

# About this Manual and Training Course

This Training Manual has been prepared as part of the consolidation of the lessons learned from the UNEP-supported project 'Incorporating the Roles and Needs of Women in Water and Energy Management in the Rural Areas of the Himalaya' which was implemented by ICIMOD in six hill districts, two in each of three countries, through its national collaborating partners, the Royal Society for Protection of Nature (RSPN) in Bhutan; The Energy and Resources Institute (TERI) in India; and the Centre for Rural Technology (CRT) in Nepal. The manual is a compendium of the training activities and materials that were used by the project partners to provide training during the project implementation. The manual also draws on other relevant sources (listed in the references section). More details of the project and its activities are provided in the companion publications 'Women, Energy and Water in the Himalayas – Project Learning' and 'Policy Guidelines'.

This manual is a 'training of trainers' (ToT) manual; the sessions are designed specifically to strengthen the training capacities of potential trainers of people from government and non-government organisations working in the field of women in water and energy management. The manual can also be used in other projects that address gender issues. The course material is not designed for use with beginners – rather it is intended and designed for use by development practitioners and organisations wishing to train trainers and community development agents working with communities in the area of women, water, and energy – or any other gender-aware development activities.

The objectives of the training are:

- to provide a basic understanding of gender roles and the division of labour in society;
- to explain the concepts of, and tools and approaches used, to analyse the roles of, and relationships between, men and women and their effects from a gender perspective, especially on the lives of women;
- to provide knowledge about participatory action research techniques and explain the importance of social mobilisation, organisational capacity building, group savings, and micro-finance for income-generating activities; and
- to develop a participatory gender-sensitive action plan for designing, planning, and implementing community-based projects in a rural setting.

The training provides the basic knowledge and materials for trainees to develop their own training courses for local women (and men). For local level training, the selected materials should be provided in simplified form in national/local languages. Trainers are welcome to translate portions of this manual to use in training, as long as the source is acknowledged and ICIMOD is properly credited.

The manual contains several related topics: understanding gender, gender roles and life choices, gender analysis tools and approaches, social mobilisation and needs assessment, gender in water and energy management, technology to reduce the drudgery involved in gathering water and generating energy, productive use of saved time for income generation activities, and the preparation of a gender-sensitive participatory action plan.

When used to train trainers, the manual can (and should) be adapted and modified according to the specific project needs. It is important to note that gender training works most effectively when it is 'learner-centred' so that training is tailored to the specific needs of the participants, when it uses participatory methods to allow participants to be actively engaged in the subject matter, and when it uses a team of trainers (co-facilitators) rather than an individual trainer. Ideally the training course should have no more than 20 to 25 trainees and no less than 12, with equal numbers of men and women, and be held by a principal trainer/facilitator working together with a team of trainers who have expertise in the different subject areas (4-5 trainers in total).

# How to Use the Manual

## Course Structure

There are nine sessions to be conducted over five days. Some of the sessions require more time than others: for example, ‘Gender Analysis Tools and Approaches’ might need a whole day or even more. The exact time taken for each section will also depend on the level of awareness, and the knowledge and experience of the participants. The training should be adjusted accordingly. Some of the sessions should be organised to include practical experience if possible by making field visits and analysing case studies so that participants gain more in-depth knowledge of the topics. This may require extending the overall length of the training, for example by adding a field visit day. Ideally sessions should be conducted by different specialists working in the different fields such as energy and water related technologies, micro-finance, social mobilisation, and so on. This will help to make the training more participatory and allow different experiences and techniques to be included, thus making it broader and more interesting.

## Session Structure

Each printed session is divided into three parts: preparation, activities, and handouts.

### ‘Preparation’

includes the following components.

*Time:* Indicates the approximate duration of the session.

*Purpose:* Describes the main intentions of the session.

*Learning Objectives:* Describes what participants will be able to do by the end of the session in terms of increased knowledge, changed attitudes, or improved skills. The learning objectives should be presented on a flipchart at the beginning of each session.

*Session Content:* Provides a breakdown of the session into major topics.

*Materials:* Lists the materials that will be required for the session. These lists are indicative: in some cases they may need to be adapted in response to constraints in availability; in others trainers may prefer to substitute the suggested materials with others that they prefer to work with.

*Trainer’s Preparations:* Describes the basic materials preparation for the session (in addition to the major preparation in terms of familiarisation with the background and material).

*Handouts:* Lists the materials provided for distribution to participants.

### ‘Activities’

contains the following components.

*Major topics:* The major topics are presented consecutively, each in a series of steps. Basic instructions are given in each step for conducting the session. These steps are used to make the training more participatory and are based on the experimental learning model: experience, reflection, generalisation, and application. All the sessions encourage the participatory method of learning.

*Trainer’s Notes:* Special guidelines and notes for the trainer are shown in grey-shaded boxes. They include possible questions or specific explanations or activities to be conducted in the session.

## **‘Handouts’**

contains single pages prepared for photocopying.

These are materials that provide details or explanations of the contents of each session or worksheets that can be used by the trainers. They are printed one (sometimes two) to a page to facilitate reproduction. The handouts should be photocopied and provided to the participants as directed in the session description. In general, all participants should receive a copy of the handouts, for some worksheets it may be sufficient to provide one copy per group.

## **Training Process**

- The gender sensitisation training should incorporate men and women in equal numbers.
- For many activities participants are divided into small groups. Unless otherwise stated, these should be groups of 5-6 and include both men and women. The groups should be reformed with different combinations of participants in the different sessions.
- Each group should select a leader for the discussion who has the responsibility of ensuring that all participants in the group have an equal opportunity to contribute to the discussion, and that the time frame is maintained.
- When participants are working in groups, the trainer(s) should move around to each group in turn offering support and clarification. This will also help the trainer(s) to understand the viewpoint and situation of participants and prepare for subsequent sessions.
- The small groups should also select one person to summarise the group results (usually on a flipchart) and present them to the whole group in the plenary session. This responsibility should be rotated from session to session among all participants.
- At the end of the course, time should be set aside for a wrap-up session in which participants have a chance to discuss positive and negative assessments of course components and make suggestions for future changes or other course needs. They should be asked to fill out the Training Evaluation Form (see last page) either during this session or later before leaving the course venue.

## **General preparations**

The materials needed should be collected together prior to the course. Notebooks and pens or pencils should be provided to participants for making their own notes. Have erasers and pencil sharpeners available as well. It is essential to have a good supply of differently coloured meta cards (approximately 6 x 8” or 14 x 20 cm pieces of coloured card) and coloured pens; have a large softboard ready with map or thumb pins for pinning the metacards up, or stick them to the wall or whiteboard with masking tape. Ideally flip charts should be available (one for each group) together with a means of hanging them, but they can be substituted with any large sheets of plain paper (eg newsprint). For temporary notes use a chalkboard and chalk or whiteboard and board markers (different colours), according to availability. Some sessions suggest projecting transparencies using an overhead projector, again this can be substituted if necessary by drawing the charts on paper.

All handouts should be photocopied in sufficient numbers prior to the start of the course. The session objectives should be written on a flip chart or board before the start of each session.

## Suggested Training Schedule

	<b>Session</b>	<b>Time</b>
<b>Day One</b>	1. Introduction and Objectives of Training	2 hours
	2. Understanding Gender	2 hours
	3. Gender Roles and Life Choices	2 hours
<b>Day Two</b>	4. Gender Analysis Tools and Approaches	6 hours
<b>Day Three</b>	5. Social Mobilisation Process and Ne ed Assessments using PRA Tools	6 hours
<b>Day Four</b>	6. Gender in Water and Energy Management	2½ hours
	7. Introduction of Drudgery -reducing Technology to Improve Living Conditions	1½hours
	8. Productive Use of Saved Time for Income Generation	2 hours
<b>Day Five</b>	9. Preparation of Gender -sensitive Participatory Action Plan	6 hours
	10. Wrap-up	½ hour