

Trainer's Guide

Module IV

Empowering Women



INTRODUCTION

A. Aim of the Trainers Guide

This trainer's guide is developed for the trainers of the Local Government Representatives (LGRs) to train LGRs develop their skills and capacities in rural transformation. This guide will equip and help the trainers of LGRs in implementing training courses. It is expected that the knowledge and capacity of the course participants would be enhanced substantially if the training is conducted systematically as per instruction of this guide.

B. Characteristics of the Training Guide

This guide is a self-contained trainer's guide. Those who would use this guide for conducting training should read thoroughly the entire guide along with the "Resource Book" for detailed information and concepts before conducting the training course. This guide describes process of facilitation of each session. The guide contains distinct objectives set for each session. Each session has a number of sub-topics. A tentative timeframe and methodology has been suggested for each sub-content as a guide for the trainers.

C. Use of "Resource Book"

A "Resource Book" is developed for both the Trainers and the Trainees. The resource book, comprises explanations and elaborations of all concepts and topics of the training course. Copy of the resource book should be distributed to all participants/trainees. The resource book is designed for the participants/trainees to be used during the training sessions as per instruction of the trainers. After the completion of the training course all trainees should keep the copy of the resource book for further reading and ready referring.

D. Time Schedule

Five days will be required to complete this module. In each day the sessions will continue for eight hours including 2 hours for lunch and tea break. The facilitators would make the time schedule taking into account the local logistic facilities and characteristics of the participants. The training should be residential and in accordance to the specific needs of the participants. Trainers will arrange special sessions in the evening. The timeframe and the management of training sessions should be flexible. Though the time for each session is set out but there may be exceptions. The participants may find extra time beyond the prescribed limit of eight hours to do additional work. For overcoming monotony, short breaks are very effective. Likewise, for energising the participants can be engaged in games, songs, jokes, role-play etc. during these breaks.

E. Qualifications of Trainers/Facilitators

At least two highly experienced and skilled trainers should be selected for facilitating the training course. They should have wide knowledge on local government issues and practical experience on using participatory training methods. In addition, people who have expertise in different topics of the module can also be invited as resource persons/subject matter specialists to support the training programme.

F. Number of Participants

There should be more than 25 participants in each course and a balance between men and women in the training activities should be maintained both in terms of facilitators and participants.

G. Preparation of the Trainers/Facilitators

■ Preparation for the Presentation

Trainers should understand the topic precisely before they start conducting the training session. They should read the resource book and each session guide to conceptualise the topic and prepare themselves sufficiently to conduct the training course efficiently and effectively. This will help them to gain necessary confidence and equip them to conduct the sessions.

■ Preparation of Training Materials

Considering the local context, trainers/facilitators need to prepare essential training materials such as hand-out, case story, flip chart, poster, PowerPoint etc. Training materials should be prepared well in advance the training course. PowerPoint (PPT) slides should be prepared based on the resource book and instructions of the trainer's guide. In addition, the trainers should consider local context and local information to contextualise the information. While preparing PowerPoint presentations they should follow 10-20-30 rules for PPT slides. It means they should prepare 10 slides for 20 minutes presentation with a minimum font size of 30. Appropriate photos, charts, illustrations make PPT slides attractive. They should have a backup plan in case of power failure or logistic and/or mechanical problems. Printed materials or hand-outs for the trainees should be reproduced ahead of time.

■ Preparation for the Field Visit

Field visit is an important activity of training. We have to plan field visit well in advance and collaborate with the local host to make our field visits meaningful and beneficial. We have to arrange all needed logistics before field visits. A detailed briefing is needed before the field visits to give a clear idea about the objectives, activities and outcomes of the field visit. Participants of the training should make adequate preparation before the field visit to meet the objectives of the training.

■ Selection of Training Venue

For organising the training we need to select a suitable training centre. In the training centre the training hall/room should be large and comfortable enough for organising participatory learning activities. If possible, accommodation facilities should be available in the training centre both for the trainees and the resource persons.

■ Eye Contact and Body Language

There are some participants who keep themselves busy in gossips or discussing among themselves. The trainer/facilitator should keep eye on them. Trainers should not stand still in the training session and speak just to board or slides. They should speak to the audience making eye contact

with all the participants. This is the key to ensure participation of all the trainees in the session. In addition to eye contact, body language is also very important in the session. Meaningful gestures with hand, face and body movements make presentations more attractive and effective.

■ Voice Pitch and Pace

We should be careful while speaking to the trainees. The speed of speech should neither be too slow or nor too fast. Trainers should speak at a speed of 150 words per minutes as the general standard. Voice modulation is also important to attract attention of the trainees. They should raise and lower their voice pitch according to needs. Sometimes we should give a pause of 3-5 seconds to get back the attention of the trainees.

■ Knowing about the Trainees

Before we start preparing training materials we should have information about our trainees' qualifications and prior experiences. This will help trainers to design training materials according to the level of participants' understanding and their expectations and needs.

■ Collection of All Required Materials and Logistics

All training materials and logistics required for conducting the training should be collected and tested before starting the training course.

H. Creating an Enabling Training Environment

Encourage the participants to share experience with each other. Always provide positive and constructive feedback to the participants. Never rebuke them on their inability to do or to understand each and everything. Give the participants freedom to do the work in their own way and encourage them to give their opinion. Encourage those participants who take time to adjust in a new environment.

Keep eye on the individual and group needs. Support those participants who are lagging behind or not participating adequately; place them in various groups when

the participants are divided in groups. Ask open-ended questions to the participants so that they get ample opportunity to think and answer a given question.

While introducing a new topic try to link this with the previous topic and give concrete examples from practical life. This will make the training attractive. Give clear instructions for each single activity. At the end of each session, summarise the points discussed during the training session. Re-emphasise the key learning points before closing the session. Use the visuals again, if necessary.

I. Ensuring Participation of the Trainees

There are some people who by nature are calm and docile. They feel shy to speak before others or just keep listening what others say. If they are not ready to response, encourage them to express their views. At certain point they would feel encouraged to participate.

Some participants respond faster than others. If the same participants keep responding repeatedly other might feel neglected or unable to respond. The facilitator should ensure participation of all trainees.

Icebreaking and energisers are very useful in training. To encourage participation, trainers need to organise activities to make the trainees feel relaxed and at ease with their fellow participants. Similarly, sometimes the participants may feel sleepy and inactive, especially right after lunch and long continuous sessions. In such cases, the trainer should organise energisers (activities that involve movement) to keep them awake and at the same time relaxed.

In the training sessions where the trainees are required to work in groups, the trainer may consider organising team building activities. Activities such as games, songs, skits etc.) will make them feel comfortable with each other so that they can work together as a team.

J. Assessment of Training

At the end of each session, trainers/facilitators should ask questions to assess participants understanding of each sub-content discussed in the session. If need

arises, the main points should be discussed again in brief. Review previous day's learning experiences before the start of current day's session and identify gaps and initiate discussion to minimise the gaps.

All the session guides in this trainers guide are indicative. The trainers/facilitators should apply their creativity and imagination and take appropriate steps based on the needs and demands of the participants.

Major Objectives of the Module

Afer the completion of this module the participants would be able to:

- Describe the background and objectives of the training course;
- Define women empowerment;
- Identify self-perception regarding women's role;
- Define women's role in development;
- Identify the role of women at home, farm and non-farm activities;
- Explain the major obstacles in women's involvement in community and business activities;
- Define economic, social and political empowerment;
- Describe the elements for creating an enabling environment for women empowerment;
- Identify stakeholders of women empowerment and their roles;
- Define gender and sex;
- Explain women's productive, reproductive and community role and implications;
- Conduct a gender analysis;
- Formulate an action plan for implementation; and
- Provide ratings and comments on different sessions of the module.

Major Contents of the Module

- Gender and sex;
- Women empowerment;
- Women's role in development;

- Role of women at home, farm and non-farm activities;
- Economic, social and political empowerment;
- Elements for creating an enabling environment for women empowerment;
- Stakeholders of women empowerment and their role;
- Explain women's productive, reproductive and community role and implications;
- Gender analysis;
- Gender sensitive project for women empowerment;
- Action plan; and
- Course evaluation.

Training Schedule Module IV: Empowering Women

| Time | Day One | Day Two | Day Three | Day Four | Day Five |
|---------------------------|------------------------------|---------------------------|-----------------------------|------------------------------|---|
| 09:00 – 10:30 | Opening and Introduction | Cont'd | Cont'd | Gender Analysis in the Field | Business and Micro-enterprise for Rural Women |
| 10:30 – 11:00 Tea Break | | | | | |
| 11:00 – 12:30 | Cont'd | Empowerment of Rural Poor | Women's Role in the Society | Cont'd | Cont'd |
| | Understanding Gender | | | | |
| 12:30 – 13:30 Lunch Break | | | | | |
| 13:30 – 15:00 | Cont'd | Cont'd | Conducting Gender Analysis | Cont'd | Follow-Up Action Plan |
| 15:00 – 15:30 Tea Break | | | | | |
| 15:30 – 17:00 | Role of Women in Development | Cont'd | Cont'd | Cont'd | Course Evaluation and Closing |

Session Guide



Session 1

Name of the Session: Opening and Introduction.

Objectives: At the end of the session the participants will be able to:

- Describe the background and objectives of the training course;

- Get acquainted with each other;
- Describe expectations from the training course;
- Identify the level of existing knowledge; and
- Describe principles and norms of running the course.

Total Time: 2 hours.

Materials: Registration form, Workshop logistics, Opening Programme Schedule, Resource Book, Poster Paper, Marker, Card, Flannel Board, Board Pins, Laptop, LCD Projector, Game Material.

| Process | Method | Time |
|--|---------------------|------------|
| <ul style="list-style-type: none"> • Welcome all participants in the session. • Complete the registration of the participants using the prescribed Registration Form. • Once the registration is complete, then distribute training logistics and Resource Book and explain the use of Resource Book during and after the training course. | Registration | 10 minutes |
| <ul style="list-style-type: none"> • Inaugurate the course as per Opening Programme Schedule. • Invite some guests in the opening session. | Discussion | 25 minutes |
| <ul style="list-style-type: none"> • Ask the participants to introduce themselves with a brief description of their present duties and responsibilities. | Question and answer | 20 minutes |
| <ul style="list-style-type: none"> • Elect Chairpersons for each day of the training by rotation. Decide who will perform the duty of the Chairperson on which date and write it on a poster paper and hang it on the wall. (Duties of Chairpersons will be to preside in all sessions of the day and summarise the learning of these sessions after the completion of each session. However, the Chairperson will participate in all sessions, group work and in discussions.) • Explain to the Chairperson clearly his/her role and duties as Chairperson. • Ask the selected Chairperson of the first day to start acting as the Chairperson for that day. | Discussion | 5 minutes |

| Process | Method | Time |
|---|---------------------|------------|
| <ul style="list-style-type: none"> • Give each participants 3 cards and 1 marker. Ask all the participants to write at least one expectation on each card. Assist the participants in identifying their individual expectations. Ask them to hand over the cards when they finish writing. • Arrange the collected cards in clusters. Take help of the facilitators, if required. • Identify participants' expectations which are not consistent with this course. • Read out their expectations one by one and match their expectations with training objectives and activities. | Individual work | 20 minutes |
| <ul style="list-style-type: none"> • In line with participants' expectations, explain the training objectives, contents and training schedule. | Discussion | 10 minutes |
| <ul style="list-style-type: none"> • Formulate training principles on the basis of general consensus among the participants and write those on poster paper and hang on a wall. | Question and answer | 10 minutes |
| <ul style="list-style-type: none"> • Summarise the session. • Use a game or energiser for creating open and friendly environment. • Close the session by thanking the participants for their active participation and contribution in the session. | Discussion, Game | 20 minutes |

Session 2

Name of the Session: Understanding Gender.

Objectives: At the end of the session the participants will be able to:

- Identify self-perception regarding women's role; and
- Explain the role of women in different regions and countries.

Total Time: 2 hours 30 minutes.

Materials: Paper, Pen, Marker, Case2.1, Paper, Activity 2.2, Role Play 2.3, Resource Book, Laptop, LCD Projector, Handout 2.4.

| Process | Method | Time |
|--|---------------------------|------------|
| <ul style="list-style-type: none"> • Welcome all participants in the session. • At the beginning of the session, distribute Case 2.1 to all participants and ask them to write the answer on a piece of paper. • Now ask several participants to give answer of the question (guess who could give wrong answers and try to get the wrong answers first). • Get the right answers (the doctor is the mother of the boy) from the participants or tell them the right answer. • Ask the participants – what are the reasons for wrong answers? | Question and answer | 30 minutes |
| <ul style="list-style-type: none"> • Now ask all participants to draw a picture showing “people at work”. • Collect all pictures and see how many of the participants draw “women at work”. It is observed that in such cases most participants draw pictures that men are working forgetting the women’s contribution in the field and household work. Tell the participants the reason for drawing men’s picture. | Individual work | 30 minutes |
| <ul style="list-style-type: none"> • Now distribute Activity 2.2 to all participants to be filled individually. After the Activity sheet is completed, divide the participants into 3-4 groups and ask them to discuss the individual rating and prepare another sheet with group consensus. • Ask each group to share the findings of individual rating and group ratings and the reasons for those particular ratings. | Individual and group work | 30 minutes |
| <ul style="list-style-type: none"> • Ask two participants to conduct a role play in the session based on the Role Play 2.3. • After the role play, get the answer to the question of the role play. | Role play | 30 minutes |
| <ul style="list-style-type: none"> • Taking help from Annex 4.1 of the Resource Book, explain the situation of women in different regions and countries of the world. • Summarise the session’s learning highlighting different mindsets of people regarding gender. • Close the session by thanking the participants for their active participation and contribution in the session. | Discussion | 30 minutes |

■ Case: 2.1

“No, no, I cannot operate



A man and his son are driving down the highway in a yellow car. The man, who is driving is a doctor. They have a terrible accident in which the man is killed and the son is injured. The son is rushed to the nearest hospital where he is taken to the surgery.

A doctor is called to attend him. As he is lying there, the doctor takes one look at him and says:“ No, no, I can’t operate. He is my son”, and walks out of the room.

Question: How can the injured boy be the doctor’s son?

■ Activity:2.2

Value of Women’s Work

| Statement | Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
|---|-------------------|----------|-----------|-------|----------------|
| | 1 | 2 | 3 | 4 | 5 |
| 1. Men and women should have separate duties. | | | | | |
| 2. Women are good at handling money. | | | | | |
| 3. Household work is hard work. | | | | | |
| 4. Women are more intelligent than men. | | | | | |
| 5. Women's work is less important than men's. | | | | | |
| 6. It is important for girls to be educated. | | | | | |
| 7. Man should be the head of the household. | | | | | |
| 8. Women work more than men. | | | | | |
| 9. Men are not suited to look after children. | | | | | |
| 10. It is natural for girls to look after home. | | | | | |
| 11. It is natural for boys to look after home. | | | | | |
| 12. Women should obey their husbands. | | | | | |
| 13. Household work is not work. | | | | | |
| 14. Men should also help in household work. | | | | | |
| 15. Men and women work well together. | | | | | |
| 16. Men have more leisure time than women. | | | | | |
| 17. Cash crops should be men's responsibility. | | | | | |
| 18. It is natural for boys to work with machines. | | | | | |
| 19. It is natural for girls to work with machines. | | | | | |
| 20. Women are not interested in extension activities. | | | | | |

■ Role Play: 2.3

Interview of Local Governance representative (LGR) with a male farmer

LGR: Does your wife work?

Farmer: No, she is a housewife.

LGR: What does she do during the day?

Farmer: She gets up at dawn and fetches the water and firewood and then prepares breakfast for me and the children.
 She feeds and takes care of the chickens and the cows, collects eggs and milk.
 She weeds the vegetable plot and helps me with harvesting the crops.
 She threshes the grain.
 She grinds the grain and stores and prepares the food for the household.
 She takes the produce to the market to sell and buys household goods.
 She makes clothes, baskets and mats for the household.
 She takes care of the children.
 She does not work, she is just a housewife.

Question: Does the farmer's wife work?

■ Handout: 2.4

Average Hours per Week Spent Fetching Wood and Water in Rural Areas of Selected Sub-Saharan African Countries

| Country | Guinea (2002-2003) | Madagascar (2001) | Malawi (2004) | Sierra Leone (2003-2004) |
|---------|-----------------------|----------------------|------------------|-----------------------------|
| Women | 5.7 | 4.7 | 9.1 | 7.3 |
| Men | 2.3 | 4.1 | 1.1 | 4.5 |
| Girls | 4.1 | 5.1 | 4.3 | 7.7 |
| Boys | 4.0 | 4.7 | 1.4 | 7.1 |

Source: UNDP, 2011

Employed Population as Share of Total Adult Population, by Sex and Sector

| Region | Agriculture | | Industry | | Services | |
|----------------------------|-------------|--------|----------|--------|----------|--------|
| | Male | Female | Male | Female | Male | Female |
| Sub-Saharan Africa | 48 | 39 | 7 | 4 | 21 | 16 |
| South Asia | 26 | 15 | 12 | 2 | 28 | 4 |
| Near East and North Africa | 14 | 6 | 18 | 2 | 32 | 7 |
| Latin America/ Caribbean | 15 | 4 | 20 | 8 | 34 | 32 |
| East and Southeast Asia | 38 | 20 | 17 | 8 | 22 | 25 |
| Developing Countries | 25 | 17 | 17 | 4 | 30 | 20 |
| Source: FAO, 2011. | | | | | | |

Participation in Rural Wage Employment by Sex (%)

| Country | Female | Male |
|------------|--------|------|
| Bangladesh | 3 | 24 |
| Ecuador | 8 | 28 |
| Ghana | 4 | 14 |
| Indonesia | 8 | 17 |
| Malawi | 17 | 26 |
| Nepal | 13 | 21 |
| Nicaragua | 7 | 25 |
| Panama | 10 | 28 |
| Tajikistan | 13 | 19 |
| Viet Nam | 11 | 17 |

Source: FAO, 2011. (Rural Women and Millennium Development Goals).

Economically Active Women in Agriculture (2010)

| Area | Women (%) |
|---|-----------|
| Africa | |
| Northern Africa | 28 |
| Sub-Saharan Africa | 58 |
| Latin America and Caribbean | 15 |
| Asia and Pacific | |
| Southern Asia | 51 |
| Western Asia | 19 |
| Eastern and S.E Asia and Oceania | 59 |
| <i>Source: The World's Women, United Nations 2010</i> | |

Division of Work in Africa (Percentage of total labour in hours)

| Task | Men | Women |
|----------------------|-----|-------|
| Clearing fields | 95 | 5 |
| Turning soil | 70 | 30 |
| Planting | 50 | 50 |
| Hoeing/Weeding | 20 | 80 |
| Harvesting | 40 | 60 |
| Transportation | 20 | 80 |
| Storing | 20 | 80 |
| Processing | 10 | 90 |
| Marketing | 40 | 60 |
| Carrying water, fuel | 10 | 90 |
| Domestic stock | 50 | 50 |
| Hunting | 90 | 10 |
| Feeding family | - | 95 |

Source: Women in Community Forestry ,2007, FAO

Session 3

Name of the Session: Role of Women in Development.

Objectives: At the end of the session the participants will be able to:

- Define women's role in development;
- Identify women's role at home, farm and non-farm activities;
- Identify reasons and characteristics of low social status of rural women; and
- Explain major obstacles in women's involvement in community and business activities.

Total Time: 3 hours

Materials: Whiteboard, Poster, Marker, Resource Book, Laptop, LCD Projector.

| Process | Method | Time |
|---|--------------------------|------------|
| <ul style="list-style-type: none">• Welcome all participants in the session.• Ask the participants to express their views about the role of women in development. | Question and answer | 10 minutes |
| <ul style="list-style-type: none">• Divide the participants into 3-4 groups and ask them to identify the role of women as housewife, farmer, wage worker, salaried worker, petty trader, artisan, industrial home worker, micro-entrepreneur and domestic servant. | Group work | 30 minutes |
| <ul style="list-style-type: none">• After the group work, ask each group to present their findings in the plenary. Invite comments from other groups and give your comments after the presentation of each group.• Explain women's role taking help from the Resource Book (Table 4.1) and from your own observations. | Presentation, Discussion | 50 minutes |
| <ul style="list-style-type: none">• Again divide the participants in similar groups and ask them to identify reasons and characteristics of low social status of rural women. | Group work | 30 minutes |
| <ul style="list-style-type: none">• After the group work ask group leaders to present their findings in the plenary. Invite comments from other groups and give your comments after the presentation of each group.• Explain reasons and characteristics of low social status of rural women in the area. | Presentation, Discussion | 30 minutes |

| Process | Method | Time |
|--|------------|------------|
| <ul style="list-style-type: none"> Explain major obstacles in women's involvement in community-based business activities taking help from the Resource Book (Table 4.2). Summarise the session. Close the session by thanking the participants for their active participation and contribution. | Discussion | 30 minutes |

Session 4

Name of the Session: Empowerment the Rural Poor.

Objectives: At the end of the session the participants will be able to:

- Define economic, social and political empowerment;
- Explain benefits of being empowered;
- Describe elements for creating an enabling environment for women empowerment;
- Identify stakeholders of women empowerment and their roles; and
- Describe approaches which can contribute to women empowerment.

Total Time: 4 hour 30 minutes.

Materials: Whiteboard, Poster Paper, Marker, Resource Book, Laptop, LCD Projector.

| Process | Method | Time |
|--|---------------------------------|------------|
| <ul style="list-style-type: none"> Welcome all participants in the session. Ask the participants what is women empowerment. Listen to their answers and explain the concept of women empowerment referring to the Resource Book. Explain the concepts of economic, social and political empowerment as given in the Resource Book. | Question and answer, Discussion | 30 minutes |
| <ul style="list-style-type: none"> Divide the participants into 3-4 groups and ask them to identify women's economic, social and political rights and present awareness level of rural women including community people regarding the current practices as regards to the implementation of those rights. | Group work | 30 minutes |

| Process | Method | Time |
|---|---------------------------|------------|
| <ul style="list-style-type: none"> After the group work, ask each group leader to present their findings in the plenary. Invite comments from other groups and give your comments after the presentation of each group. Synthesise their findings. | Presentation | 30 minutes |
| <ul style="list-style-type: none"> Ask all individual participants to think about the abilities (what women can do/perform) of women when they become empowered. Give each individual 3-4 minutes to think and write in the notebook. Now pair the groups (two participants in each group) and ask them to compile a list. Give each pair 3-4 minutes to think and write in the notebook. Now combine several pair groups and divide participants into 3-4 big groups and ask them to compile another new list. | Individual and group work | 60 minutes |
| <ul style="list-style-type: none"> After the group work, ask each group leader to present his/her findings in the plenary. Invite comments from other groups and give your comments after the presentation of each group. Synthesise their findings taking information from the Resource Book (Understanding Empowerment of Rural Women). | Presentation | 10 minutes |
| <ul style="list-style-type: none"> Referring to the Resource Book, describe important elements for establishing an enabling environment for gender equality and the empowerment of rural women. | Discussion | 30 minutes |
| <ul style="list-style-type: none"> Explain stakeholders in women empowerment using the Resource Book Figure 4.1. Divide the participants into 3-4 groups and ask them to identify different stakeholders and their possible roles to promote women empowerment. | Group work | 30 minutes |
| <ul style="list-style-type: none"> After the group work, ask each group leader to present his/her findings in the plenary. Invite comments from other groups and give your comments after the presentation of each group. Synthesise their findings using the Resource Book Explain the roles of different stakeholders to promote women empowerment. Summarise the session. Close the session by thanking the participants for their active participation and contribution. <p><i>**It is recommended that in this session you should invite one gender expert to support different sessions.</i></p> | Presentation, Discussion | 50 minutes |

Session 5

Name of the Session: Women's Role in Society.

Objectives: At the end of the session the participants will be able to:

- Define gender and sex; and
- Explain women's productive, reproductive and community role and implications.

Total Time: 1 hour and 30 minutes.

Materials: Whiteboard, Marker, Resource Book, Laptop, LCD Projector.

| Process | Method | Time |
|---|---------------------------------|------------|
| <ul style="list-style-type: none">• Welcome all participants in the session.• Ask the participants the difference between "sex" and "gender".• Listen to their answers and using the Resource Book explain the concepts of "sex" and "gender". | Question and answer, Discussion | 30 minutes |
| <ul style="list-style-type: none">• Taking help from the Resource Book explain what is gender analysis and why we should do gender analysis.• Taking examples from the local context explain 3 roles women play (productive role, reproductive role, community role) and their implications for community or development organisations using information from the Resource Book. During your discussion ask participants to give examples from their practical experiences.• Summarise the session.• Close the session by thanking the participants for their active participation and contribution. | Discussion | 60 minutes |

Session 6

Name of the Session: Conducting a Gender Analysis.

Objectives: At the end of the session the participants will be able to:

- Explain gender analysis and its methodology; and
- Prepare appropriate tools for gender analysis.

Total Time: 3 hours

Materials: Whiteboard, Poster Paper, Marker, Resource Book, Laptop, LCD Projector.

| Process | Method | Time |
|--|------------------|------------|
| <ul style="list-style-type: none">• Welcome all participants in the session.• Using the Resource Book, explain to the participants that in each area of productive, reproductive and community work, men and women will have different needs according to their gender roles. Inform them that to overcome the inequalities between men and women we need to design projects for women empowerment to address women's day-to-day and strategic needs.• Taking help from the Resource Book explain day-to-day and strategic needs.• Inform participants that to know women's practical needs and strategic needs we need to conduct gender analysis. | Discussion | 30 minutes |
| <ul style="list-style-type: none">• Divide participants into 3 groups. Ask participants to read the Resource Book and examine exemplar forms for conducting a gender analysis. Ask them to develop questionnaires/tools/methods to conduct a gender analysis in the field. Also ask them to decide the methodology for conducting the gender analysis in a nearby community. | Group discussion | 90 minutes |
| <ul style="list-style-type: none">• Ask each group to share its tools in the plenary. Give comments on tools. Ask each group to finalise its methodology and tools according to the feedback. | Presentation | 50 minutes |
| <ul style="list-style-type: none">• Inform all groups about arrangements of the field visit to a nearby community to conduct the gender analysis.• Close the session by thanking the participants for their active participation and contribution in the session.<ul style="list-style-type: none">▶ <i>Prepare appropriately for the field visit and arrange all logistics.</i> | Discussion | 10 minutes |

Session 7

Name of the Session: Gender Analysis in the Field.

Objectives: At the end of the session the participants will be able to:

- Collect information from the nearby community for the gender

- analysis; and
- Prepare a gender analysis report.

Total Time: 6 hours.

Materials: Logistics for Field Visit, Gender Analysis Tools/Questionnaires, Poster Paper, Marker, Pen, Laptop, LCD Projector.

| Process | Method | Time |
|---|--------------------------|------------|
| <ul style="list-style-type: none"> • Welcome all participants in the session. • Arrange field visit for all 3 groups in 3 communities. Arrange all logistics and gender analysis tools required for the field visit and ensure the support to all group members. Involve local guides and experts to support in the gender analysis. | Field visit | 4 hours |
| <ul style="list-style-type: none"> • After the field visit ask each group to analyse the information collected from the field. Ask each group to prepare a report on their gender analysis. | Group work | 90 minutes |
| <ul style="list-style-type: none"> • Ask each group to present their gender analysis report in the plenary. Invite comments from other groups and give your comments after the presentation of each group. • Close the session by thanking the participants for their active participation and contribution. <ul style="list-style-type: none"> ▶ <i>Inform all concerned in the field in advance about the field visit and its requirements so that participants can quickly conduct the gender analysis in the field.</i> | Presentation, Discussion | 30 minutes |

Session 8

Name of the Session: Business and Micro-enterprise for Rural Women.

Objectives: At the end of the session the participants will be able to:

- Define practical need and strategic interest; and
- Prepare a gender sensitive project for women empowerment.

Total Time: 3 hours.

Materials: Whiteboard, Resource Book, Poster Paper, Marker, Laptop, LCD Projector.

| Process | Method | Time |
|---|--------------------------|------------|
| <ul style="list-style-type: none"> • Welcome all participants in the session. • Inform participants that in the last session we identified practical and strategic needs of women in our area. To support rural women to raise their position and condition in the family as well as in society, generating additional income can be one of the best way. Explain what are farm and non-farm activities. • Ask participants what kind of farm and non-farm activities are being undertaken by the women in their areas. Write their answers on the board. • Explain different farm and non-farm activities using the Resource Book Table 4.7. | Group discussion | 60 minutes |
| <ul style="list-style-type: none"> • Divide participants into 3-4 groups and ask them to read Section 4 of the Resource Book and identify different types of business suitable for their areas and internal and external factors that need to be taken into consideration while initiating a business. | Group work | 90 minutes |
| <ul style="list-style-type: none"> • Ask each group leader to present their group work in the plenary. Invite comments from other groups and give your comments after the presentation of each group. • Close the session by thanking the participants for their active participation and contribution. | Presentation, Discussion | 30 minutes |

Session 9

Name of the Session: Follow-Up Action Plan.

Objectives: At the end of the session the participants will be able to:

- Identify learning points from different sessions of the module; and
- Formulate an action plan for implementation.

Total Time: 1 hour 30 minutes.

Materials: Poster Paper, Marker, Laptop, Plan Matrix 9.1.

| Process | Method | Time |
|--|--------------------------|------------|
| <ul style="list-style-type: none"> Welcome all participants in the session. Divide the participants into 3-4 groups and ask them to describe successes and failures during the implementation of their action plans prepared in the last training course. Initiate a discussion on how they could avoid failures and achieve more successes. Get suggestions from the participants and write those on the board. | Discussion | 15 minutes |
| <ul style="list-style-type: none"> Divide the participants according to convenience of preparing and implementing action plans. Ask all groups to identify action areas from the present course and prepare a Follow-up Action Plan following the Plan Matrix 10.1 given in the Resource Book. Ask each group to present their Follow-up Action Plan in the plenary. Encourage other groups to give their comments. | Group work, Presentation | 45 minutes |
| <ul style="list-style-type: none"> Summarise the session by thanking all participants for their hard work and active participation in the training course. Request all participants to discuss this plan with other local government representatives in their respective local government offices and make a Final Action Plan. Request all LG representatives to take actions as per their plan. | Discussion | 30 minutes |

■ Plan Matrix: 9.1

Follow-Up Action Plan

| SL NO. | Name of action | Implementation strategy | Implementing partners | Time of implementation | Responsible person |
|--------|----------------|-------------------------|-----------------------|------------------------|--------------------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |

Session 10

Name of the Session: Course Evaluation and Closing

Objectives: At the end of the session the participants will be able to

- Provide ratings and comments on different sessions of the module.

Total Time: 1 hour 30 minutes.

Materials: Evaluation Form, Certificate of Participation.

| Process | Method | Time |
|---|---|------------|
| <ul style="list-style-type: none">• Welcome all participants in the session.• Distribute the Evaluation Form to each participant. Ask them to fill up the Evaluation Form individually.• Collect all Evaluation Forms to be examined later and take appropriate steps as per their comments. | Individual work | 20 minutes |
| <ul style="list-style-type: none">• Organise a concluding session having some local guests. Ask 1-2 participant(s) to give their remarks on the activities and outcome of the course. Invite comments and speech from the guests and conclude the session.• Distribute the Certificate of Participation at the end of the session. | Discussion, Distribution of Certificate | 70 minutes |

Course Evaluation Form

1. To what extent did this course fulfil your expectations?

Fully

Partially

Not at all

2. Give your opinion about the course content (check the appropriate column).

| No. | Content | Understanding | | |
|-----|---------|---------------|-----------|------------|
| | | Fully | Partially | Not at all |
| | | | | |
| | | | | |

| No. | Content | Understanding | | |
|-----|---------|---------------|-----------|------------|
| | | Fully | Partially | Not at all |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

3. Check the appropriate box.

| Service | Excellent | Good | Poor | Very Poor |
|--------------------------|-----------|------|------|-----------|
| Classroom arrangement | | | | |
| Quality of food | | | | |
| Recreational arrangement | | | | |

4. Mention the good and poor things about this course (three of each type).

| Good things | Poor things |
|-------------|-------------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

5. Of the total contents of the course, which part did you

a) Like the most

b) Not like at all

6. How would you use the experience from this training?

7. Give your overall opinion about the course (check the appropriate box).

| Service | Excellent | Good | Poor | Very Poor |
|---------|-----------|------|------|-----------|
| | | | | |

8. Write if you have any other comments.
