organize key facts and patterns;
- identify alternatives among several issues competing for attention; and
- formulate their own recommendations and strategies for forestry development.

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:

- base their decisions on facts about women and men's contributions, needs, and priorities, rather than on assumptions, generalizations, or ideals;

- 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.

## 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

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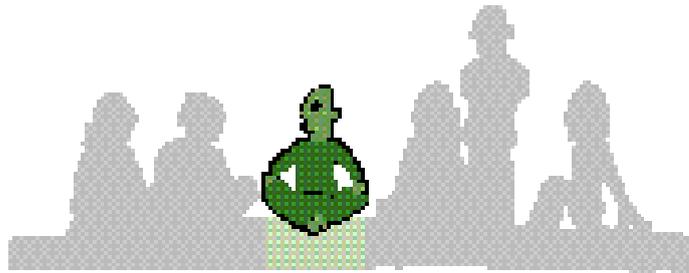
## MEMO!

- Identify the trainees. Are they foresters? extension workers? villagers? project managers? department heads? female or male? What is their literacy level?
- 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 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.

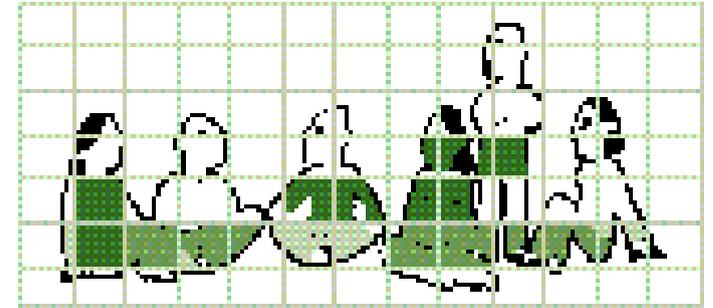
In the Asia Programme, the forestry project staff and the key forestry institutions *chose* to participate in training workshops on gender analysis.

*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!

- Find out about trainees' work priorities and constraints.
- Find out what trainees already know and do about gender issues. Is the starting point low, high, or varied, in terms of the trainees' awareness of the relationships between gender and forestry?
- Find out what trainees want from the training.
- Find out whether trainees have reservations about the workshop. What are their reservations?
- Identify the training needs of the target group. Sensitization? Information? Skills? Motivation? Examples? Experience?

## 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.

**MEMO!**

Start with the three general objectives inherent to all gender analysis and forestry workshops.

**General objectives**

During the workshop the trainees will:

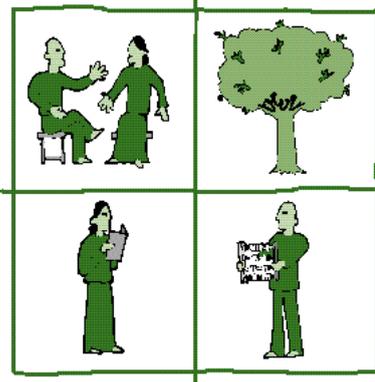
1. use gender-disaggregated information on the activities and resources of women and men in the forestry programme area;
2. analyse the interaction between forestry development programmes and gender roles; and
3. practice skills and methods to apply gender analysis to their own work. Then add specific training objectives based on the findings of the needs assessment.

**Specific objectives**

- relevant to the work, responsibilities, and constraints of the trainees;
- feasible within the time and resources for the workshop, and the trainers' skills;
- consistent with the inherent objectives; and
- measurable.

**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 everyone to keep 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 policy-makers, 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 Sections 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 sections of these for analysis during the workshop.
- Select team of trainers with credibility, skill, knowledge, and confidence.

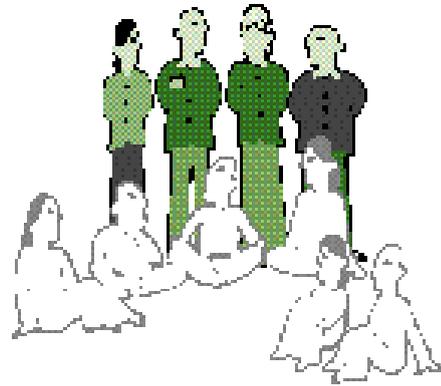
**NOTE**

When using a case study from another culture, it is best to choose one that reveals a pattern of gender roles quite different from those familiar to the trainees because it raises their awareness of how gender roles differ from place to place. In such cases, the learning is focused on how to use the gender analysis Framework. If the case study analysis is then followed by discussions about their own culture and work responsibilities, then the trainees will have a rich and useful learning experience. The need for other materials for the workshop depends on the trainees. For field-level staff, simple guidelines and visual extension materials may be useful. For policy-makers, planners, or managers, selections from their policy documents, project documents, annual reports, and so on, can be used.



### Selecting trainers

It is recommended that every workshop be carried out by a team of trainers with complementary styles, skills, and knowledge. More than one trainer also makes the workshop more interesting for the trainees.



The trainers must have credibility with the trainees. For field-level staff, this means that the trainers should be familiar with the responsibilities and constraints involved in field work. For planners and policy-makers, the trainers should be familiar with planning and policy terminology and priorities. The trainers should be confident and skilled at using various training tools. All else being equal, a female-male team is recommended. Since gender analysis training is about *inclusion* of both women and men, a mixed team reinforces this idea at both conscious and subliminal levels. Also, empathy among workshop participants is enhanced since the trainees will usually include both women and men.

**MEMO!**

Write a detailed Trainer's Agenda, indicating topic, time, group composition, materials, equipment, trainers, and objectives, for every session. (see Trainer's Agenda on page 17) Make sure the trainer's agenda:

- + aims to achieve the gender analysis training objectives.
- + includes sessions for participatory case study analysis.
- + follows the learning cycle:
  - a. objective clarification;
  - b. methods clarification;
  - c. problem or theory identification;
  - d. application;
  - e. analysis;
  - f. closure.
- + incorporates materials, activities, questions, and issues that are directly relevant to the particular group of trainees.
- + allocates adequate time, allowing for flexibility.

### STEP FIVE: DESIGN TRAINERS' 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* only. "train on page 17. The agenda



the s the aral 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; and
- 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.

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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...”*

**EXAMPLE OF A TRAINEE’S AGENDA**  
**DAY 1**

DATE:	PLACE:
8:00	Opening and Introductions Workshop Objectives and Methods What is Gender Analysis? Overview on Gender Analysis and Forestry
10:00-10:15	Coffee break
10:15	Introduction to Case Study: Slide Show Small Group Analysis of the Case Study The Context Profile
12:00-13:30	Lunch break
13:30-10:30	Plenary Discussion of Case Study Findings The Context Profile Small Group Analysis of Case Study The Activity Profile Coffee break Plenary Discussion of Case Study Findings The Activity Profile
17:00	Day One: Summary and Closure

**EXAMPLE OF A TRAINER’S AGENDA**

TOPIC	TIME	MATERIAL	OBJECTIVES
Opening and introductions	8:00-8:45	Trainer's notes for opening	"Climate setting": (a) create warm, friendly atmosphere; (b) stimulate interest and curiosity; (c) enable trainees to begin thinking about gender analysis; (d) encourage trainees to get to know one another.
Objectives and methods	8:45-9:00	Overheads or slides	Objective clarification: (a) present statements or questions to the trainees which clarify purposes of the workshop; (b) provide an opportunity for trainees to add objectives. Method clarification: (a) discuss role of trainees and trainers in participatory work; (b) explain case study method.
What is gender analysis? Small group exercise or role play	9:00-9:30	Questions or role play descriptions	Issues clarification: (a) take the mystery out of "gender analysis"; (b) clarify one or two key concepts; (c) facilitate participatory exchanges, e.g. One group to represent village women, while others represent village man, city man, or city woman.
Overview on gender analysis and forestry Plenary session	9:30-10:15	Framework: presentation notes plus slides or overheads	Problem identification: overview of the problems or issues with respect to gender roles and forestry. Introduction to methods and skills: clarify key concepts in gender analysis, and give overview on how to use the Gender Analysis Framework. Make it relevant: explore reasons why learning about gender analysis may be important and useful to this specific group of trainees.
Coffee break	10:15	Coffee/food service	
Introduction to case study	10:30-11:00	Slide show Projector Screen	Provide information: (a) review facts on gender roles in case study forestry project area; (b) inform learning from written case study; (c) visually transport trainees to project area, making issues meaningful; (d) visual relief.
Introduction to small group work	11:00-11:10	Profile with examples	(a) objective clarification; (b) method clarification; (c) time allocation.
Small group analysis of case study for Context Profile	11:10-12:30	Profiles, case study Framework	Increase information, understanding and skill: (a) use Gender Analysis Framework; (b) produce information that can be analysed; (c) engage trainees in learning.

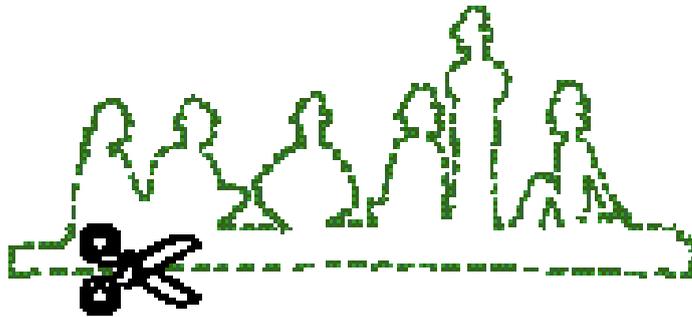
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MEMO!

- Select evaluation instruments, such as written questionnaires, participatory exercises, interviews or document reviews.
- Select evaluation interval, such as at the end of every workshop day (for detailed feedback during pilot workshops), at the end of each workshop (for general feedback), and several months later (to measure impacts).
- Design an evaluation strategy which includes:
  - (During training)
    - Content / materials used, information provided, and issues raised are rated for relevance and usefulness.
    - Process / training methods and tools are evaluated for effectiveness.
    - Behaviour / changes in knowledge, understanding, and skill are measured.
  - (After training)
    - Behaviour / changes in knowledge, understanding and skill are measured.
    - Impact / changes in forestry programme implementation are measured, e.g. in extension strategies or policies.

STEP 6: DEVELOP EVALUATION STRATEGY

The purpose of Step Six is to develop methods for *determining the degree to which the training is successful*—that is, whether it accomplishes the objectives set out in Step Three. A well designed evaluation strategy provides trainees with an opportunity to express whether or not their needs have been met. It also provides the trainers with valuable feedback on the choices they made in the five previous steps for workshop design.



A good evaluation strategy measures:

- reactions to the training;
- changes in understanding and attitudes;
- changes in skills and knowledge; and
- changes in how the trainees will carry out their work.

Examples of evaluation instruments used during the national pilot workshops in the Asia Programme are attached in Annex 5-D.

## 4 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.

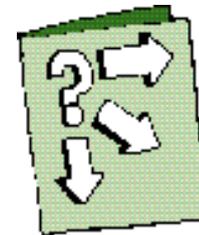
PARTICIPATORY TRAINING TECHNIQUES

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.

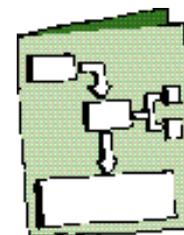
**1. Active listening.** Active listening is fundamental to all the other techniques. It means listening closely enough to summarize or paraphrase what is said, and to pick up on the direction of discussions, e.g. whether it is off the topic or exploring a gender analysis concept. It also means listening 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.

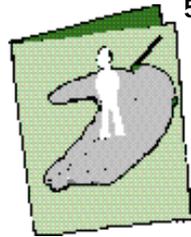


**3. Paraphrasing and summarizing.** Use paraphrasing to simplify and clarify complicated issues. Use summarizing at suitable intervals and at the end to draw out key points. Both techniques reinforce learning.





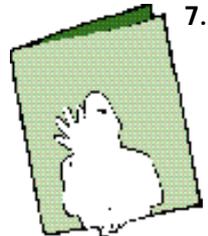
**4. Theatre or dramatization.** Use these techniques to encourage participation and provide a change of pace. Include humour and games. Stage role plays in which trainees are asked to speak for different interest groups. Use this technique to highlight relevant issues, to energize the trainees and to have some fun.



**5. 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.



**6. 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.



**7. 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.

USING QUESTIONING AS A TRAINING TECHNIQUE

DESCRIPTION	USES	RISKS
<b>General Question:</b> addressed to the group as a whole, perhaps written on overhead or flip chart.	Stimulates thinking by everybody. Useful to start a discussion. Trend setting.	Question is not directed at anyone in particular, it may not be answered. A wrong question can misdirect the process. Unless sufficient time is allowed for thinking, the purpose may be defeated.
<b>Direct Question:</b> addressed to an individual by name.	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 analysis specialist. Can be used to refer to a point that was lost due to irrelevant comments by others.	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.
<b>Open-ended Question:</b> prefixed by who, what, when, where, how, why. 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 analysing problem situations ("Why did this happen? What needs to change?")	Such questions are more difficult to answer. Questions starting with "why" may be perceived as threatening. If trainer cannot build on the responses, usefulness is reduced.
<b>Factual Question:</b> asked to ascertain factual information.	To clarify factual "fogginess". To steer away from assumptions or generalizations. Valuable in initial stages of case discussion.	Discussion may be monopolized by a few trainees who have mastered the facts. Boredom if repeated too often.
<b>Redirected Question:</b> the trainer throws a question asked of her or him back to the group.	Ensures that the answers lie with the trainees. Can provoke lively exchanges among trainees.	May give the impression that the trainer is not knowledgeable. Can be perceived as an avoiding tactic.
<b>Leading Question:</b> the expected answer is implicit in the question.	Useful in redirecting a discussion that has gone off track. Helpful in facilitating control and taking charge.	Can be manipulative. Good points can be lost due to the trainer's anxiety to maintain control.

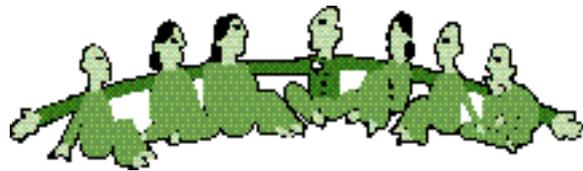
## ■ ROLE OF THE TRAINER

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 sense respect from the trainers and one another, they become engaged in the learning process.



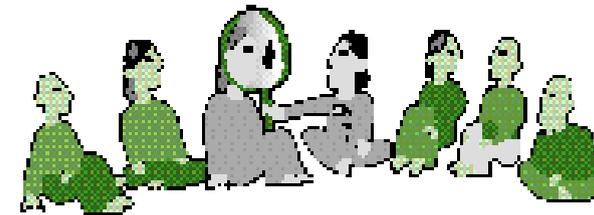
**3 Provides clarity and guidance.** The trainers introduce and explain the tasks to be accomplished in each session. When trainees understand the objectives, methods, and issues of the workshop, learning proceeds rapidly because the purpose of the training is clear. The trainees get an overview of the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



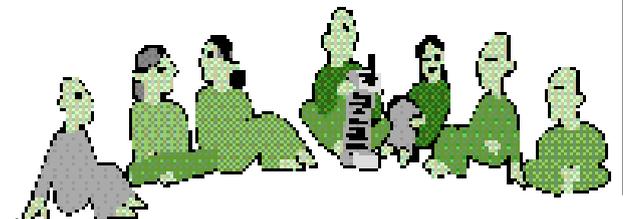
**4 Motivates the trainees.** When the workshop is relevant to the trainees’ own work and responsibilities, and when trainees can see the usefulness of new skills, they are motivated to learn. What will the trainees get out of the training? New information? Understanding? Skills?



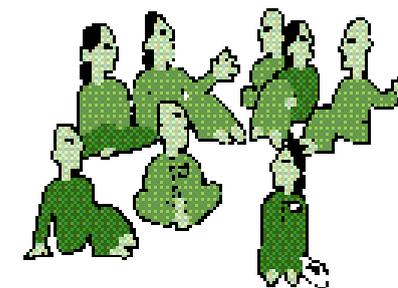
**5 Mobilizes existing knowledge.** The trainers centre the discussions around the work, knowledge, and constraints of the trainees.



**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.



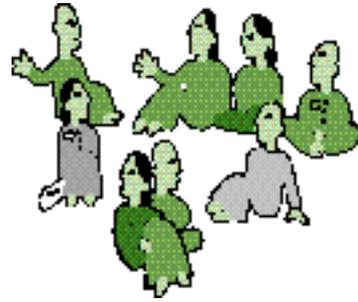
**8 Uses body language.**

The trainers keep facial expressions friendly but neutral and they avoid distracting hand and body movements. Trainers make eye contact and move close to trainees who are speaking to show interest and reinforce the importance of what is being said.



**9 Avoids controlling the outcome.**

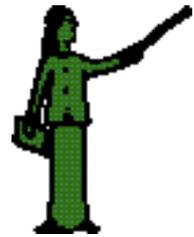
The trainees learn most when they make their own case study analysis conclusions. When the trainees undertake the task independently, they are rewarded with a sense of accomplishment.



PARTICIPATORY TRAINING TECHNIQUES  
EXAMPLES OF TRAINER RESPONSES

what the trainer says	what the trainer is doing	what the trainer means
<p>                     I see...                      Yes, yes...                      Uh-huh...                 </p>	<p>                     is neither agreeing nor disagreeing. Attitude is noncommittal but positive                 </p>	<p>                     I am interested in what you are saying.                 </p>
<p>                     In other words, you think...                      If I understand you correctly, you recommend that...                 </p>	<p>                     Understands what the participant means                 </p>	<p>                     I am listening. I understand.                 </p>
<p>                     The groups seems to conclude that...                      The key ideas you have expressed seem to be...                 </p>	<p>                     Summarizes group contributions                 </p>	<p>                     What you have concluded is important.                 </p>
<p>                     I think that I am hearing two schools of thought on this issue.                 </p>	<p>                     is listening to all points of view                 </p>	<p>                     All points of view are valid.                 </p>
<p>                     Some of you think that... while others of you think ...                 </p>	<p>                     is listening to all points of view                 </p>	<p>                     There is no need for conflict.                 </p>

## 5 Training of Trainers (TOT)



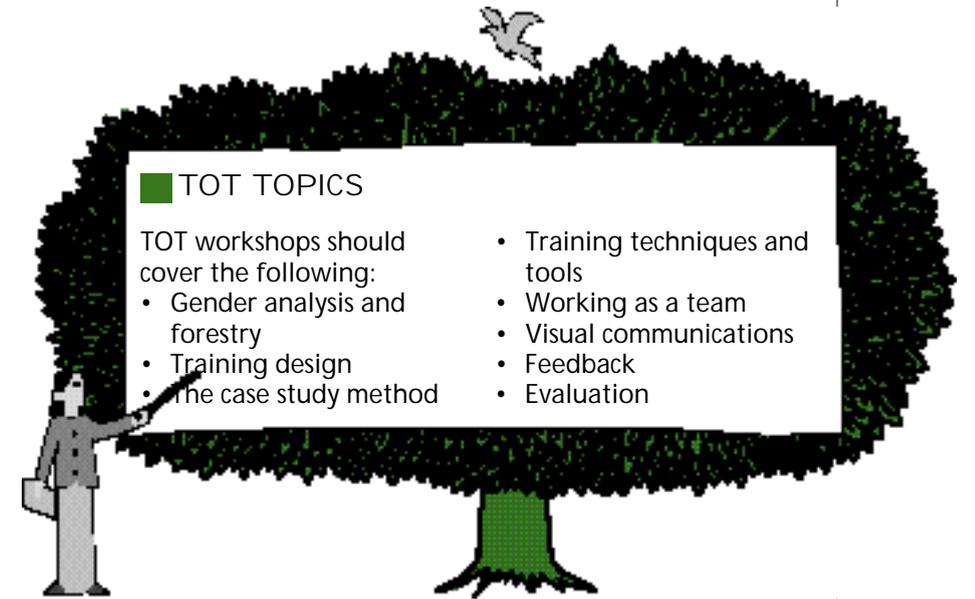
The objective of Training of Trainers (TOT) workshops is to produce skilled trainers to deliver gender analysis and forestry workshops as part of a *capacity-building process* for training design, training methods, and training techniques.

### ■ 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 on-going 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.



### ■ TOT TOPICS

TOT workshops should cover the following:

- Gender analysis and forestry
- Training design
- The case study method
- Training techniques and tools
- Working as a team
- Visual communications
- Feedback
- Evaluation

### 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.)

SECTION

2

SECTION

2

# 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.

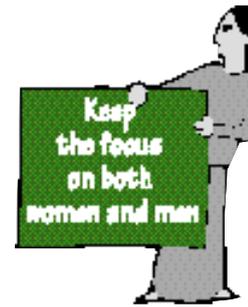
SECTION  
**2**



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.



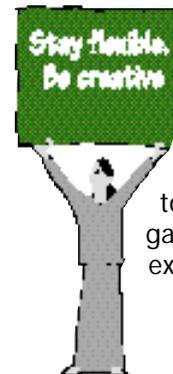
Working with facts is powerful because facts often reveal the gap between misconceptions, assumptions, generalizations and reality—especially where women and men's roles and contributions are concerned. Make it a workshop ground rule that assumptions and generalizations must be excluded from the discussions.



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.



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.



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.

SECTION  
**2**

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# Annexes

- 2-A TOT workshop – objectives and agenda
- 2-B Five TOT workshop exercises
- 2-C Example of pilot workshop evaluation instruments
- 2-D Trainers' chronological checklist for organizing a workshop



## 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

- 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



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

Friday, 20 March

7:30 Registration  
8:00 Introductions  
Review of Tentative Objectives  
Review of Tentative Agenda  
Materials/Reading Working Group Selection  
9:30 Tea break  
9:45 Team Presentations on Field Research Experiences

Noon 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  
Exercise #1: Training Needs (by individuals)

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 Tea break  
9:45 Plenary Reports by Teams on Exercise #2

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  
Remainder of day free for team work on Exercise #4

Monday, March 23

8:00 Gender Analysis and Forestry Workshop by Team #1

Noon Lunch  
13:30 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

Noon Lunch  
13:30 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

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

Noon Lunch  
13:30 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

Noon Lunch  
13:30 Preview of Slide Set #5

14:00 Meeting of Working Groups  
15:30 Tea break

15:45 Feedback to Team #5 from Working Groups  
17:00 Workshop Evaluation and Closing

**ANNEX 2-B**

**FIVE TOT WORKSHOP EXERCISES**

**Gender Analysis and Forestry TRAINING OF TRAINERS WORKSHOP**

*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.

	X	No knowledge (1)	Some knowledge (2)	Very knowledgeable (3)
<i>General topics</i>	X			
Adult learning theory				
Gender analysis concepts				
Participatory training concepts and goals				
Socio-economic issues of forestry development				
Technical issues of forestry development				
Socio-economic issues of agricultural development				
Technical issues of agricultural development				
Women in development issues				
Project cycle terminology				
Workshop design				
		No experience	Some experience	Very experienced
Developing strategies for needs assessment				
Developing training objectives				
Designing an agenda to reach specific objectives				
Developing evaluation strategies				





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

**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.

- Is the "starting point" of the trainees' awareness of the relationship between gender and forestry low or high or varied?
  - What do the trainees need in terms of gender analysis training? Sensitization? Motivation? Methods and tools? Examples?
- 3. Formulate workshop objectives.** In terms of gender analysis training goals, trainee needs and project priorities, identify the objectives for the workshop.
- Which new concepts, skills and attitudes do you want the trainees to have by the end of the workshop?

**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!

Topic	Time	Groups	Material	Leader	Objectives
Introduction to case study	30 min.	plenary	slide set	Deki	Review case study findings
Introduction to Context Profile	10 min.	plenary	overhead with example	Dawa	Clarify how to use each column of Context Profile
Analysis of Context Profile	1 hour	small group	•Framework • Context Profile Worksheets • Flip charts and pens for each group	Dawa	• Practise using the Context Profile • Explore interrelationships among environmental, economic and social factors important to the forestry development effort



*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 debriefings. 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.

**2. Strengths, Weaknesses, Opportunities, and Limitations (S.W.O.L.)**

In Nepal, a participatory S.W.O.L. exercise was carried out on the last day of the pilot workshops for trainers and field-level staff (in addition to the daily written questionnaires). The national team of trainers (and international consultants) left the workshop room while one of the trainees facilitated the exercise. Trainees discussed each category and wrote their conclusions on flip charts. The trainers were then invited back and the evaluation findings were presented to them. In Bangladesh, the S.W.O.L. evaluation was carried out in writing by individual trainees. Overall recommendations also were also requested. The responses were detailed.

**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

Too long	Just right	Too short
1	2	3

Comments?  
\_\_\_\_\_  
\_\_\_\_\_

2. Introduction Resources Profile

Training objective: Clarification of issues in Resources Profile

Full achievement	Some achievement	No achievement
1	2	3

Comments?  
\_\_\_\_\_  
\_\_\_\_\_

3. Small group discussion of Resources Profile

Training objective: Application of Resources Profile to Shivapuri case study by participants.

Full achievement	Some achievement	No achievement
1	2	3

Comments?  
\_\_\_\_\_  
\_\_\_\_\_

4. Plenary presentation of Resources Profile

Training objectives: Participatory discussion of small group findings and identification of key issues

Full achievement	Some achievement	No achievement
1	2	3

Comments?  
\_\_\_\_\_  
\_\_\_\_\_

5. Introduction to the Shivapuri Project Document

Training objectives: To clarify project objectives and activities

Full achievement	Some achievement	No achievement
1	2	3

Comments?  
\_\_\_\_\_  
\_\_\_\_\_



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

Full achievement	Some achievement	No achievement
1	2	3
Comments?		

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

Full achievement	Some achievement	No achievement
1	2	3
Comments?		

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

Full achievement	Some achievement	No achievement
1	2	3
Comments?		

**B Training skills**

- Generating motivation among participants

Weak	Average	Strong
1	2	3

- Looking confident in front of a room full of people

Weak	Average	Strong
1	2	3

- Recognizing and building upon skills and knowledge of the participants

Weak	Average	Strong
1	2	3

- Creating an environment in which everyone feels free to participate

Weak	Average	Strong
1	2	3

- Time management skills

Weak	Average	Strong
1	2	3

- Speaking and presentation skills

Weak	Average	Strong
1	2	3

- Remaining flexible/open

Weak	Average	Strong
1	2	3

- Maintaining a warm, friendly attitude

Weak	Average	Strong
1	2	3

- Summarizing and synthesizing complex information

Weak	Average	Strong
1	2	3

- Having the role of someone who does **not** control the answers

Weak	Average	Strong
1	2	3

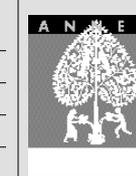
- Hiding their nervousness

Weak	Average	Strong
1	2	3

- Using various visual communications techniques to organize and highlight information

Weak	Average	Strong
1	2	3

- Comments on their training skills?





**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?**

\_\_\_\_\_

\_\_\_\_\_

**ANNEX 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
- Prepare slides and overheads
- 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.**

