



Malik Alymkulov/HelpAge International

Gender equality training handouts

Part of the HelpAge International
Gender equality training toolkit

HelpAge

International

Gender equality training handouts

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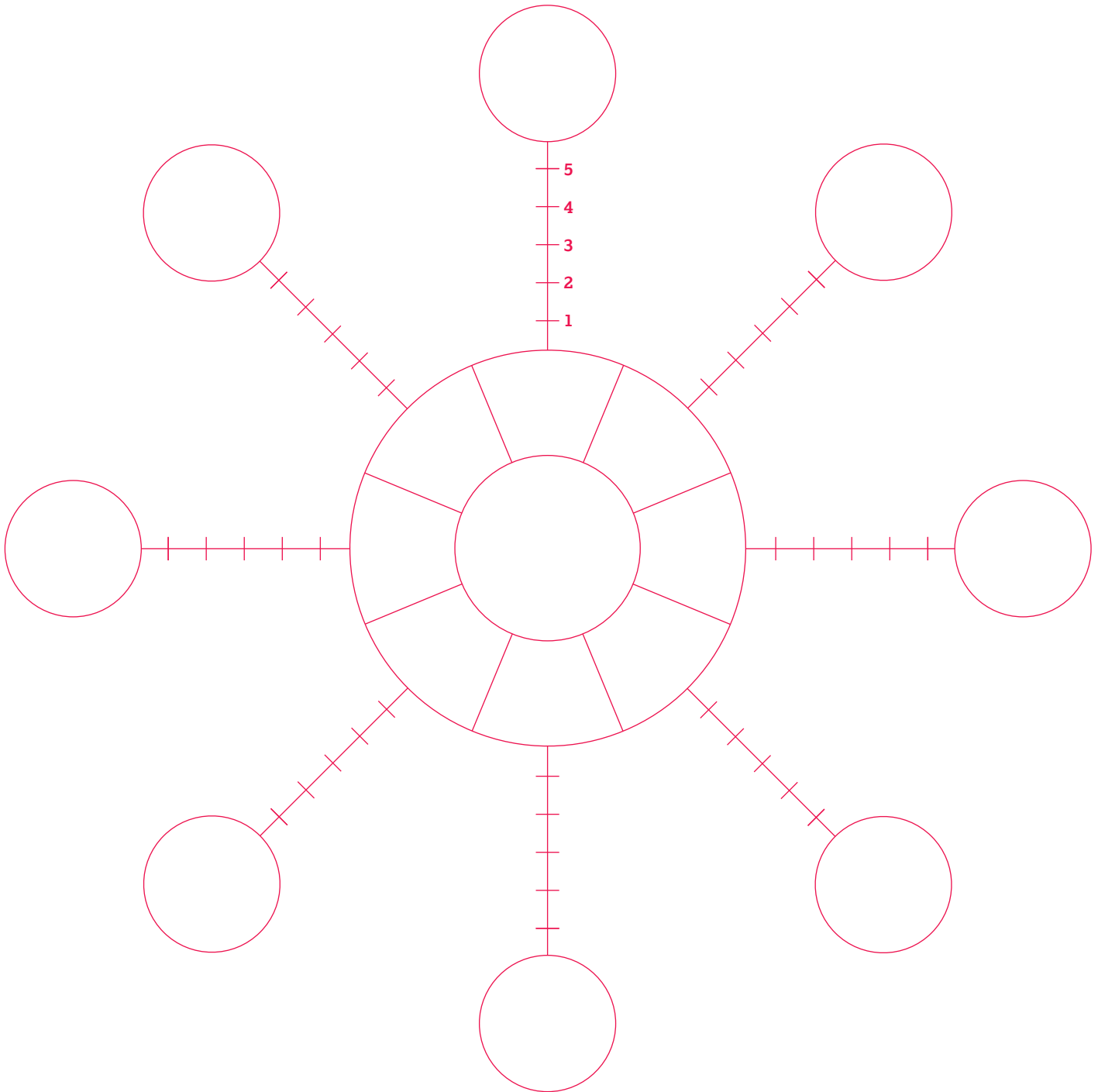
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Handout 1

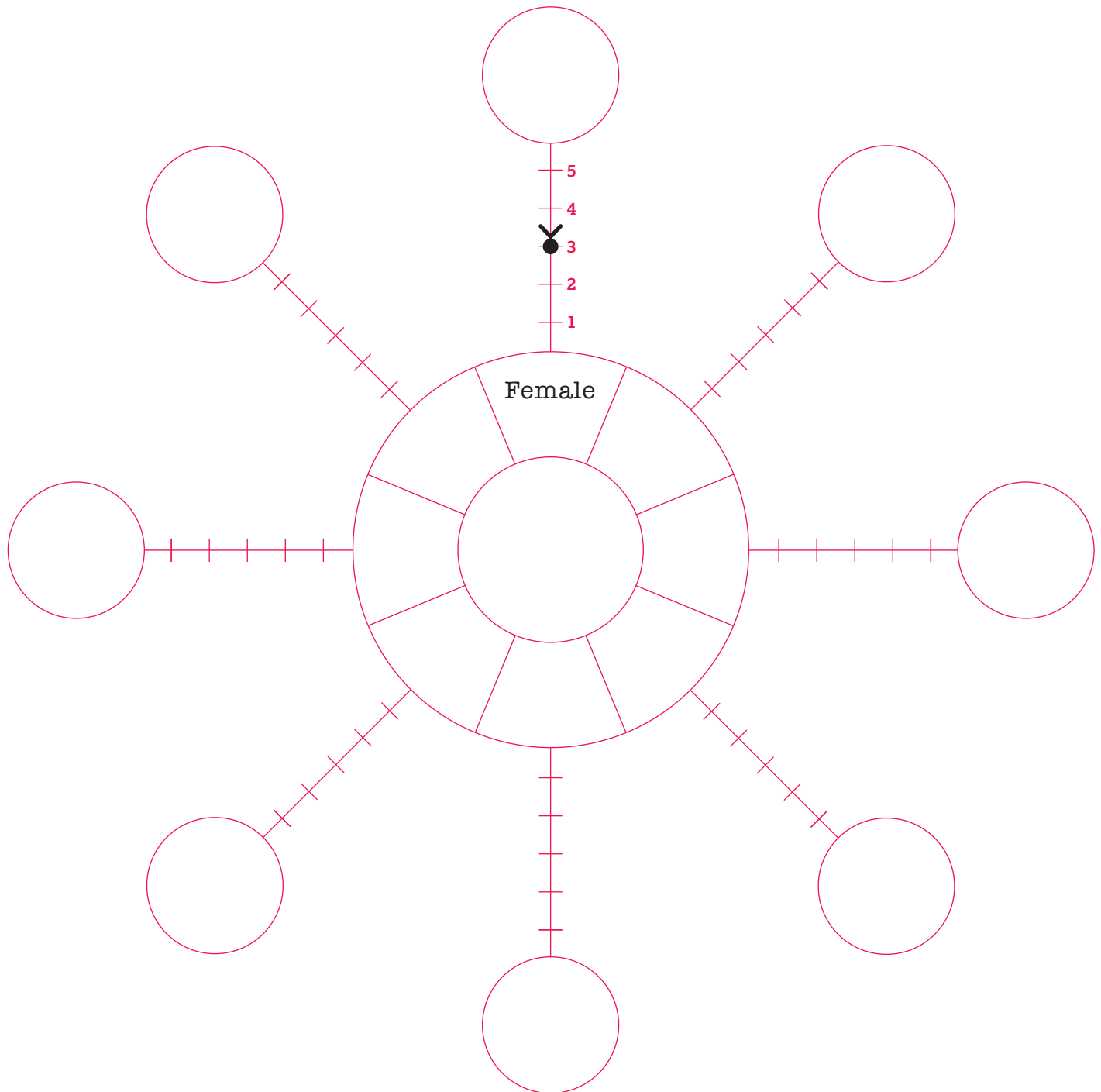
New beginnings – the people

People	Your choice	Group choice
Jane She is a 45-year-old experienced teacher. She is HIV positive after having received contaminated blood transfusions as a child.		
Karim He is a 17-year-old who is training to be a plumber. He is interested in environmentally friendly systems. He is usually very friendly, kind and helpful but also experiences sudden behaviour changes when he can become violent.		
Sophie She is 55 years old. She is a midwife but has a legal drugs addiction problem for which she has been suspended a couple of times.		
Julius He is aged 22 and in good health. He had to leave his country of origin where he was accused of having loose morals because of his gender identity. He is a writer who could expect a successful future before he left his country.		
Rolihlahla He is a 68-year-old tribal chief. He has led his community to economic success and ensured it has all the services and utilities available. He can be difficult at times as he thinks he is always right.		
Meenaski She is a 22-year-old beautiful and funny student. Everywhere she goes she lifts the mood. She has not yet decided on what she wants to do for a living. She has suffered from an eating disorder that started when she was 15, although she is currently eating healthily.		
Mamadou He is a 35-year-old expert in farming and fishery and has been instrumental in developing successful projects funded by the World Bank. He is blind and can be arrogant and demanding at times.		
Roberto He is in his late 20s and has learnt survival techniques from working as a guide in the rainforest. He has excellent leadership skills. Roberto has admitted that he abandoned someone to a certain death many years ago, but claims he had to make a choice between saving that person or the rest of the group.		
Juliet She is a 75-year-old retired librarian with five adult children and 15 grandchildren. She is also an expert cook and homemaker. She has recently been diagnosed with having an aneurysm and underwent preventive surgery to reduce risks of rupture.		
Ralf He is a 40-year-old father of three and captain of a fishing boat. He is married but his wife recently left him and took their children with her after accusing him of being violent.		
Salman He is aged 41. He worked for years as a surgeon in conflict-affected areas. He has set up an NGO with his long-term partner, a 45-year-old former soldier, to support people suffering from post-traumatic stress disorder.		
Lydia She is a 30-year-old biologist and a qualified nutritionist. She is a vegan. She abhors intensive farming and livestock raising practices. She is very passionate about the subject.		
Jeema She is a bright 19-year-old who works as a mechanic and is known as a brilliant inventor. She has a significant facial disfigurement.		

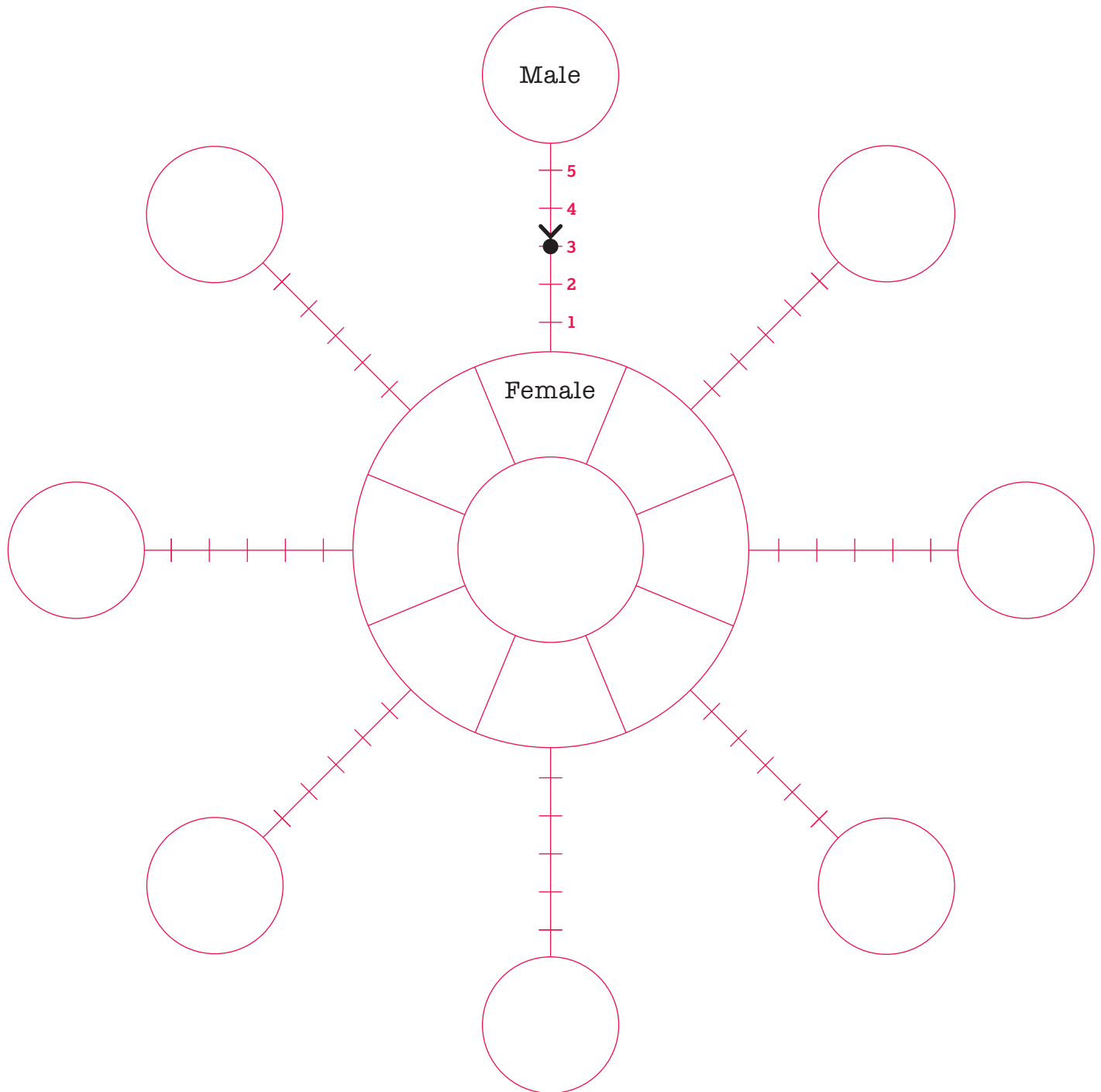
Wheel of identity



Wheel of identity (part 1; example)



Wheel of identity (part 2; example)



Handout 3

24-hour day

Fill in all activities, such as chores, employment, leisure and social activities. Use the hours given to make the exercise quicker and easier. You do not have to break the time down into minutes.

Time	Younger woman's task	Older woman's task	Younger man's task	Older man's task
03:00				
04:00				
05:00				
06:00				
07:00				
08:00				
09:00				
10:00				
11:00				
12:00				
13:00				
14:00				
15:00				
16:00				
17:00				
18:00				
19:00				
20:00				
21:00				
22:00				
23:00				
24:00				
01:00				
02:00				

Handout 4a

Gender roles and needs

Gender roles

Productive roles are activities carried out to secure goods or services for sale to enable people to survive. They include employment, farming and trading.

Reproductive roles are activities that keep families alive and well. They include childbearing, caring for family members and managing the home (such as fetching water and firewood). Reproductive roles are often manual, time-consuming and unpaid.

Community roles are activities that promote community cohesion. They include organising social events such as ceremonies and celebrations, arranging community improvements and serving on committees. Women's community roles are often an extension of their reproductive roles of mobilising, caring and providing, performed on a voluntary, unpaid basis. Men's community roles are often political and include decision-making. They are more often paid and associated with status and power.

With the exception of childbearing and breastfeeding, all these roles can be performed by both women and men. However, cultural and social norms often assign specific roles to either women or men, including in older age. Different values are attached to different roles. The hierarchy of roles and the way roles are distributed between women and men leads to unequal power relationships between women and men.

Practical and strategic gender needs

Practical needs	Strategic needs
<ul style="list-style-type: none">• Tend to be immediate and short-term• Unique to particular women, men or people of other genders• Relate to the things people need to survive in their particular living environment, such as food, housing, healthcare, water and income• Easily identifiable by women, men or people of other genders• Met through a combination of productive and reproductive activities, such as providing wells and fetching water, running health centres and caring for sick family members, selling goods at the market to earn money to feed the family and earning an income from employment to meet family expenses	<ul style="list-style-type: none">• Tend to be long-term• Common to almost all women, men or people of other genders• For women, often relate to their disadvantaged position over the life course, subordination, lack of resources and education, vulnerability to poverty and violence, etc• Basis of disadvantage and potential for change not always identifiable by women, men or people of other genders• Can be addressed by consciousness-raising, increasing self-confidence, education, strengthening movements, political mobilisation• Include legal rights (such as land and inheritance rights), protection from domestic violence, equal pay, and women's control over their bodies. These challenge the subordinate role of women in society. They relate to the division of labour (who does what), power and control (who has what and who decides how to use it)

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Handout 4a

Gender roles and needs *continued*

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Addressing practical needs	Addressing strategic needs
<ul style="list-style-type: none"> • Project involves women, men or people of other genders as recipients and perhaps participants • Can improve the condition of women's, men's or people of other genders' lives • Does not alter existing gender roles and relations 	<ul style="list-style-type: none"> • Project involves women, men or people of other genders as agents of change or enables them to become agents of change • Can improve the position of women or people of other genders in society through transformation of unequal power relations
Gender-sensitive approach	Gender-transformative approach
<ul style="list-style-type: none"> • Gender and age analysis is done • Gender is apparent in the language. Gender- and age-disaggregated data is used and analysed • Specific outcomes and activities that acknowledge the different needs and capacities of women, men and people of other genders are included • The intervention is more likely to focus on their practical or immediate needs 	<ul style="list-style-type: none"> • Both quantitative and qualitative gender and age analysis is done • Specific outcomes seek to transform unequal power relations between women, men and people of other genders through changes in roles and status, and redistribution of resources • Gender equality is promoted as a major goal • The intervention aims to challenge existing norms and attitudes that reinforce gender role stereotypes • Gender is built into the response and the causes of inequality are addressed head on

Handout 4b

Gender roles and needs (exercise)

Consider which roles and needs the activities listed in the table relate to. Put a cross in the appropriate spaces. Note that each activity could be associated with more than one role or need.

Activity	Women's role recognised			Gender need met	
	Reproductive	Productive	Community managing	Practical needs	Strategic needs

Training for employment

Training for women					
• cooking for family					
• tailoring for sale					
• masonry/carpentry					
• business management					
Access to credit*					
Allocated to household					
Allocated to women					

*micro-finance institutions or government

Basic services

Introduction of a crèche					
Located in the community					
Located at the mother's workplace					
Located at the father's workplace					
Primary healthcare centre					
Open only in the morning					
Open at different times					
Social benefits by government					
Allocated to household					
Allocated to women					

Community participation

Projects with community participation					
With unpaid women's time					
With paid women's time					

Handout 4c

Gender roles and needs

(completed exercise)

The answers are given below.

Activity	Women's role recognised			Gender need met	
	Reproductive	Productive	Community managing	Practical needs	Strategic needs

Training for employment

Training for women					
• cooking for family	X			X	
• tailoring for sale		X		X	
• masonry/carpentry		X		X	X
• business management		X			X
Access to credit*					
Allocated to household		X		X	
Allocated to women		X		X	X

*micro-finance institutions or government

Basic services

Introduction of a crèche					
Located in the community	X	X	X	X	
Located at the mother's workplace	X	X		X	
Located at the father's workplace	X	X		X	X
Primary healthcare centre					
Open only in the morning	X			X	
Open at different times	X			X	X
Social benefits by government					
Allocated to household		X		X	
Allocated to women		X		X	X

Community participation

Projects with community participation					
With unpaid women's time			X	X	
With paid women's time		X	X	X	X

Handout 5

Gender mainstreaming

Gender mainstreaming means putting gender equality at the centre of your work. It means considering gender in, for example, policy decisions, planning, budgeting, and organisational structures and operations.

Gender mainstreaming does not mean adding on “something for women” to an existing activity, or ensuring women form a certain percentage of participants, such as 50 per cent of those taking part in training or a project.

Gender mainstreaming may mean changing your goals, plans and actions to ensure that both women and men can influence, participate in and benefit from development interventions. It may require changes to organisational structures, procedures and cultures to create environments that truly help to promote gender equality.

Handout 6a

Gender analysis (exercise)

Areas of enquiry	Questions
Roles and responsibilities (division of labour)	Who does what?
Access to and control over resources	Who owns what? Who can use what and who has control over it?
Bodily autonomy, violence and safety	How widespread is violence and what is the risk of experiencing violence?
Knowledge and information	Who knows what and who holds information? Who is information shared with?
Aspiration and participation	Who participates at what level and for what purpose? (project-related)
Duty bearers and institutions	Who benefits?

Handout 6b

Gender analysis (completed exercise)

Areas of enquiry	Questions
<p>Roles and responsibilities (division of labour)</p> <p><i>Power to</i></p>	<p>Who does what?</p> <ul style="list-style-type: none"> • What do women, men and people of other genders do (tasks/chores responsibilities)? • Where do they carry out these activities (in the house, community, workplace or an institution)? • How often do they do them (daily and seasonal patterns)? How long do they spend? • Has anything changed since the disaster/conflict/crisis? <p><i>Remember: productive, reproductive and community roles</i></p>
<p>Access to and control over resources</p> <p><i>Power to</i> <i>Power over</i> <i>Power with</i></p>	<p>Who has what? Who can use what and who has control over it?</p> <ul style="list-style-type: none"> • What assets, resources and opportunities do women, men and people of other genders have access to? • Who has control over these? • Who receives an income (inside and outside the household)? Who can decide what to do with the money? • Who can inherit land or property and who decides on this? • How are budgets allocated and spent? <ul style="list-style-type: none"> – at household level? – at community level? • Who is allocated public resources? Who receives these resources? <ul style="list-style-type: none"> – at household level (such as social pensions, benefits, services, humanitarian assistance)? – at community level (such as budget allocation and expenditure on services and infrastructure, support during or after a disaster/conflict/crisis)? • Who has social capital (such as social networks and support networks)? • Has this changed since the disaster/conflict/crisis?
<p>Bodily autonomy, violence and safety</p> <p><i>Power over</i> <i>Power to</i> <i>Power within</i></p>	<p>How widespread is violence and what is the risk of experiencing it?</p> <ul style="list-style-type: none"> • Has access to employment outside the house increased the risk of abuse or violence at home, at work or in transit to or from the workplace? • What are the occupational health risks (such as during menopause or in relation to a disability)? • What are the risks of abuse or violence for women, men or people of other genders who are dependent on a carer or have lost their legal capacity? • What protection risks are there during a disaster/conflict/crisis, including risk of gender-based violence? • Have risks and power dynamics changed since the disaster/conflict/crisis?

continued over

Handout 6b

Gender analysis (completed exercise) *continued*

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Areas of enquiry	Questions
<p>Knowledge and information</p> <p><i>Power over Power to Power within Power with</i></p>	<p>Who has information about what? Who do they share this information with?</p> <ul style="list-style-type: none"> Who knows about government policies and programmes and how to access them (such as social protection)? Who knows about institutional policies and programmes (such as equal opportunities in recruitment, wage parity, sexual harassment prevention, complaints and grievance mechanisms)? Are these shared with and explained to everyone? Who knows how to access services (such as health, income, legal, gender-based violence support services, humanitarian assistance)? Who is a member of, or has access to social or economic networks, unions or humanitarian committees to share information and knowledge and have mutual support? How does this information give someone power and status? Has the place for obtaining information and sharing knowledge changed since the disaster/conflict/crisis?
<p>Aspiration and participation</p> <p><i>Power to Power within Power with</i></p>	<p>Who participates at what level and for what purpose?</p> <ul style="list-style-type: none"> Do all women, men and people of other genders, have the same choice of activities (such as training or volunteer opportunities)? Do women, men and people of other genders have the freedom to access public spaces and participate in project activities? Can they make decisions and express their opinions? Are women, men and people of other genders supported to participate (such as through safe spaces for everyone to speak, accessible and inclusive venues, consideration of time constraints or caring responsibilities, adaptation of learning styles, measures to build self-confidence)? Who participates in decision-making at household and community levels? What kind of decisions (level of importance and influence, opportunities for planning projects)? Have decision-making structures changed since the disaster/conflict/crisis?
<p>Duty bearers and institutions</p> <p><i>Power over Power to Power with</i></p>	<p>Who benefits?</p> <ul style="list-style-type: none"> What are the laws, policies, norms and structural constraints and who benefits from the status quo? How do religious or political groups set rules and policies or laws that maintain situations for their own benefit rather than for everyone (such as division of labour)? Has this changed since the disaster/conflict/crisis? Have policies been revised, updated or abandoned? How are organisations responding to gender issues (such as collecting and using data broken down by sex, age and disability, staff training, recruitment, resourcing, policies, information management, communication)? Who benefits at individual, family, community and institutional levels? Is the distribution of benefits different from before the disaster/conflict/crisis?

Handout 7

4-power framework

Power is the ability to create or resist change. It can be held by individuals or groups.

Power held by individuals relates to their autonomy, which can be less visible.

Power held by groups relates to set structures and rules in any given context.

There are four types of power:

Power over This is domination, often a negative use of “power over” other people. It can be exploitative and repressive. It can be used to control resources and opportunities for influencing decisions. However, “power over” does not have to be negative. It can just mean having access to and control of financial, physical and knowledge-based assets. It can also mean having control over other people to protect their interests.

Power to This means being able to choose what to do and being able to do it. It includes resisting or creating change. It means being able to make decisions (within the household, community or more broadly) and to shape one’s life.

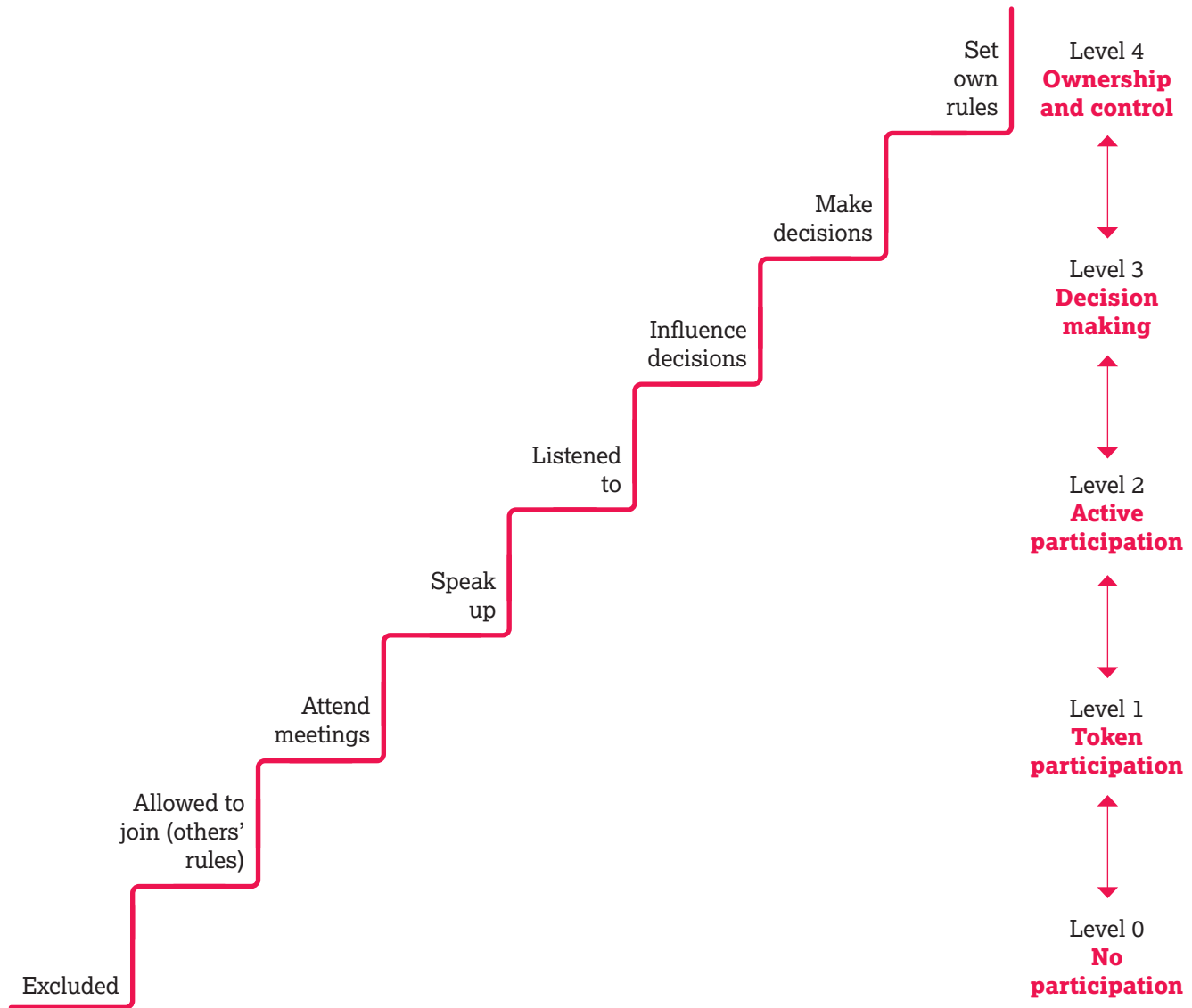
Power within This refers to the knowledge, capability, self-esteem and self-belief of any individual to enable them to bring about change in their life. It promotes personal dignity. It is often influenced by cultural or religious norms.

Power with This is the ability of people with different interests to find common ground and act collectively, based on a sense of solidarity and mutual support, to build collective strength.

Source: VeneKlasen L, and Miller V, ‘Power and empowerment’, *PLA Notes*, 43: 39–41, 2002, and Comic Relief Maanda Initiative, *A framework for women and girls’ empowerment: Guidance for Maanda applicants and grantees*, Comic Relief, 2014

Handout 8

Ladder of participation



Handout 9a

Interviewing (livelihood)

Interviewer

Scenario: Livelihood project in rural Tanzania

Your organisation has decided to develop a livelihood project for the most marginalised and poorest inhabitants of a remote rural area of Tanzania. Before developing the proposal, you are conducting a situational analysis that includes gathering data from the community using individual interviews. Your organisation is aware that there are major issues over land ownership.

You come across a 70-year-old woman who lives on the edge of the village with her 10-year-old granddaughter whose parents have both died. You are conducting a semi-structured interview with the woman to find out why she has no access to land for farming.

Key points

- The interview should be more like a conversation than a survey. However, you should still follow a basic script. In this exercise, it is up to you to come up with a minimum of four points you need answers to. Write your questions down in bullet points before starting the interview.
- Make sure you address issues of confidentiality and ethical concerns, such as gaining the interviewee's consent and conducting the interview in private.

Interviewee

Scenario: Livelihood project in rural Tanzania

An organisation has decided to develop a livelihood project for the most marginalised and poorest inhabitants of a remote rural area of Tanzania. Before developing the proposal, a situational analysis will be carried out. You are asked to be interviewed as part of this.

You are a 70-year-old woman who has lost her husband and son, and whose other children left the community a long time ago. You are very poor. You live on the edge of the village with your 10-year-old granddaughter whose parents have both died. You only receive a small social pension. You need to generate an income.

Key points

You are being interviewed. Your role is to be one or more of the following:

- Shy and lacking assertiveness
- Chatty but not about the issues your interviewer wants to focus on
- Defensive or aggressive
- A bit confused

Feel free to choose your character's personality.

continued over

Handout 9a

Interviewing (livelihood) *continued*

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Observer

Scenario: Livelihood project in rural Tanzania

An organisation has decided to develop a livelihood project for the most marginalised and poorest inhabitants of a remote rural area of Tanzania. Before developing the proposal, you are asked to participate in a situational analysis and give your individual insight during an interview.

A 70-year-old woman who has lost her husband and son is being interviewed. Her other children left the community a long time ago. She is very poor. She lives on the edge of the village with her 10-year-old granddaughter whose parents have both died. She only receives a small social pension. She needs to generate an income.

Key points

Observe carefully:

- How does the interviewer approach the women and explain the purpose and process of the interview?
- What sort of language does the interviewer use to explain the purpose and process of the interview and ask questions?
- How does the interviewer's body language encourage or discourage a conversation?
- How does the interviewer react to the woman's responses, especially when she is not answering the questions?
- How would you describe the dynamics between the two?
- How would you describe the atmosphere of the interview?

Interviewing (refugee camp)

Interviewer

Scenario: Safety and access to services in a refugee camp

Civil war has broken out in a South-East Asian country. Many people have fled to refugee camps across the border. Because the conflict was unexpected, preparedness has been minimal. A team of experts has been sent to the camp to find out whether services are accessible to everyone there, whatever their age, gender, ethnicity or disability status. You are conducting a semi-structured interview with an older woman who has lost her home and is there on her own.

Key points

- The interview should be more like a conversation than a survey. However, you should still follow a basic script so that you cover the same topics in all the interviews you carry out. In this exercise, it is up to you to come up with a minimum of four points you need answers to. Write your questions down in bullet points before starting the interview.
- Make sure you address issues of confidentiality and ethical concerns, such as gaining the interviewee's consent and conducting the interview in private.
- Remember the interviewee may be traumatised.

Interviewee

Scenario: Safety and access to services in a refugee camp

Civil war has broken out in a South-East Asian country. Many people have fled to refugee camps across the border. Because the conflict was unexpected, preparedness has been minimal. A team of experts has been sent to the camp to find out whether services are accessible to everyone there, whatever their age, gender, ethnicity or disability status. You are being interviewed as part of this assessment.

You are an older woman who has lost her home and way of life. Your children moved away years ago. However, they have probably been also been displaced by the conflict. You have no means of contacting them. You are worried about them and miss them very much. You are unhappy about being in a strange country.

Key points

You are being interviewed. Your role is to be one or more of the following:

- Shy and unassertive
- Chatty but not about the issues your interviewer wants to focus on
- Defensive or aggressive
- A bit confused

Feel free to choose your character's personality.

continued over

Handout 9b

Interviewing (refugee camp) *continued*

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Observer

Scenario: Safety and access to services in a refugee camp

Civil war has broken out in a South-East Asian country. Many people have fled to refugee camps across the border. Because the conflict was unexpected, preparedness has been minimal. A team of experts has been sent to the camp to find out whether services are accessible to everyone there, whatever their age, gender, ethnicity or disability status. A semi-structured interview is being conducted with an older woman who has lost her home and is on her own.

Key points

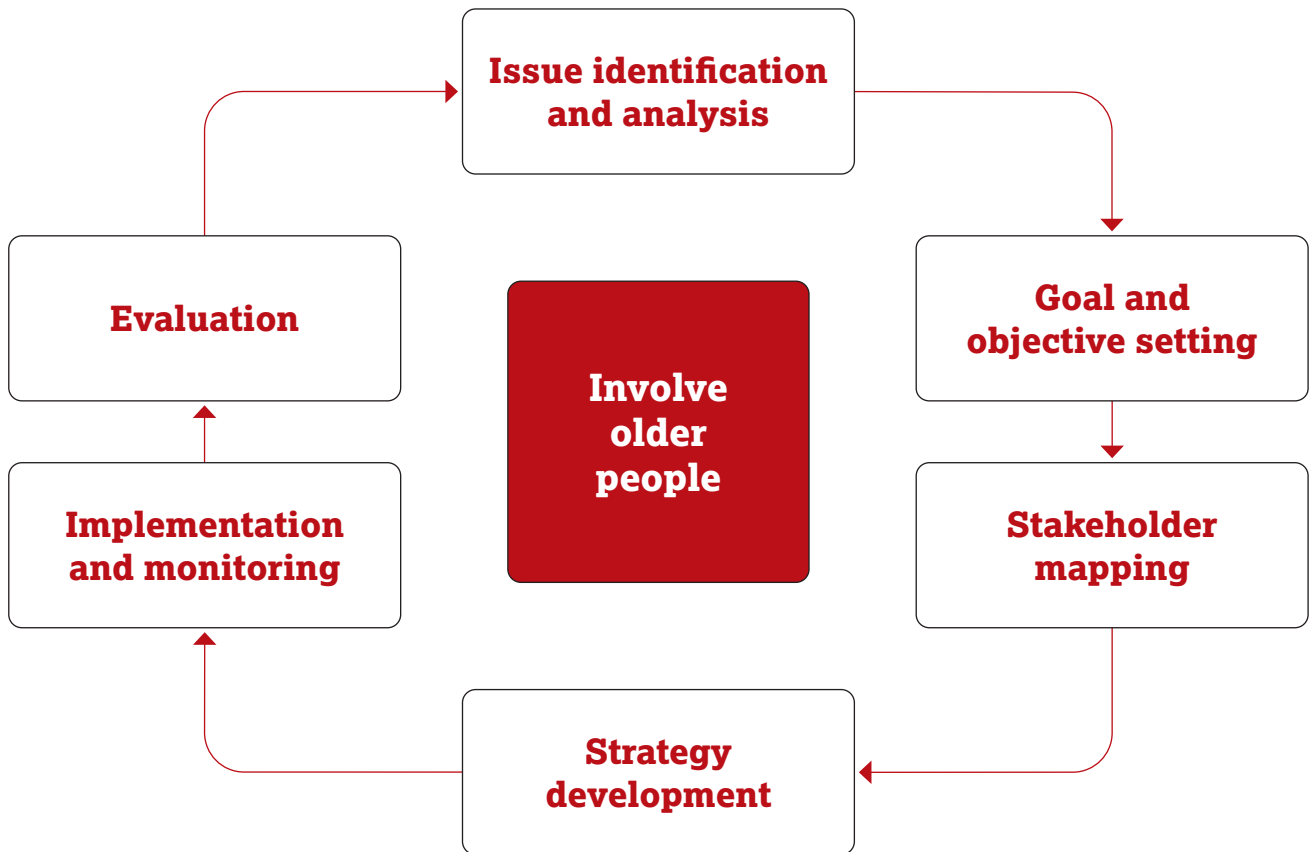
Observe carefully:

- How does the interviewer approach the woman and explain the purpose and process of the interview?
- What sort of language does the interviewer use to explain the purpose and process of the interview and ask questions?
- How does the interviewer's body language encourage or discourage a conversation?
- How does the interviewer react to the woman's responses, especially when she is not answering the questions?
- How would you describe the dynamics between the two?
- How would you describe the atmosphere of the interview?

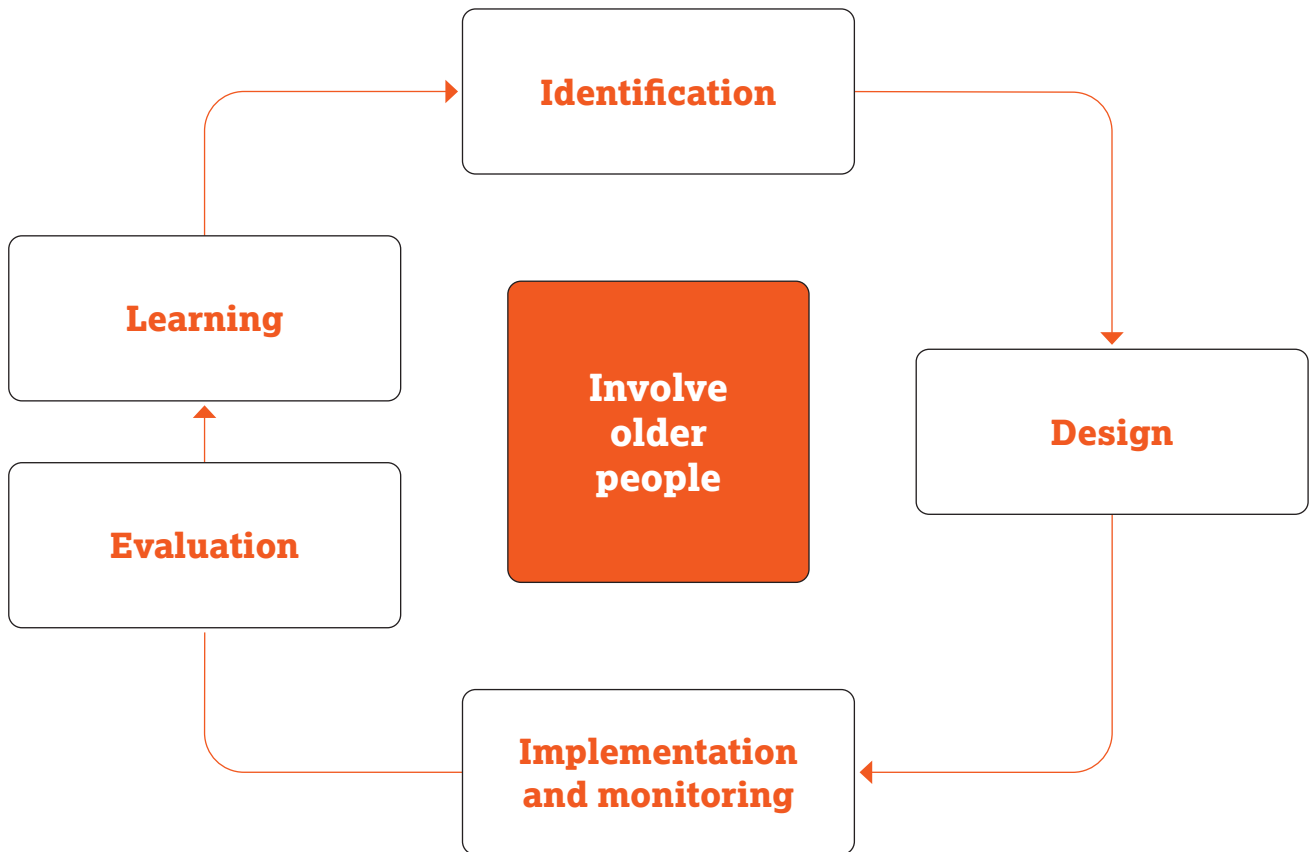
Active listening guidelines

- **Attend to what the person is saying.** Show you are listening. Inform them you will be taking notes. Provide verbal and non-verbal feedback, such as making eye contact, nodding and smiling.
- **Repeat or paraphrase what the person is telling you to encourage a fuller response.** For example, a sceptic might say: “I really can’t participate in this training.” Your answer could be: “So you think you cannot participate in this training? Tell me more.”
- **Reflect the feelings and experiences the person is describing.** Pick up cues. For example, say: “So, you are quite upset about this”, “You give me the impression that this worries you a lot” or “From what you have been saying, it seems to me that you find yourself in a dilemma. You are sceptical about the content of this training, but you are a little bit curious as well.”
- **Summarise the person’s feelings and experiences to focus on an issue or ask for confirmation.** For example, you could say: “I understand that you don’t want to participate in certain parts of the training, but you would be willing to try the introductory session. Is that correct?”
- **Probe.** Ask questions in a supportive way that encourages the person to provide more information or to clear up any confusion. For example, you could say: “I’m not sure I have understood fully what you said about X” or “Can you say a little more about Y?”
- **Give feedback on the person’s ideas or feelings.** Disclose relevant personal information about yourself. For example, you could say: “I understand your reluctance, because I had similar worries before my first training as well.”
- **Be supportive.** Show some warmth and caring. For example, you could say: “It sounds as if you have found quite a good solution. We can certainly talk more about this later, if you wish.”
- **Stay quiet.** Give the person time to think as well as talk. Be comfortable with silence.

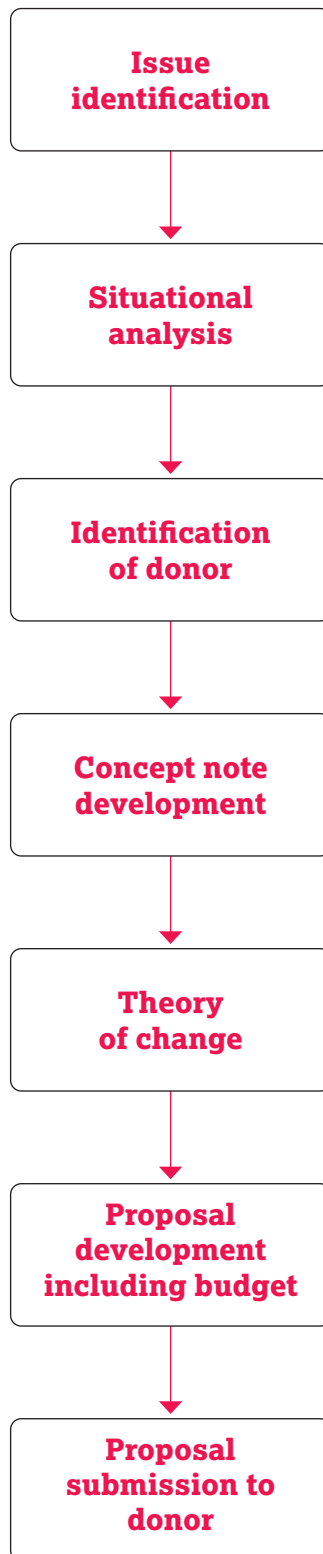
Advocacy cycle



Project cycle



Proposal development process



Handout 11

Gender action plan *continued*

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Challenge	Planned actions	Responsible person	Role of gender focal point	Indicators of progress	Timeframe

Case study: Post-disaster

Case study

Scenario

During recent heavy rainfalls in Sri Lanka, a number of villages were buried under mudslides and flooded by overflowing rivers. Thousands of people were evacuated to the closest safe town where an evacuation centre was set up.

Collaboration between local authorities and civil society organisations, including older people's associations and disabled people's organisations, led to the appointment of a management committee and task force to run the centre and ensure the wellbeing of the evacuees. The committee was made up of members of various women's groups, including older women and women with disabilities. Their responsibilities included finding family members who had become separated from each other, distributing food and clothes, running activities and lessons for children, providing psychosocial support, and arranging health checks and treatment.

Another committee, made up of male members of various community groups, was established to support the rescue efforts. The work included visiting the affected areas, talking to village and religious leaders, local authorities and affected household heads to assess the need for assistance, and plan how to help communities rebuild their lives and minimise the long-term effects of the disaster.

Discuss the following questions. Try to apply the elements of gender analysis (areas of enquiry, participation, powers, gender-sensitive/gender-transformative):

- Which elements do you have information about? What does this tell you?
- What elements do you require further information on?
- What further questions do you need to ask to determine whether barriers to inclusion (related to gender, age and disability) have been considered?

Case study: Water, sanitation and hygiene

Case study

Scenario

Parts of East Africa have been increasingly suffering from extreme weather conditions, ranging from heavy rainfall outside the usual rainy seasons to extreme drought. This has led to rural communities being cut off at times from services in the nearest towns. They have suffered poor crop yields and higher incidences of water-borne diseases. Many people, especially young adults, have migrated to urban areas in the hope of finding work and accessing better services. Older people and people with disabilities have usually stayed behind, often looking after young children.

An international organisation specialising in improving access to safe water and sanitation has been developing new programmes of work to support communities that have never been prioritised for improved water, sanitation and hygiene facilities (WASH). This organisation's approach is that:

- Access to improved WASH facilities will be demand-led and decided by a committee.
- Part of the cost of the work (20 per cent) will be contributed by the communities. Community members must also commit to maintaining the WASH facilities. They will be trained how to do this as part of the project.

A committee has been set up to decide what facilities to provide, where to locate them, which households should receive piped water, where to install pumps or wells, and how to finance the construction work.

The committee is made up of an equal number of women and men. At its last meeting, the committee decided that those who could not afford to contribute financially to the cost of installing the new facilities could pay through work. Women could look after the labourers' children and prepare food for the labourers. The committee also decided that piped water would be available to certain members of the community and that a covered well would be built in the middle of the village based on a mapping of where those with mobility issues were located. The committee has selected three unemployed, young men to be trained to maintain the new facilities.

Discuss the following questions. Try to apply the elements of gender analysis (areas of enquiry, participation, powers, gender-sensitive/gender-transformative):

- Which elements do you have information about? What does this tell you?
- What elements do you require further information on?
- What further questions do you need to ask to determine whether barriers to inclusion (related to gender, age and disability) have been considered?

Case study: Funding proposal

Case study

Scenario

A funding proposal is being prepared for a project to:

- Improve the psychosocial wellbeing of 3,200 older refugees and their dependants.
- Support the rehabilitation of 2,400 older refugees and their dependants.

Analysis

HelpAge surveyed the needs of over 1,000 older refugees (60 per cent women, 40 per cent men). Of those interviewed, 78 per cent exhibited signs of distress ranging from emotional instability to cognitive, behavioural and relationship problems. Also, 50 per cent complained of a lack of livelihood opportunities and 60 per cent identified income as a priority need.

Older women, in particular, often shoulder household responsibilities and care for children (60 per cent of the women in survey). At the same time, many suffer from chronic conditions and mobility problems. The combination of their responsibilities and vulnerabilities compound the psychological strain of living in the camp.

Response

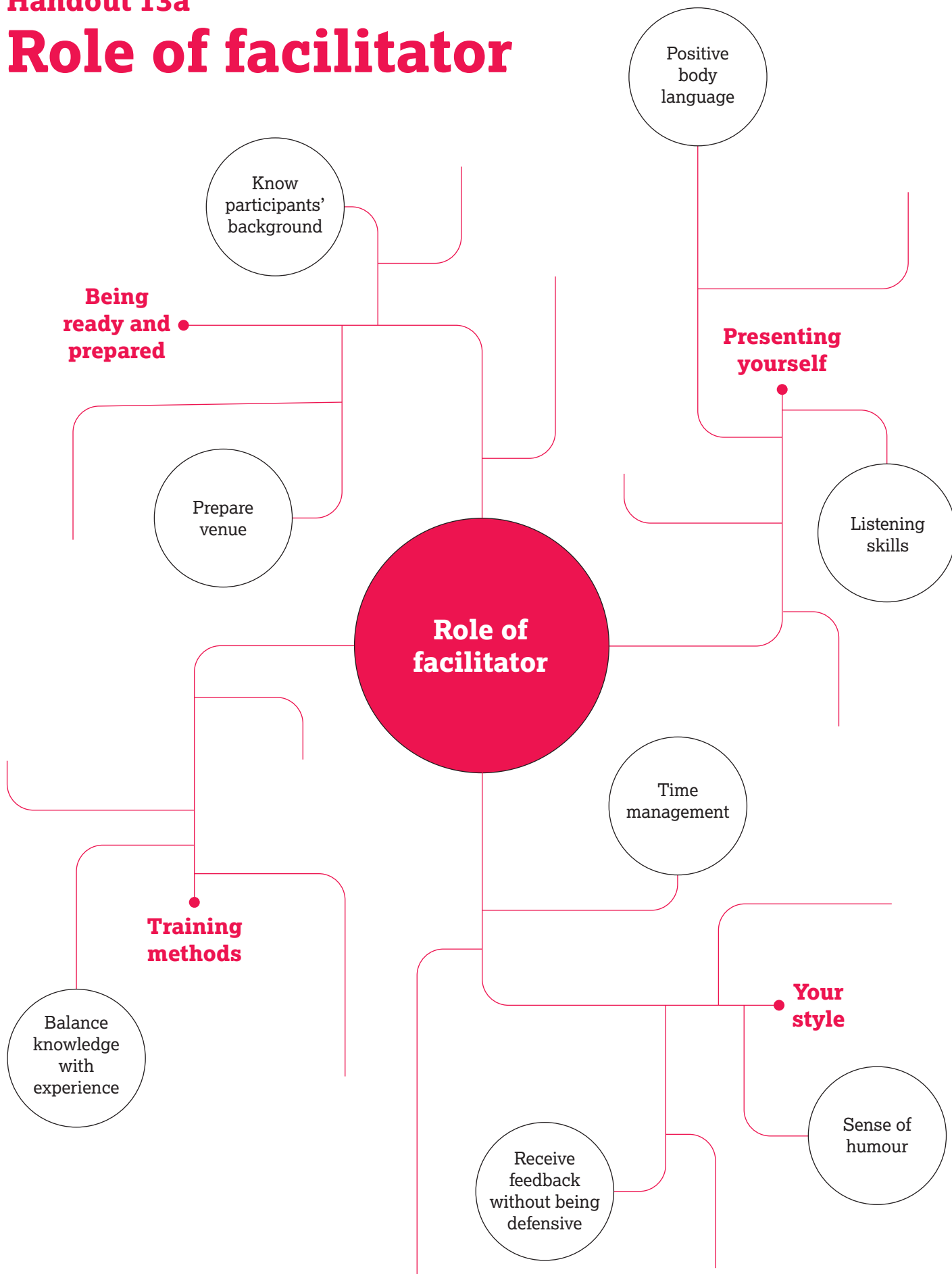
HelpAge proposes to:

- Establish 60 older people's clubs.
- Train 500 older people as peer counsellors across three camps to recognise the symptoms of trauma and stress and learn how to alleviate these through talking therapies.
- Support the 500 peer counsellors to offer individual and group counselling to 3,200 older refugees through home visits and organised sessions in existing meeting spaces in the camps.
- Organise a variety of cultural and sports activities in the camps to relieve stress and strengthen cohesion and trust between different ethnic groups within the camps.
- Provide start-up capital to members of older people's clubs to set up small businesses, following market assessments and consultation with other interested parties.
- Provide tailored training to older entrepreneurs in their chosen business activity, as well as general business training.
- Arrange for project staff to mentor older entrepreneurs throughout the three-year project through regular visits.

Discuss the following questions. Try to apply the elements of gender analysis (areas of enquiry, participation, powers, gender-sensitive/gender-transformative):

- Which elements do you have information about? What does this tell you?
- What elements do you require further information on?
- What further questions do you need to ask to determine whether barriers to inclusion (related to gender, age and disability) have been considered?

Role of facilitator



Handout 13b

Challenging situations for facilitation (scenario 1)

- A older man is repeatedly complaining that everything is about women and asking why men are not given the same attention.
- A older woman is complaining that you are undermining women's treasured status as home-makers and that you are trying to turn them into men.
- An older woman is trying to speak but is constantly being interrupted by male participants.
- A participant is challenging the accuracy or value of what you are presenting.

Handout 13c

Challenging situations for facilitation (scenario 2)

- A participant is complaining that it is a waste of time to talk about older people when we should be concerned about children and young people.
- During a discussion, several people are talking at once.
- Participants are falling asleep, fiddling with their phones or computers, or talking to each other while you are presenting something.

Handout 13d

Dealing with challenging participants

Role	Why it happens	What to do
Heckler	Probably good-natured most of the time but distracted by their job or personal problems.	<ul style="list-style-type: none">• Keep your temper under control.• Honestly agree with one idea, then move on to something else.• If the person states a false fact, throw it to the group to turn down.• Talk privately with the person as a last resort to find out what is bothering them.
Rambler	One idea leads to another and takes this person miles away from their original point.	<ul style="list-style-type: none">• When the person pauses for breath, thank them, refocus the group's attention and move on.• In a friendly manner, indicate that "we are a little off the subject".• As a last resort, use your training schedule as an excuse.• Glance at your watch and say: "time is limited".
Ready answer	Really wants to help, but makes it difficult by keeping others from participating.	<ul style="list-style-type: none">• Cut the person off tactfully by questioning other participants.• Suggest that "we put others to work".• Ask the person to summarise. This will keep them attentive and capitalise on their enthusiasm.
Conversationalist	Chatter is usually about personal things but may be related to the topic.	<ul style="list-style-type: none">• Call the person by name and ask an easy question.• Call the person by name, repeat the last opinion expressed, and ask their opinion of it.• Include them in the discussion.
Clash of personalities	Two or more individuals clash, dividing the group into factions and endangering the success of the session.	<ul style="list-style-type: none">• Try to highlight areas of agreement between the two participants. Draw attention to the objective of the session.• Direct a question on the topic to someone not involved in the disagreement.• As a last resort, frankly state that personalities should be left out of the discussion.

continued over

Handout 13d

Dealing with challenging participants *continued*

continued from previous page

Role	Why it happens	What to do
Wrong track	Brings up ideas that are obviously incorrect.	<ul style="list-style-type: none"> • Say: “that’s one way of looking at it” and tactfully make any corrections. • Say: “I see your point, but can we reconcile that with our current situation?” • Handle the situation tactfully, since you will be contradicting the person. <p><i>Remember, all members of the group will hear how you respond to each individual. You can encourage or discourage participation by the way you communicate.</i></p>
Quiet one	<ul style="list-style-type: none"> • Bored • Indifferent • Timid • Superior 	<ul style="list-style-type: none"> • Gain their interest by asking their opinion. • Question the person next to them. Then ask the quiet one to comment on the view expressed. • Compliment the person the first time they contribute. Be sincere. • Show respect for the person’s experience, then ask for their ideas.
Mule	Does not see the other side. Supports their own viewpoint no matter what.	<ul style="list-style-type: none"> • Ask other members of the group to comment on the person’s ideas. They may add another perspective and help the person see differently. • Remind the person that time is short. Suggest that they accept the majority view. • Say you are willing to talk to the person later. Then follow up.
Talker	<ul style="list-style-type: none"> • Highly motivated • Show-off • Well informed • Just plain talkative 	<ul style="list-style-type: none"> • Slow the person down by asking them some difficult questions. • Say: “that’s an interesting point. Now let’s see what the others think of it.” • Draw on the person’s knowledge and relay this to the group yourself. <p><i>In general, for any over-talkative person, you should highlight the need for everyone to have the chance to participate.</i></p>
Griper	Has a pet peeve, complains for the sake of it, or has a legitimate complaint.	<ul style="list-style-type: none"> • Point out that the aim is to work as efficiently and cooperatively as possible under the present circumstances. • Tell the person you will discuss their problem with them privately at a later time. • Ask another member of the group to respond to the person’s complaint.

Source: Carr D A, ‘How to Facilitate’, *American Society for Training and Development*, Issue 9406, June 1994

Handout 14

Training evaluation form

1. Please rate the logistics and preparation for the training on a scale of 1 (very poor) to 5 (excellent)					
	1	2	3	4	5
Communication prior to the training					
Communication during the training					
Logistics and organisation of the training					
Food					
Accommodation (if relevant)					
Accessibility of venue					
Interpretation (if relevant)					

2. Please rate the facilitation of the training on a scale of 1 (very poor) to 5 (excellent)					
	1	2	3	4	5
Clarity of presentations and explanations					
Support to participants and confidence-building					
Choice of exercises and facilitation methods and tools					
Time-keeping and attention to energy levels					
Accessibility of sessions					

3. Please rate the content of the training on a scale of 1 (very poor) to 5 (excellent)					
	1	2	3	4	5
In terms of its relevance to your work and the knowledge and skills you have gained					
Comments					
.....					
.....					
.....					
.....					
.....					

continued over

Handout 14

Training evaluation form *continued*

continued from previous page

4. Which sessions did you find most useful?

Comments

5. Which sessions did you find least useful?

Comments

6. Which topics might you need more help or practice with to become confident about them?

Comments

continued over

Handout 14

Training evaluation form *continued*

continued from previous page

7. Overall, did the training meet your expectations?

Yes, completely Partially No, not at all

Comments

8. Was anything missing that should have been included in the training?

Comments

9. Have you any other comments or suggestions, including activities you think would be useful for future training?

Comments

Thank you for your feedback.

HelpAge International is a global network of organisations promoting the right of all older people to lead dignified, healthy and secure lives.

HelpAge International
PO Box 70156, London WC1A 9GB, UK
Tel +44 (0)20 7278 7778
Fax +44 (0)20 7387 6992
info@helpage.org
www.helpage.org

Registered charity no. 288180

Contributions from HelpAge International
Global Gender Learning Group

Written by Karen Andrae, Sylvie Cordier
and Georgina Veitch/HelpAge International

Edited by Celia Till and Georgina Veitch

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