

Gender Equity & Diversity (GED)

Training of Facilitators Guide

May 2012



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Special thanks as well to Laura Taylor (CARE Australia and Co-Chair of the CARE International Gender Network) and Allison Burden (CARE USA) for their valuable support in designing the training, along with Amilcar Kraudie and Shannon Turkewitz who helped capture the training process by producing this guide in collaboration with the GED Training of Facilitators (ToF).

Equally, the quality of this guide was greatly enhanced by the participation of CARE staff from Asia and East Africa during the four-day training workshop in Bangkok and participants at a three-day training workshop in Atlanta, both held in 2012.

2. Introduction

This guide is for people who want to train others to facilitate Gender Equity and Diversity (GED) sessions – that is, in a ‘training of facilitators’ format. CARE already has a fantastic resource to guide facilitators of GED sessions called “Promoting Gender Equity and Diversity: A CARE training curriculum for facilitators¹”. This training guide lays out an approach to enabling facilitators to USE that resource effectively.

The need for this guide was surfaced by the CARE International Gender Network as a result of consistent findings that CARE needs to build the capacity of our staff to facilitate learning around GED.

As a result, the guide was developed by a number of CARE staff who tested the methodology in two CARE International training of facilitators held in 2012.

At the heart of the approach to facilitating learning around GED is the AIKIDO model of **awareness, dialogue and action**. The aim of the training of facilitators is not to build a cohort of ‘gender and/or diversity experts’, but rather a cohort of skilled facilitators who can provide the space and opportunity for people to become more aware of their own values, beliefs, assumptions and identities; to genuinely dialogue across difference in order to understand the other and then to explore what action might be taken together.

In training facilitators, we recommend that the trainers or users of this guide have a solid experience of using CARE’s GED methodology and materials.

Participants can use the facilitation skills they learn as a result of this training internally within CARE with staff and teams to bring about more equitable ways of working and shift our organizational culture; they can also be practiced with communities, partners and peers as we continue on our journey and demonstrate our commitment to building a world of hope, tolerance and social justice where poverty has been overcome and people live in dignity and security.

One common concern we hear by potential facilitators of GED is that they feel they are not an expert on the topic and this limits their ability to train. It is important to note, that the GED training does not require you to be an expert and in fact, this is not the purpose of this training but would actually detract from the focus on awareness, dialogue and action embedded in the AIKIDO model. There are tips throughout this guideline of where to point participants should they want greater depth in gender but it’s important that this need is not confused with the purpose of this training.

We hope that this guide will be used by others in CARE International as they work to build the capacity of staff.

¹ Available at: <http://gender.care2share.wikispaces.net/GED+Training+Materials+--+English>

3. Layout of this manual

This manual describes a four day training of facilitators and provides users with a step by step guide to its delivery. As with all training manuals, it can be adapted and adjusted to fit the context, timing and needs of the participants.

The first section provides the trainer with suggested objectives of the training of facilitators, followed by a series of sections that highlight the number of participants, timing, materials, pre-prepared flip charts and an overview of resources used in the training of facilitators. The photo section provides the reader with an immediate sense of the spaces and layouts used in the training which are fundamental to the experiential learning approach.

When participants are unfamiliar with the “Promoting Gender Equity and Diversity: A CARE training curriculum for facilitators” manual, it is suggested that the first full day be delivered as a simple training so that the trainee facilitators get an in depth understanding of the approach to learning and methodology. This one day training is briefly covered in section 9, “Setting the tone of the workshop” and can be modeled on a suggested agenda from the Promoting Gender Equity and Diversity manual. If all participants are familiar with this material, this could be shortened to a reminder of the content and methodology used.

Sections 11-41 provide a step by step guide for the following three days. This is the delivery of the training of facilitators. The approach is highly experiential, requiring all participants to practice facilitation, reflect in real time on their experience and then try again. The sequence of the training follows the three parts of the AIKIDO model – Awareness, Dialogue and Action – with a focus on the delivery of awareness and dialogue exercises. It requires group work and rotation of groups while the trainers provide guidance, feedback and support to the trainees.

The Annexes are based on the experience in Asia and the Pacific region, here readers can find an example evaluation and facilitators’ agenda ; an example of facilitation tips gleaned from participants; the summary of Gender Equality and Diversity working groups in CARE as well as two quizzes used to help participants explore GED resources.

4. Workshop Objectives

The objectives of the training of facilitators are that by the end of the workshop, participants will:

- Know the importance of awareness and dialogue as the foundation of social transformation
- Have a better understanding of the design and goals of the GED trainings;
- Have practiced several of the exercises and activities contained in the diversity, and gender and empowerment training modules;
- Understand and be able to explain the link between our personal and organizational learning and how GED is relevant in our programming work;
- Have confidence in their skills in keeping the trainings moving and energized;

- Have confidence in facilitating sensitive diversity discussions and answering difficult questions.

5. Workshop Trainers, Participants and Timing

We recommend 1 trainer for a maximum of 10 trainee facilitators and we suggest that you train no more than 30 trainees. This allows adequate time for feedback and learning. The trainers should be fully conversant with the GED facilitation guide and experienced in its use. It is suggested to have at least one trainer who understands CARE and has had experience working with us.

Do not worry if participants are diverse, this is often very helpful to the learning. Do check that participants can communicate in and understand English (or the primary language used in the training) or provide translation, also underscore that people have the right to use their own language if they need to – and others will support with translation.

We suggest no less than 4 days for this intense training of facilitators. The suggested timing is from 8.30am to 5pm with 1 hour for lunch and two short breaks (morning and afternoon). Be aware of local culture as you arrange times for breaks (e.g. normal working hours, prayer time).

6. Workshop Materials and Preparation

When preparing for this training you will need the following:

- One large plenary room (for 33) and two smaller break out rooms (for 10-15)
- A simple circle of chairs enough for participants and facilitators (33 in the main room, 10-15 in each break out room)
- At least three flip chart stands
- Plenty of marker pens (at least 30)
- Masking tape
- Wall space to display flip charts
- An overhead projector and screen if you are wanting to use a film or power point (although power point is limited and alternatives are always suggested)
- A good sound system if you wish to show a film
- Internet connection if you wish to explore the CARE Gender Wiki and CARE Gender Toolkit (on the last day)
- A notebook and pen per participant
- A copy of the “Promoting Gender Equity and Diversity: A CARE training curriculum for facilitators” for each participant (English, Spanish, French and Portuguese versions available, see links below)
- Encourage participants to bring their own computers to the day that you will explore the gender wiki and toolkit and adjust set up with tables around the edge of the room for this exercise.

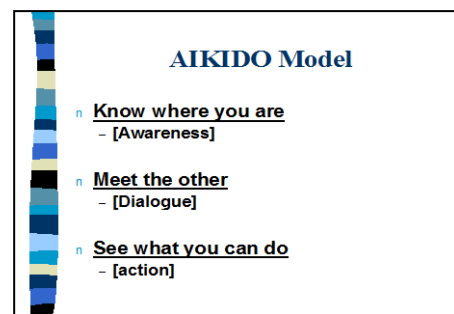
7. Pre-prepared Flipcharts/Links

- Ground rules for day 1.

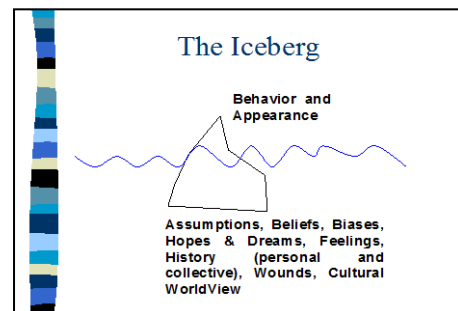
Suggested Ground Rules

- ☐ Listening
- ☐ Empathy
- ☐ Confidentiality
- ☐ Right to pass
- ☐ Right to speak in own language

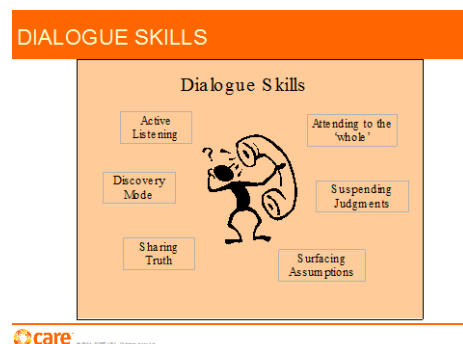
- AIKIDO model for day 1.



- Iceberg for day1.



- The dialogue skills for the introduction to dialogue skills



- A flipchart summary of Power Up/Power Down Group Dynamics for day 1.

POWER UP GROUPS	POWER DOWN GROUPS
See themselves as individuals	Are aware of their 'groupness'
See their behavior as normal	Often experience themselves as outsiders or different from the dominant group
Have the power to limit access to resources and/or behavioral options to non-group members	Have curtailed access to resources
Have advantages they did not earn by deeds, but merely by virtue of some identity attribute	Work extra hard for the same status or advantages enjoyed by the dominant group
Are unconscious of their privilege and how it is embedded within the norms and structures of society	Are often painfully conscious of their lack of privilege and the unfriendly norms to which they have to conform
Focus on one's intent rather than the outcome	Focus on the impact/outcome of behaviors

- Useful links

If you intend to use the Tony Porter Video – you can download it at: <http://www.youtube.com/watch?v=td1PbsV6B80> or view it through the internet with subtitles at http://www.ted.com/talks/tony_porter_a_call_to_men.html

Other videos that might provoke discussion include: Abatangamuco at: <http://www.youtube.com/watch?v=vCXcnGCuZtA>

For the CARE Gender Wiki, go to: <http://gender.care2share.wikispaces.net/>

For the CARE Gender Toolkit, go to: <http://pqdl.care.org/gendertoolkit/default.aspx>

For the CARE GED Facilitators Guide go to: <http://gender.care2share.wikispaces.net/GED+Training+Materials+--+English>

For new GED exercises go to: <http://gender.care2share.wikispaces.net/New+Materials+%28English%29>

8. What it looks like



The plenary room



Participants become facilitators and the trainer observes



Introduction to Dialogue Skills



Preparing to facilitate



Participants become facilitators



Sharing our commitments

9. Sample four day agenda

AGENDA – Day 1 – Setting the tone of the workshop

Time	Session Title	Objective
8:30-9:00	Welcome & Introductions	To create space for facilitators and participants to get to know each other.
9:00-9:15	Workshop Objectives and Ground Rules	To outline the objectives for the week. To determine how we will be together during the workshop and what the expectations are about how we behave in order to create our own safe space.
9:15-10:00	Exploring Our Own Expertise	To set the tone that we are all teachers and learners. To show that GED is much more than what we typically think.
10:00-10:15	BREAK	
10:15-10:45	Framework for Dealing with Difference - AIKIDO	To introduce AIKDIO (the framework for dealing with difference and the framework for the workshop) to the participants.
AWARENESS		
10:45-12:00	Differentiation Lab	To increase AWARENESS of who we are and how we identify ourselves and others, and the meaning we give to those identities.
12:00-13:00	LUNCH	
DIALOGUE		
13:00-14:15	Power Dynamics & Unpacking Privilege	To help participants understand the power dynamics between dominant (power up) and subordinate (power down) group membership and the effects these dynamics have on relationships. To engage in DIALOGUE around privileges and advantages, often unearned and unconscious, held by people with Dominant Group Membership.
ACTION		
14:15-15:15	Rights' Walk	To understand the implications of standing up for change, to explore risk and surface 'solidarity and support'.
15:15-15:30	BREAK	
START OF TRAINING OF FACILITATORS		
15:30-16:00	Reflection Circle	To have participants share their learnings up to this point (about GED AND facilitation), and to wrap up the "sample" workshop portion of the ToT.
16:00-16:30	Speed-dating Exercise	To explore the role of a facilitator, and to draw out expectations for the ToT.
16:30-17:00	Closing circle	To bring closure to day one

AGENDA – Day 2 – Facilitating Awareness Exercises

Time	Session Title	Objective
8:30 – 8:45	Check-in & Review	To remind ourselves of what happened yesterday
8:45-9:15	Walk Through the Facilitators' Guide & Set-up the ToT portion of the Session	To make sure participants are comfortable with the Facilitators' Guide as we begin walking through the ToT portion of the Session.
9:15-9:45	AIKIDO Model	To explain how the 3-part framework of AIKIDO serves as our agenda in trainings, and how the skill sheets

		compliment the exercises.
FACILITATING AWARENESS EXERCISES		
9:45-10:00	Introduction to Awareness Exercises	To show how each exercise fits into the “Awareness” Basket.
10:00-10:15	BREAK	
10:15-11:00	Preparing to facilitate Awareness exercises	To provide small groups with the opportunity to prepare for their facilitation of Awareness exercises.
11:00-11:45	Round 1 Awareness Presentation & Debrief	To allow participants the opportunity to practice co-facilitating an “Awareness” exercise with feedback.
11:45-12:30	Round 2 Awareness Presentation & Debrief	To allow participants the opportunity to practice co-facilitating an “Awareness” exercise with feedback.
12:30-13:30	LUNCH	
13:30-13:45	Reflection	To have space to capture thoughts on rounds 1 and 2 , and prepare for rounds 3 and 4.
13:45-14:30	Round 3 Awareness Presentation & Debrief	To allow participants the opportunity to practice co-facilitating an “Awareness” exercise with feedback.
14:30 –15:15	Round 4 Awareness Presentation & Debrief	To allow participants the opportunity to practice co-facilitating an “Awareness” exercise with feedback.
15:15-15:30	BREAK	
15:30-16:00	Debrief Awareness Exercises (Capture Tips)	To share tips on facilitating Awareness, and to explore how we might use Awareness exercises in our programmatic work with communities and/or partners
FACILITATING DIALOGUE EXERCISES		
16:00-17:00	An Introduction to Dialogue Skills	To show how these specific Dialogue Skills serve as the foundation for all exercises pertaining to dialogue.
17:00-17:15	Closing circle	To bring closure to day two

AGENDA – Day 3 – Facilitating Dialogue Exercises

Time	Session Title	Objective
8:30 – 8:45	Check-in as Plenary	To remind ourselves of what happened yesterday
8:45 – 9:00	Introduction to Dialogue Exercises	To provide an overview of the three dialogue exercises we will facilitate
9:00-9:45	Preparing to facilitate Dialogue exercises	To provide small groups with the opportunity to prepare for their facilitation of the Dialogue exercises.
9:45-10:30	Round 1 Dialogue Presentation & Debrief	To allow participants the opportunity to practice co-facilitating an “Dialogue” exercise with feedback.
10:30-10:45	BREAK	
10:45 –11:30	Round 2 Dialogue Presentation & Debrief	To allow participants the opportunity to practice co-facilitating an “Dialogue” exercise with feedback.
11:30-11:45	Reflection	To have space to capture thoughts on rounds 1 and 2 , and prepare for rounds 3 and 4
11:45-12:30	Round 3 Dialogue Presentation & Debrief	To allow participants the opportunity to practice co-facilitating an “Dialogue” exercise with feedback.
12:30-13:30	LUNCH	
13:30-14:15	Round 4 Dialogue Presentation & Debrief	To allow participants the opportunity to practice co-facilitating a “Dialogue” exercise with feedback.
14:15-14:45	Debrief Dialogue Activity	To share tips on facilitating Dialogue, and to explore how we might use Dialogue exercises in our programmatic work with communities and/or partners
14:45-15:30	Introducing Another	To focus participants’ attention on another methodology

	Methodology for Facilitating Dialogue	used for facilitating dialogue around GED topics not necessarily in a workshop format (but rather as a one or two hour session).
15:30-15:45	BREAK	
15:45-16:45	Designing a Session on Dialogue	To give participants the opportunity to design a dialogue session using a specific methodology (Inter-Group or Fish-Bowl).
16:45 – 17:00	Closing Circle	To have space to capture thoughts on the day, and prepare for day 3.

AGENDA – Day 4 – And ACTION!

Time	Session Title	Objective
8:30-9:00	Check-in & Review	To remind ourselves of what happened yesterday
9:00-10:00	Fish-Bowl	To introduce participants to Fish-Bowl as a method for facilitating dialogue.
10:00-10:30	Debrief Fish-Bowl	To draw out the learnings from the exercise.
10:30 – 10:45	BREAK	
FACILITATING ACTION EXERCISES AND USING OTHER TOOLS		
10:45 – 12:00	So How Do We Use This Information...	To explore how we might use this training with varying audiences.
12:00-13:00	LUNCH	
13:00-14:00	Design an Agenda	To allow participants the opportunity to see what all goes into designing a GED workshop agenda.
14:00- 14:15	Debrief Designing an Agenda	To allow participants to learn from each other in relation to their agenda design experience.
14:15-15:15	Resources and Tools	To show participants how and where to find other resources and tools.
15:15-15:30	BREAK	
15:30-16:00	Open Space	To allow participants to raise any questions that they have as we reach the end of the training of facilitators
16:00-16:30	Evaluation and closing circle.	To allow participants the opportunity to give feedback on the training (anonymously if desired).

10. Day 1: Setting the Tone of the Workshop

To enable participants to experience the GED workshop as participants

Day 1: 8:30-15:30: Deliver a GED training.

Refer to the GED Facilitators Guide for methodology.

Instructions:

On the first day of the training of facilitators, provide the opportunity for participants to experience the Gender Equity and Diversity training as simply participants (and not as facilitators). In order to do this, deliver core activities from Module One and Module Two of the “Promoting Gender Equity and Diversity: A CARE training curriculum for facilitators”.

This enables people to see and experience the methodology and particularly notice that it is not didactic, it is not ‘teaching’, but experiential learning based on the facilitation of the wisdom in the room.

It also enables participants to greet and get to know each other and create some trust in the group.

Suggested Agenda

Module One

Activity 1: Welcome and Introduction, page 23.

Activity 2: Exploring Our Own Expertise, page 24.

Activity 5: Framework for Dealing with Differences [AIKIDO Exercise], page 27.

Activity 6: Norms or Ground Rules, page 30.

Activity 7: AWARENESS: Exploring Our Diversity of Identity and Meaning (The Differentiation Lab), page 31.

Activity 10: DIALOGUE: Exploring Our Diversity of Power, page 43.

Module Two

Activity 3: Unpacking the Privilege Knapsack, page 84.

New Material: ACTION: Rights Walk

(at <http://gender.care2share.wikispaces.net/New+Materials+%28English%29>)

11. Day 1: Reflection circle

To introduce and explore the methodology and facilitation of the GED workshop.

Day 1: 15.30-16.00:
15 min Plenary reflection on the participant experience and introductory reflection on the methodology and facilitation skills.

Hand out GED Facilitator's guides, blank notebooks, pens.

Instructions:

1. When you have completed the delivery of the one day training to participants, spend about 15 minutes reflecting on how it feels to be a participant.
2. Ask the questions:
 - How did it feel to be a participant?
 - What did you notice about your own experience as a learner?
 - How did the methodology help your learning?
 - What facilitation techniques did you notice that enhanced your participant experience?Take one or two answers from participants (if you have more time, take more).
3. Prior to proceeding to the next session, post two blank flip charts in a visible central location. Explain that we will use these flip charts to capture tips, learning, about facilitation throughout the training of trainers. The tips we highlighted in the Asia Training of Facilitators can be found in Annex 3 – but these are simply examples – you will surface your own.
4. Explain that we are now moving from being simply participants, to learning the facilitation skills required to deliver this training.



“What participants say”

- It didn't have any power point presentations!
- I had fun, I learned by doing
- We drew on our own experiences of inequality and discrimination
- It was very active and engaging
- We all understand GED in our own lives
- The facilitators are not the experts, and that's OK

12. Day 1: Exploring facilitation: Speed Dating/Concentric Circle Exercise

To explore the role of a facilitator, and to draw out expectations for the ToF.

Day 1: 16:00-16:30

20 min Do the speed-dating (concentric circles) exercise

10 min Talk through the role of a facilitator. Refer to pp. 13 – 15 in the Guide.

Have two circles of chairs, the inside one facing out, the outside one facing in. Participants should be in pairs.

Instructions:

1. State the objective of the exercise and describe how it builds on previous learning.
2. Count off 1 and 2 for speed dating (concentric circles). Arrange the chairs in the room into inner and outer circles (e.g., 1's on the inside facing out, 2's on the outer ring facing in). Make sure everyone has a partner, if there is an odd number, a facilitator can participate.
3. In each of the rounds, pose one question for pairs to discuss. Allow 5-7 minutes. There is normally time for 3 rounds. Remind them each person should share.
 - a. Round One: Why do you want to be a GED facilitator?
 - b. Round Two: What are you most concerned about regarding facilitating GED?
 - c. Round Three: What is the role of a facilitator?
4. After each round, raise your hand to silence discussion. Call for highlights of their partner's reflections (not their own) to be shared aloud for the group.
5. Repeat, summarize, and clarify key statements after volunteers speak. Capture main thoughts on a flip chart.
6. Select a variety of respondents. Ask if anyone has anything to add to the notes on the flip chart.
7. Between questions (rounds) ask the people in the outer circle to move over 2 spaces (so they'll be paired up with another partner for the next round).
8. Summarize exercise, review flip chart comments.

9. Remind participants that the role of the facilitator is not to teach but rather to surface the wisdom and knowledge of participants, to enhance their own knowledge and experience of GED issues.



“What participants say”

- For “Why do you want to be a GED facilitator,” the list might include:
 - ✓ I see injustice in my country and want to unleash women’s potential.
 - ✓ It is my job.
 - ✓ Trainings help transform ME.
- For “What are you most concerned about,” the list might include:
 - ✓ Having support of the leadership in the office.
 - ✓ Having the time to do this along with other office priorities.
 - ✓ Maintaining neutrality and objectivity as a facilitator.
- For “What is the role of the facilitator,” the list might include:
 - ✓ Honor the wisdom of others.
 - ✓ Create a safe environment.
 - ✓ Prepare a good design to draw out people’s experiences.



Facilitator’s Tips and Recommendations

- Keep track of time.
- Remind the participants that we used this ‘speed dating’ or concentric circles methodology yesterday. Ask if they can remember when. Explain that these methods can have multiple uses depending on the questions we use. Timing can also change; it can be a short or a longer exercise.
- A very effective way to get attention back to the facilitator/s, is to raise hands to silence discussion. Encourage everyone to raise their hands until everyone is quiet.
- This is a good warm-up exercise for participants, so we often start trainings with this speed-dating exercise.

13. Day 1: Closing Circle

To reflect on key learning from day 1 together.

Day 1: 16:30-17:00

30 min Ask some key questions to enable participants to reflect on their learning from day 1

All participants sit in a plenary circle of chairs.

Instructions:

The closing circle takes place at the end of every day. It is an opportunity for participants to come together as a group (after various exercises that split them up). It is also crucial because it allows some time for reflection on learning.

1. Have participants sit in a large plenary circle ensuring that the circle is closed.
2. Ask participants questions that will help them reflect on the days' learning and prepare them for the following day. Allow them some time to reflect alone or with a neighbor. Questions might include:
 - a. What have I learned about Gender Equity and Diversity today?
 - b. What have I learned about facilitation today?
 - c. What did I most appreciate about today?
 - d. How do I feel as the day comes to a close?
3. If you have time, you can ask all participants to say one word or sentence that sums up what has been most important to them (a feeling, a learning); if not, you can ask a few volunteers to share their thoughts (but keep them short).
4. Take a moment to remind participants that tomorrow they will become facilitators and that they should reflect overnight on their learning. Thank them for their participation.

14. Day 2: Check in & Review

To check in and review day 1

Day 2: 8:30-8:45

15 min A quick, participatory reminder of what happened on day one, and a brief outline of day two.

This should be a high energy session, welcoming participants, and preparing them for the second day

Instructions:

At the start of each day, the check in and review session allows you to meet together in plenary, review what happened yesterday and lay out the day ahead. The timing can differ depending on the needs of the participants.

1. Welcome participants to the second day. Keep the energy high! You can ask simple questions like: how are we all feeling? How did we sleep? Are we ready for another day?
2. Ask for volunteers to remind us what happened on day one; as participants contribute their ideas, thank them and build up a picture of the first day.
3. Briefly explain that today, participants will become facilitators. We will be facilitating AWARENESS exercises (you can quickly ask people to remember the three parts of the AIKIDO model) in groups.
4. Provide time for any logistical announcements.

15. Day 2: Walk through the Facilitator's Guide

To make participants familiar with Promoting Gender Equity and Diversity – A CARE Training Curriculum for Facilitators

Day 2: 8:45-9:15

30 min Walk through the Table of Contents, the Modules, the Tabs. Make a fun quiz about where to find certain things.

Ask participants to have the GED Facilitators Guide with them and prepare a few questions to help them explore it.

Instructions:

1. State the objective of the exercise and ask participants to have “Promoting Gender Equity and Diversity: A CARE training curriculum for facilitators” in hand.
2. Ask participants to form groups of two or three (preferably with people they have not met yet) to answer questions that will be asked by the lead facilitator.
3. Prepare a simple quiz that enables participants to explore the training curriculum. Allow participants a few moments working in pairs to find the answers to these questions.
4. Discuss content and structure: 4 Modules, 101 - 401. Highlight that while suggested agendas are provided in the guide, the content is a rich guideline from which to pick and choose to form participants' own creative workshop. In other words, facilitators can deliver the trainings as suggested, or design different exercises from different parts of the guide according to their training objectives.
5. Tell participants about the relevance of each section you mention.



Facilitator's Tips and Recommendations

Sample Questions include:

- Find definitions of diversity and the rationale for promoting gender equity and diversity. (Page 5)
- Identify “Tips for Facilitators.” (Page 12-13)
- Who can tell me what Module Four is about? (Gender Training)
- What kind of content do you find in the first participant workbook? (Skill Sheets)
- Where will you find the AIKIDO exercise that you did yesterday? (Page 27)

16. Day 2: Introducing facilitation using the AIKIDO Model

To introduce AIKIDO as a facilitation framework for dealing with diversity

Day 2: 9:15-9:45

15 min Walk through how we introduce and facilitate the AIKIDO exercise (have volunteer participants do the exercise – abbreviated), p. 27.

5 min Share common reactions and comments participants often make and how we respond to them (tips).

10 min Refer to how we use the “Skill Sheets” and show how AIKIDO will also serve as our outline for the training of facilitators.

Using the AIKIDO model to facilitate discussion, give the participants basic tips on being a presenter and dealing with sensitive subject matter.

Instructions:

1. Participants sit in a circle. Ask participants to raise hand if they have facilitated workshops or group discussions before.
2. Role-play the AIKIDO model with a fellow facilitator and note how the model relates to difference, diversity and change—in workplace or community.
3. Ask participants to describe the AIKIDO model in their own words. If you have time, ask one of them to facilitate it.
4. Remind participants that AIKIDO is at the heart of all GED sessions in CARE, in the design and in the facilitation approach.

17. Day 2: Overview to Awareness Exercises

To understand the content of awareness exercises.

Day 2: 9:45-10:00

15 min Overview of Awareness Exercises: World View, Exploring Sex and Gender, The Man Box

A brief overview of the three awareness exercises in plenary and participant selection

Instructions:

1. Prepare a matrix prior to splitting up the participants in their sub-groups. The matrix should outline the program (or rotational system) for each of the groups to interact as both facilitators and participants.
 - a. Refer to the illustration annexed to this guide (Annex 3.)
 - b. Three copies of the matrix should be made (drawn on a poster or flip chart paper), and one copy should be placed at each of the sub-group locations. The facilitator will refer to the matrix to advise the groups on which sub-group to rotate to.
2. In a large group (seated in a circle), explain that the main group will be divided into three sub-groups.
3. Let participants know that they will be acting as facilitators of one awareness exercise and as “learners” in two awareness exercises (refer to the AIKIDO model).
4. Present the three awareness exercises that will correlate with each group, as follows:

Group A: Worldview – World view relates to our “lens”, perspectives, norms, values, emotions through which we perceive the world. In other words, it can influence the way we act and make decisions in our life, and can vary from one person to the next (even between individuals of the same culture), for example, the way we communicate (indirect or direct), our notion of time, etc.

Group B: An Introduction to Sex and Gender – Looking at the differences between sex and gender (as a social construct) and beginning to explore what happens when we challenge the norms, both within our families and in society.

Group C: The Man Box (Tony Porter video, available or downloaded at:

http://www.ted.com/talks/tony_porter_a_call_to_men.html) - A video will be played for participants and while not revealing the content in detail, caution how the content can be uncomfortable or upsetting to some but that there are quite a few things to learn from it.

5. Allow participants to choose (either by raising their hand or standing up) which of the three sub-groups they wish to join.
 - a. There will be anywhere from 7 – 12 participants in each group and some sub-groups may have slightly more or less participants (it does not necessarily have to be equal in all three, though bear in mind that the groups will be split in two separate sub-groups).
6. Ask participants to go to their groups in the different sites/locations that have been designated for their respective group (this should be determined prior to this session and it is helpful to mark the rooms clearly A, B and C).
 - a. The three locations should be within walking distance of each other, but far enough apart to not allow for interference or distractions between groups
 - b. A GED trainer should be present to help facilitate the learning and discussion in each group.

18. Day 2: Preparing to facilitate awareness exercise

To familiarize participants with one awareness exercise and allow them time to prepare to facilitate it

Day 2: 10:15-11:00
45 min Facilitation preparation

Working in small groups, participants prepare to facilitate a particular awareness exercise to facilitate with another small group.

Instructions:

1. Distribute the awareness activity sheet if it is from the new materials, or direct them to the awareness activity in the curriculum for all participants to read and refer to (Worldview, Sex and Gender or the Man Box).
2. Once all participants have joined their respective sub-group (A, B or C), one trainer will focus on each group. The trainer introduces the purpose of the activity (Worldview, Sex and Gender or The Man Box), but this should only be done superficially to not influence bias or self-expression among participants. The purpose can be found at the top of the guide in a grey box.
3. Set aside 15 minutes for participants to go through the instructions related to the awareness exercise (Worldview, Sex and Gender or The Man Box) that they will facilitate.
4. Explore and summarize the main tips about facilitating the exercise, it is important to underscore that the role is to surface awareness in their participants and not to 'teach' or 'preach'.
5. Now split up each of the three groups (A, B and C) into two separate groups (Groups A1 and A2, B1 and B2; C1 and C2). Each of these small sub groups form a team of facilitators who will deliver the session to another group as per the rotation guide in annex 3. If there are an odd number of participants in the sub-group, the remaining participant can choose whether she or he wants to join group 1 or 2.



Facilitator's Tips and Recommendations

- Remind trainee facilitators that their role is to bring out as much as reflection and discussion from the participants as possible, always bearing in mind the purpose of the exercise. It is important to allow participant time to understand their own reactions, perceptions, and emotions.

- Remind trainee facilitators that they should probe for reactions, emotions, and thoughts about the activity. They should encourage their participants to surface what they learnt and their feelings, encouraging participants to speak about how they feel or surface personal experiences and try to include as many people as possible.
- The questions should SURFACE not dictate response, perceptions, reactions, etc. as expressed and felt by participants.

19. Day 2: Facilitating Awareness Exercises, Rounds 1 & 2

To practice facilitating awareness exercises and learn from practical experience.

Day 2: 11:00-12:30
1h 30 min Delivering Awareness Exercises and small group debriefs

Small groups will facilitate one awareness exercise and experience one other as participants.

Instructions:

1. Ask participants to prepare to facilitate the relevant (for groups A1 and A2 this will be Worldview; for groups B1 and B2 this will be An introduction to sex and gender; and for groups C1 and C2 it will be the Man Box) exercise for the other groups (participants will also experience the facilitation of the other awareness exercises as per the matrix in annex 3). They can use the guidance notes handed out to them in the session before. Note key recommendations for the participants to bear in mind:
 - a. Each of the awareness exercise activity sheets can be referred to in the CARE GED training curriculum or in new material guides available on the Gender Wiki
 - b. Suggest that the group may consider assigning different roles for group members, including introducing the activity, preparing the flip charts, debriefing or facilitating the discussion in plenary, summarizing the main points, etc.
 - c. Remind participants that they will be doing the facilitation exercise more than once, so they will have the opportunity to learn and improve, or to swap roles the second time round.
 - d. Explain that they will have about 30 minutes for the exercise and a 15 minute debrief to reflect with their participants on how they did. Timing does not have to be exactly right. The real significance is in the process (self-expression or reactions from participants), so a short introduction is key.

Refer to the Matrix in Annex 3 for participants to be rotated accordingly. So to start A1 will teach B2, B1 will teach C2 and C1 will teach A2 and then this will rotate according to the matrix.

2. Once all participants have been rotated to their respective sub-group, those that are facilitating carry out the awareness exercise (World View, Sex and Gender, The Man Box) for the participant group. Set aside 25-30 minutes for participants to go through the awareness exercise.

3. As the facilitation group facilitates the exercise, the trainer observes, takes notes and if necessary can intervene with a 'time out' to guide the process and provide advice. Observations and notes can be surfaced in the debrief session.
4. After about 30 minutes the trainer draws the group together for a debrief: the trainer should clarify the purpose of the activity and expectations for the participant group. Invite participants to provide some constructive feedback or appraisal on the way the facilitation group carried out the exercise. This should be done even if constructive feedback is culturally sensitive.
5. Ask the facilitation group to self-evaluate their experience and what they were able to learn from the activity – draw out the aspects that worked and what could be improved in the future.
6. Rotate sub-groups for a second time. Refer to the Matrix in Annex 3 for participants to be rotated accordingly. Note: those that facilitated will now be participants and vice versa.



Facilitator's Tips and Recommendations

- Clarify to participants and facilitators that you may periodically interject to help guide the process. Let participants know that you are NOT judging.
- Make sure that people are talking in a way that everyone understands and that all are equally given a chance to participate.
- Although there should be some flexibility with the time during the participant and facilitation group sessions, the flow should not stall so ensure to move things along to allow for a summary and closing at the end.
- Reiterate to all participants that everyone is learning and it's not the job of the facilitators to be the expert(s).
- Be encouraging. Ask participants and facilitators to elaborate.
- Thank the participants and facilitators for their participation, be in the moment with them, congratulate them.
- Engage them and maintain eye contact. Be natural and engage. Draw out reactions and sentiments.

20. Day 2: Group check in and preparation for rounds 3 & 4

To allow participants a short time to reflect on their experiences and prepare for the next rounds

Day 2: 13:30-13:45

15 min In groups A, B and C, allow time for reflections and adjustments before round 3 and 4

Small groups adjust plans for rounds 3 and 4

Instructions:

1. Go back to the groups (A: Worldview, B: Gender and Sex, C: The Man Box).
2. Spend about 5 minutes reflecting on the first facilitation experience. Explore what participants learned and how they will adapt their strategy or approach to facilitating, prior to carrying out two more sub-group rotations.
 - a. This is also a space where the facilitator can highlight strengths (individual or group), while providing recommendations and constructive feedback
 - b. Emphasize that the more participants practice, the more it starts to feel natural.
 - c. Remind sub-group members of the importance of ensuring comfort and mutual respect for participants to provide feedback, while also being open to receiving it from peers within their sub-group.
 - d. Repeat that we are not lecturing, giving definitions or being didactic.
 - e. Remind participants to surface learning points (exploring awareness) and repeat/summarize/clarify without losing the flow or momentum of the session.
3. Allow the small groups another few minutes (10) to prepare for the next round of facilitation.

21. Day 2: Facilitating Awareness Exercises rounds 3 & 4

To allow participants a second opportunity to facilitate one awareness exercise and participate in another

Day 2: 13:45-15:15
1h 30 min Delivering Awareness Exercises and small group debriefs

Small groups will facilitate one awareness exercise and experience one other as participants.

Instructions:

1. Rotate sub-groups (3rd and 4th rounds) once again per the matrix (Annex 3), following steps outlined in the first rotation above for each rotation and in each group.
2. During the third and fourth rotations, highlight ways in which the facilitator group has shown improvements or has assimilated the learning from the previous rotations. If you still observe areas for improvement (whether individual or as a group), surface these. Equally, keep the space open for feedback.

22. Day 2: Plenary Debrief, Awareness Exercises

To gather learning in plenary and note facilitation tips together

Day 2: 15:30-16:00
30 min Participants reflect on facilitation skills learned so far

In plenary, be sure to have a facilitation tips flip chart on the wall to capture facilitation tips

Instructions:

1. After 3rd and 4th rotations, convene all groups in plenary and pose questions that invite discussion, reflection, and learning.
 - a. How was the activity?
 - b. What did you learn?
 - c. How do you feel?
 - a. You have all facilitated twice and had two presentations. Share your experience of being a facilitator.
 - b. You were all participants. Can you think back to something really impressive about someone else's facilitation?
2. Have the co-facilitator capture the main discussion tips or "fundamentals" that participants raise in plenary. This should be noted in the Facilitators Tips flip chart that was put up in the Speed Dating or Concentric Circles exercise.
3. Linking into the flow of the workshop, remind people that we are in the "awareness" step of the AIKIDO model.
4. Wrap up the plenary session with positive encouragement to all participants as part of the wrap-up.



Facilitator's Tips and Recommendations

- Because some participants may feel like they are struggling at this point remind them that we are just starting, and that the more they practice the better they will become.
- Remind participants that although some mistakes were probably made, it's natural. We all make mistakes, even the GED facilitators, and rely on each other for support and continued learning.
- Highlight how it is better to be your own office resource rather than having to bring in an external consultant.
- Remind participants that they can bring colleagues from a neighboring country or region to work as a partner facilitator.

23. Day 2: An introduction to Dialogue Skills

To get an introduction to the content and purpose of dialogue exercises

Day 2: 16:00-17:00

1 h An introduction to the Dialogue skills, refer to page 86 of the “Promoting Gender Equity and Diversity: A CARE training curriculum for facilitators”

This is a plenary exercise to introduce the dialogue skills which is a core part of the training.

Instructions:

1. Refer back to AIKIDO, ask participants what the three steps are: Awareness, Dialogue and Action. Explain that we are going to explore dialogue skills.
2. In plenary, introduce the Dialogue Skills session with a flipchart or PowerPoint (refer to p. 86 of the GED CARE Guide) within view for all participants. Do not define skills at this stage; just explain that we are going to explore the dialogue skills.
3. Explain that Dialogue is different from Discussion or Debate. Discussion usually leads us to an end point or a way forward; debate generally has a winner or a loser. The purpose of Dialogue is simply to understand the other (not agree or disagree; not to convince; not to win the argument).
4. Explain that the first dialogue skill is Active Listening, ask participants what it means; have a few people contribute their ideas. Explain that we are going to practice active listening.
5. Number the participants by 1's and 2's and then asks the 1's to partner with 2's with whom they have not yet interacted with (and are not from your country office).
 - a. Ask the participants for them to choose if they want to be Tellers or Listeners.
 - b. Participants should face each other and be scattered around the room.
6. Once all participants are seated in pairs, ask the tellers to think of a hobby that they are passionate about but don't say it out loud. Ask them to think about why they are passionate about their hobby – how did it start? What effect does it have on them? If they were to promote it what language would they use?
7. At the same time, tell the listeners that they are NOT going to actively listen. Whatever they do, they will NOT actively listen.

8. Start the exercise, instruct the tellers to talk about their hobby while the listeners do everything to NOT actively listen. Let the exercise run for 1 minute.
9. Once time is up, ask people how they felt or what they learned.
 - a. Ask participants to give examples of how some people do NOT actively listen in CARE offices. Where applicable, use the office or community setting instead of the CARE office.
 - b. Gather different insights and perspectives on what **Active Listening** means and contribute by pointing out key principles or notions related to active listening.
 - c. Emphasize that active listening is about not being in the future, not in the past, but being in the present.
 - d. Ask everyone if they understand active listening before proceeding to the next step.
10. Now switch it, have the listeners explain their hobby and the tellers do everything to NOT actively listen. Ask people again how they felt!



“What participants say”

- It was awful, she wasn't listening
- I couldn't continue talking, I gave up
- I hated not listening, it was rude
- Even his body language told me that he wasn't listening!

11. Ask participants to guess what **Discovery Mode** means.
 - a. Let participants know that you are building a definition. Encourage more answers where appropriate to help develop the definition.
 - b. Ultimately, clarify that “Discovery Mode” means appreciating the other person as a treasure and recognizing that the more we understand the “other”, the richer we become. Discovery Mode means we ask probing questions in order to understand the other more deeply.
12. Repeat steps 8 and 9, except this time have participants – listeners actively listening and being in discovery mode and tellers speaking about their hobbies with their partner.
13. Once time is up (1 minute), ask participants to switch roles (the tellers actively listen and be in discovery mode and listeners speak about their hobbies).
14. In plenary, ask participants to react or express how they feel that they have used 2 dialogue skills?



“What participants say”

- What a relief, I felt like s/he was truly interested in what I had to say
- It was great, I couldn't stop talking
- The questions helped me clarify things that I hadn't thought of.

15. Ask participants to reflect on and share what **“Sharing [My] Truth”** may mean.

- Note the answers and begin to build the definition – i.e., share something that might be risky, to take the dialogue deeper, speaking about what one is really thinking and not what the other wants to hear, etc.
- It may help to introduce a story to help illustrate “Sharing My Truth” for example, you can recall a time when someone was talking about something that they loved to do like shooting and when you realized that you had a problem with this (because you don't like violence and guns) and you shared this with the person you were listening to in a way to get deeper into the dialogue (not cut it off).
- Have participants practice **“Sharing [My] Truth”** with their partners. They should share how they really feel about their partner's hobby. Do they think it's boring? Expensive? Exciting? A waste of time? Fascinating? (Encourage participants to be honest, and to really share their truth with their partner, and to see how sharing truth enhances the dialogue).

16. Once time is up (2 minute maximum), ask people how they felt or what they learned.

- Ask participants to give examples of how Sharing [My] Truth may be important.
- Gather different insights and perspectives on what Sharing [My] Truth means and contribute as a facilitator by pointing out key principles or notions related to sharing truth (e.g., maintaining mutual respect, not breaking the dialogue, comfort and trust, etc.).
- Ask everyone if they understand Sharing My Truth before proceeding to the next step.



“What participants say”

- Sharing truth is easier when it's a positive truth than when you disagree with someone
- Sharing truth can provoke an interesting turn in the dialogue, it can take it down a surprising path.

17. Introduce “**Surfacing Assumptions**” as it relates to dialogue.

- a. Ask a question to try to draw the other person out. An example of this could be that if we know someone likes blue, we can ask the question: “Do you like the sky? Do you enjoy the beach? Is the ocean soothing to you? Does your husband have blue eyes?”
- b. Clarify that the aim is to have the listener surface their assumptions about why the other person expresses a certain preference or feeling about something. In doing this, the speaker often comes forward with their underlying assumptions, which deepens the dialogue.

18. Continue by introducing “**Suspending Judgment**” as it relates to dialogue.

- a. Clarify that it is impossible to stop judging. However, suspending means that we are aware that we are judging and putting that bias or prejudgment aside so we can appreciate a better picture.
- b. To illustrate this, say something like: “Last week I hit my wife/child/husband”. Notice the way that faces change. Ask the group to suspend judgment and ask questions (surfacing their assumptions) to find out what happened. Some questions might be: Were you angry? Were you drunk? Had your wife annoyed you? Did you lose control? Were you helping her in some way? Was she choking? Then explain that she was choking and you had to hit her on the back to dislodge something stuck in her throat. This is an example of suspending judgment to seek to understand.

19. Now introduce “**Attending to the Whole**” as it relates to dialogue.

- a. Emphasize the use of different dialogue skills at different times. The example of being fluid and not mechanical, of being receptive and aware of themes, patterns, and implications.
- b. To be fully engaged, getting the whole story of the dialogue (looking at the whole person and their body language.)

20. Explain that these dialogue skills are core to the GED training; they are the second step in the AIKIDO model. This introduction to dialogue skills or a shortened form of introduction is a core part of any GED curriculum.

24. Day 2: Closing Circle

To reflect on key learning from day 2 together.

Day 2: 17:00-17:15

15 min Ask some key questions to enable participants to reflect on their learning from day 2

All participants sit in a plenary circle of chairs.

Instructions:

1. Bring all participants into a circle of chairs in plenary, make sure the circle is 'closed'.
2. Ask participants some key questions to help them reflect on the learning and feelings that they had during day two. They can do this alone, or with a neighbor, for example:
 - a. What did you learn about yourself today?
 - b. How are you feeling after today?
 - c. What word best sums up the day?
 - d. What did you see in others that you appreciated today?
3. If you have time, ask each participant to give one word or sentence that best describes a learning or feeling that they have. Otherwise, simply ask for volunteers.
4. Thank participants for their work and remind them of the time they are expected in the room tomorrow.
5. Provide a brief reminder that tomorrow we will learn to facilitate dialogue exercises.

25. Day 3: Check in & Review

To check in and review day 2

Day 3: 8:30-8:45

15 min A quick, participatory reminder of what happened on day two, and a brief outline of day three.

This should be a high energy session, welcoming participants, and preparing them for the third day

Instructions:

1. Welcome participants to the third day.
2. Ask for volunteers to remind us what happened on day two; as participants contribute their ideas, thank them and build up a picture of the second day.
3. Briefly explain that today, participants will be facilitators. We will be facilitating DIALOGUE exercises (you can quickly ask people to remember the three parts of the AIKIDO model) in groups. We will follow the same rotation process that we did for the awareness exercises.
4. Provide time for any logistical announcements.

26. Day 3: An introduction to Dialogue Exercises

To understand the content and flow of Dialogue exercises.

Day 3: 8:45-9:00

15 min Overview of the dialogue exercises: Dialogue in Triads; Values Clarification; Act like a lady, be like a man.

A brief overview of the three Dialogue exercises in plenary

Instructions:

1. Explain that as with the awareness exercises, we are now going to practice facilitating dialogue exercises. Remind participants of the AIKIDO model and that our focus will be, as facilitators to enable participants to practice Dialogue skills through the exercises.
2. Present the three dialogue exercises that will correlate with each group (these activities are in the CARE GED Facilitators guide or on the Gender Wiki under new materials), as follows:
 - Group A – Dialogue in Triads** – Prompts very emotional responses. Creating safe space. Power Up and Power Down.
 - Group B – Values Clarification**– Practice the dialogue skills to understand why participants agree or disagree. Opinions may change.
 - Group C – Act like a lady, be like a man** – Consequences of stereotype for men and women. Taking the video or story subject matter (from the awareness session) even further.
3. Allow participants to choose (either by raising their hand or standing up) which of the three groups they wish to join.
 - a. There will be anywhere from 7 – 12 participants in each group and some groups may have slightly more or less participants (it does not necessarily have to be equal in all three, though bear in mind that the sub-groups will be split in two separate groups).
4. Ask participants to go their groups in the different sites/locations that have been designated for their respective group (this should be determined prior to this session and it is helpful to mark the rooms A, B and C).
 - a. The three locations should be within walking distance of each other, but far enough apart to not allow interference or distractions between groups.

- b. A GED trainer should be present to help facilitate the learning and discussion in each group.
- 5. Ensure that the matrix (in Annex 3) is displayed in each room, this will guide the rotations as in day 2.
- 6. Remind participants that they will facilitate one exercise two times and participate as participants in two exercises.

27. Day 3: Preparing to Facilitate Dialogue exercises

To familiarize participants with one dialogue exercise and allow them time to prepare to facilitate it

Day 3: 9:00-9:45
45 min Facilitation preparation

Working in small groups, participants prepare a particular dialogue exercise to facilitate with another small group

Instructions:

1. Once all participants have joined their respective group, walk groups through the exercise:
 - a. The purpose
 - b. The skill sheets
 - c. Tips and recommendations on delivering
 - d. Allowing them to choose a portion to facilitate
 - e. Allowing time to prepare and practice
 - f. Time for questions and feedback from the facilitator
 - g. Emphasize that the more personal experiences can express or convey to the group, the more that everyone will get out of the exercise – standard across all groups.
2. Now split up each of the three groups (A, B and C) into two separate groups (Groups A1 and A2, B1 and B2; C1 and C2). Each of these small sub groups form a team of facilitators who will deliver the session to another group as per the rotation guide in annex 3. If there are an odd number of participants in the sub-group, the remaining participant can choose whether she or he wants to join group 1 or 2.
3. Remind participants that they experienced facilitating awareness exercises already; they should draw on this experience. This time their focus as a facilitator is to enable participants to practice dialogue skills.
4. Use the same matrix from the awareness exercise (Annex 3) to move/rotate the participants from one sub-group to another; you may need to adjust times. As with the awareness exercises, each sub group will have 30 minutes to facilitate followed by a short debrief with their participants. Then they will rotate and be participants. Rotations will happen 4 times.

28. Day 3: Facilitating Dialogue Exercises, Rounds 1 & 2

To practice facilitating dialogue exercises and learn from practical experience

Day 3: 9:45-11:30 (including break)
1h30min Delivering Dialogue exercises and small group debriefs

Small groups will facilitate one dialogue exercise and experience one other as participants

Instructions:

1. Have participants in their groups carry out the respective dialogue exercise for their group of participants. Allow for the space for open-ended dialogue (with the skills) and learning.
 - a. Let participants go through the dialogue exercise for the respective sub-group.
 - b. Facilitator can interject or note observations to share with the facilitator group, or to move the group along if time is running out.
 - c. Although content is important, dialogue skills is the primary focus. Promote or bring about the various dialogue skills by engaging the participant group.
2. The trainer should observe and take notes for the debrief session. S/he might intervene with a 'time out' for key learning moments regarding facilitation.
3. Now as the trainer, draw the group together to debrief, the trainer should clarify the purpose of the activity and expectations for the participant group. Invite participants to share constructive feedback about what they noticed about the facilitator group in the way they carried out the exercise. This should be done even if constructive feedback is culturally sensitive.
4. Ask facilitation group to self-evaluate their learning and experience.
 - a. Highlight recommendations by drawing out aspects that worked and how the team or group plans to change for a subsequent exercise.
5. Rotate sub-groups for a second time. Refer to the Matrix in Annex 3 for participants to be rotated accordingly.
6. Repeat steps outlined above.

29. Day 3: Group check in and preparation for rounds 3 & 4

To allow participants a short time to reflect on their experiences and prepare for the next rounds

Day 2: 11:30-11:45

15 min In groups A, B and C, allow time for reflections and adjustments before round 3 and 4

Small groups adjust plans for rounds 3 and 4

Instructions:

1. Split the group into the groups again (A: Triads, B: Values Clarification, C: Act like a lady, be like a man).
2. Spend about 5 minutes reflecting on the first round of dialogue facilitation. Explore share ideas, reactions, and reflection from the previous day or earlier in the day (as applicable).
 - a. This session allows further exploration of what participants learned and how they will adapt their strategy or approach to facilitating, prior to carrying out two more sub-group rotations.
 - b. This is also a space to highlight strengths (individual or group), while providing recommendations and constructive feedback.
 - c. Emphasize that the more participants practice, the more that dialogue will flow more naturally.
 - d. Reminding sub-group members of the importance of ensuring comfort and mutual respect for participants to provide feedback, while also being open to receiving it from peers within their sub-group.
3. Allow the small groups another few minutes (10) to prepare for the next round of facilitation.

30. Day 3: Facilitating Dialogue Exercises, Rounds 3 & 4

To allow participants a second opportunity to facilitate one dialogue exercise and participate in another experience

Day 3: 11:45-14:15 (including lunch)
1h30min Delivering Dialogue exercises and small group debriefs

Small groups will facilitate one dialogue exercise and experience one other as participants

Instructions:

1. Rotate the sub-groups once again per the matrix, following steps outlined in rounds 1 and 2 for each rotation.
2. During these third and fourth rotations, highlight ways in which the facilitator group has shown improvements or has assimilated the learning from the previous rotations.
 - a. If you still observe areas for improvement (whether individual or as a group), surface these within the group.
 - b. Enable a space for open feedback.

31. Day 3: Plenary Debrief, Dialogue Exercises

To gather learning in plenary and note facilitation tips together

Day 3: 14:15-14:45:
30 min Participants reflect on facilitation skills learned so far

In plenary, be sure to have a facilitation tips flip chart on the wall to capture learning

Instructions:

1. After the 3rd and 4th rotations, convene all groups as a plenary group and facilitate a debriefing session by posing questions that invite reflection, such as the following:
 - a. What have we learned about Dialogue Skills?
 - b. What did participants learn for themselves that they might do differently?
 - c. What did they see in others as a reflection or example of really good facilitation?
 - d. What is the difference between your feelings when someone is (1) trying to convince you and (2) using dialogue skills with you?
 - e. What did you notice about facilitating dialogue skills?



“What participants say”

- It is very easy for participants to go back to debate; maintain it as a dialogue.
- The Triad Approach is helpful because it surfaces personal experiences.
- It's important to always notice how your biases are present.
- Ask whether participants feel comfortable. If they don't feel comfortable, they can get comfortable by moving to the floor, taking off their shoes, etc.
- Make sure to bring out personal stories and experiences as much as possible to engage participants (facilitator and participant groups); personal stories are powerful
- As a facilitator, you are not focusing on right or wrong, but creating a space for understanding each other.



Facilitator's Tips and Recommendations

- Remind trainees that Dialogue Skills are a central part of the training (p. 86 and 119 in the guide). Dialogue Skills are crucial in every GED workshop.
- Remind trainees that as facilitators they are listening not judging.

- Remind trainees that it is important to track time but also be flexible with time, if a dialogue is very powerful and people are learning, allow time for it and cut time elsewhere.
- Remind trainees that having a very diverse group often HELPS learning – age, sex, ethnicity, etc.
- Be aware of the flow and avoid rigidity within the group work (participants and facilitator groups).
- Remind facilitator groups to focus on the participants' experience and not be overly concerned with having everything exactly perfect.
- Remind trainees that if they have completely forgotten something, not to worry about it. Simply make adjustments as they go so long as they are bringing about a space for dialogue and to understand each other.

32. Day 3: Introducing another dialogue methodology

To teach participants a common methodology used to facilitate dialogue around GED topics.

Day 3: 14:45-15:30

30 min Explain that many of these exercises we can use outside of actual GED trainings. This method uses exercises for facilitating dialogue in various contexts. Give a brief explanation of Fish Bowl method, and direct participants to country groups to prepare an hour-long training.

Use the Fish-Bowl activity on Gender on p. 91 in the Facilitator's Guide.

Use the Awareness and Dialogue skills already learned in workshop.

Instructions:

1. Conduct a role play with another Trainer. One of you is a Country Director or other Director. The other is the Gender Advisor or person responsible for gender and/or diversity training.
 - a. Director explains: "We have a senior staff meeting next week, and as you know I am committed to gender and diversity. I want to have a 30 minute session on it. Can you do that?"
 - b. The Gender advisor asks for clarification on the purpose of the session, number and roles of people, skills level and background. S/he negotiates at least one hour.
 - c. Director explains that s/he wants an introduction to gender for 25 senior staff, some of whom are experts in gender, others have little experience. S/he can put aside one hour maximum. They are a diverse group.
2. Point out the dynamics that took place in this role play dialogue. Participants will no doubt recognize that this happens to them in their work. Therefore this role play applies directly to their work experience.
3. Explain that participants will be working in pairs (or small groups, by CO if relevant) to prepare for this 1 hour session. Offer the Fish Bowl Methodology as a suggested 1 hour session for the senior managers since it is relatively flexible in terms of timing and surfaces real stories and experiences. Fish Bowl also adapts across time frames, skill set levels and nationalities. Note the page number for the exercise in GED Facilitators guide but in the guide it is not related to gender, so it will be important for the trainees to carefully select the right questions that relate to Gender (p. 91).

4. Describe the exercise step by step, using the facilitator's guide and/or your own experiences.
 - a. Inside/outside groups are talking/observing.
 - b. Facilitator begins with a question for the inner circle to begin dialogue, e.g., as a man (or woman) how does it feel to work at CARE?
 - c. Two empty seats in the inner circle and their purpose. At least one seat should always be empty.
 - d. Necessity for facilitator to ensure dialogue runs smoothly.

33. Day 3: Country Group Preparation: Dialogue Exercise

To allow participants time in their CO/member groups to prepare to facilitate the fish-bowl exercise

Day 3: 15:45-16:45
1hr Small groups prepare

Trainers can circulate to advise small groups. Trainers should also select one group to facilitate the whole group in a fishbowl on gender.

Instructions:

1. Assign the participants the exercise of designing a one-hour Fish Bowl Training for the group the “Director” above had described. That group coincides with the size (and somewhat with the background) of the workshop attendees. They should work in pairs and if relevant with their CO/member team members. Participants have one hour to design and prepare training.
2. Announce that one country group will be chosen at the plenary session in the morning time to run the training for the entire group.
3. Ask for questions or clarifications.
4. Remind participants that they have the evening to think this through too!

34. Day 3: Closing Circle

To reflect on key learning from day 3 together.

Day 3: 16:45-17:00

15 min Ask some key questions to enable participants to reflect on their learning from day 3

All participants sit in a plenary circle of chairs.

Instructions:

1. Bring all participants into a circle of chairs in plenary, make sure the circle is 'closed'.
2. Ask participants some key questions to help them reflect on the learning and feelings that they had during day three. They can do this alone, or with a neighbor, for example:
 - a. What did you learn about yourself today?
 - b. How are you feeling after today?
 - c. What word best sums up the day?
 - d. What did you see in others that you appreciated today?
3. If you have time, ask each participant to give one word or sentence that best describes a learning or feeling that they have. Otherwise, simply ask for volunteers.
4. Thank participants for their work and remind them of the time they are expected in the room tomorrow.
5. Provide a brief reminder that tomorrow we will be moving to action.

35. Day 4: Check in & Review

To check in and review day 3

Day 4: 8:30-9:00

30 min A quick, participatory reminder of what happened on day three, and a brief outline of day four.

This should be a high energy session, welcoming participants, and preparing them for the second day

Instructions:

1. Welcome participants to the last day.
2. Ask for volunteers to remind us what happened on day three; as participants contribute their ideas, thank them and build up a picture of the third day.
3. Briefly explain that today we will be moving into action, focusing on how we might use our learning and other resources available to us as we work on building capacity around Gender Equity and Diversity.
4. Provide time for any logistical announcements.

36. Day 4: Facilitating the Fishbowl Exercise

To experience a session facilitated by participants in a plenary setting

Day 4: 9:00-10:30

1hr Plenary fish bowl exercise

30min Plenary reflection on the exercise

The selected group will facilitate the fish bowl in plenary. Followed by a short debrief session.



The fishbowl

Instructions:

1. After the check in and review on day 4, remind participants of their preparation, and announce which 'pair' will facilitate, it is advisable to choose a pair who you feel have sufficiently grasped the facilitation skills to be sure that the pair can do a good job. Allow them a couple of minutes to get themselves ready. While they are getting ready, remind the rest of the group that they should fully participate as participants now, they should not role play.
2. Explain that while they are participants, they should also notice the facilitation and how it goes. They should reflect on how their plan compares to the work of the two selected facilitators. What do they notice? What do they learn?
3. During the Fish Bowl, call "time out" when appropriate to enable participants to reflect on the facilitation and think about how it compares to their plan. This doesn't have to be shared until the debrief.
4. At the end of the Fish Bowl exercise, thank the two facilitators and congratulate them on what is a nerve-wracking experience. This can be a moment of celebration.

5. Ask participants for their learning as participants and as facilitators. Facilitate a short discussion on their reflections.
 - a. What did you notice that went well in the facilitation?
 - b. What did you learn about gender? What did you learn about dialogue?
 - c. What did you learn about facilitating this exercise?
 - d. How would you now change your plan?



Facilitator's Tips and Recommendations

- Exercise name is derived from looking into a fish bowl. It can help to use an example, for example of putting mice in the inner circle and cats in the outer, in using your example be aware of cultural sensitivities.
- Advise trainees to have several questions prepared in case dialogue stops, but only to use them if the dialogue dries up. One question is enough if dialogue and learning continues.
- Facilitator might need to encourage outside group to come in to ask questions. Do you have any questions for the mice, goldfish, etc.? How do you feel about what the mouse said...?
- This exercise is about gender. The one in the book is about culture. Remind participants that the question they raise will set the 'content' of the session, any question can be used for the Fish Bowl, but it should focus on the different experiences of those in the inside circle and those on the outside (e.g. questions about gender, race, sexuality, religion, HIV status, etc).

37. Day 4: How do we use this learning?

To familiarize participants with 'action' activities and enable participants to identify audiences and objectives for a future GED trainings

Day 4: 10:45-12:00

15 min Spend a few moments introducing how action results from the training. Share the 'action exercises' in the GED Facilitation Guide

1h Build up a picture of who they might facilitate in these discussions and for what purpose. (Establish potential audiences and objectives of GED training events)

Resources

-Module 1, Activity 12, pp 49-50 on organizational change.
-Module 2, Activity 9, pp 98-99 on End State for CARE.
-Module 2, Activity 7, p 93 on inter-group dialogue (last questions).
-Module 3, Activity 8, page 142, Self assessment and commitment.
Have four blank flip charts displayed around the room

Instructions:

1. Review the AIKIDO model, ask participants the three elements: awareness. dialogue and action. Explain that for action the context will define what you do. For example the action might be:
 - a. An annual plan
 - b. A plan related to organizational change in relation to Gender Equity and Diversity
 - c. A team plan or commitment around improved ways of working
 - d. A plan in relation to a specific analysis process or monitoring process of a project with a partner
 - e. A plan in relation to improved and more equitable relationships with partners
 - f. A community plan regarding a specific project objective
 - g. Etc
2. Note that the third element of AIKIDO is 'see what you can do', this means that it can be difficult to define before the awareness and dialogue what will result. However, there are broad objectives you can set, for example: by the end of the meeting we will have made agreements about ways of working together as a diverse team; by the end of the meeting we will have developed an action plan in relation to making CARE a more 'woman friendly organization', etc.
3. Explain that participants can find action exercises in the GED Facilitators guide. They are as follows:
 - h. Module 2, Activity 7, p 93 on inter-group dialogue (last questions relate to organizational change)

- i. Module 3, Activity 8, page 142, Self assessment and commitment – at a personal level of action
 - j. Module 1, Activity 12, pp 49-50 on organizational change and planning
 - k. Module 2, Activity 9, pp 98-99 on End State for CARE – a visioning exercise.
4. Now ask participants to think about WHO they might use this facilitation material with. Surface the answers:
- a. CARE Staff
 - b. Partners
 - c. Communities
 - d. Government/Donors

Note: you can explore these a little and expand upon them (for example, program/program support staff; International and National NGOs, churches; local leaders; etc.)

5. Put each 'group' as a title on the four blank flip charts around the room (i.e. one flip chart with STAFF, one with PARTNERS, one with COMMUNITIES and one with GOVERNMENT/DONORS)
6. Now ask participants to think about what they would want to achieve in using these materials with these audiences. Surface their answers and discuss them. Be sure to underscore that a training cannot achieve all the changes that we seek in relation to GED. For example, a participant might say: "We want leaders to assign a budget for this training work". This might not be a realistic expectation of the GED training. Note up the realistic expectations.
7. Underscore that with adult learning, a trainer cannot force learning, the responsibility for learning and for change lies with the learner. Put in another way, you cannot expect that a training can force someone to change their beliefs and attitudes. There are things that a trainer can do to support them and encourage them; but we know that not all trainings lead to applied learning. Ask what things a trainer might do to support participants in the application of their learning; surface suggestions such as:
- a. Provide advice as a participant plans their first training
 - b. Touch base with participants regularly to find out what happened.
 - c. Encourage participants to keep in touch with each other and seek support from each other
 - d. Provide relevant resources as new materials are developed
 - e. Follow up on what actually happened – and whether the participant has used their newly acquired skills.
8. Refer participants to previous exercise (#37). Remind them that GED training we are involved in is not a substitute for academic inquiry into gender or diversity. For this, they should be referred to appropriate resources. One thing to remind

people is to focus on how adults learn: People do not change their attitudes and behavior because they learnt the definition of the words gender or equality. This is why this training takes a reflective approach through the AIKIDO model.

9. Summarize by saying: The Groups we have identified are our 'targets' or 'audiences' for this training. The expectations can serve as objectives for these trainings. We will use this as a resource for planning a one day training for one of these audiences.

38. Day 4: Planning a GED training: Action

To enable participants to develop an agenda for a one day training.

Day 4: 13:00-14:15

1 h After a brief introduction, participants will prepare (in small groups or individually) for the delivery of a one day GED session.

15min Give time for a short debrief

Resources

The learning from the past 4 days; the GED Facilitation Guide; each other!

Instructions:

1. Ask participants to split into smaller groups – they can work with their teams from a CO, project, or CI member, or they can work alone if they prefer.
2. Ask them to prepare an agenda for a one-day GED training for one of these audiences: CARE staff, Partners, Communities, Government officials.
3. Remind participants that they have learned the core elements of a GED training over the past 4 days and they can draw on that; remind them to refer to the GED Facilitators Guide and to tips for facilitators and also the last two sessions
4. Offer to support facilitators if they have any questions.
5. After they have done the work, bring them back into the plenary room and ask participants what they have learned from preparing this agenda, for about 15 minutes. Questions might include:
 - a. What resources did you find useful as you prepared your training?
 - b. How did you ensure that the three elements of the AIKIDO model were included?
 - c. What was most challenging?
 - d. Was it hard to use a methodology where you are not the expert?
 - e. What was easy?

f. How will you use this guide?



Facilitator's Tips and Recommendations

- Remind the participants to appreciate and use the Facilitator's Guide.
- Sometimes having an external facilitator can be beneficial, because they can often raise questions that someone from a given culture cannot. Drawing on country office facilitators can therefore be helpful as you plan.

39. Day 4: Exploring other Resources and Tools

To show participants how and where to find other resources and tools.

Day 4: 14:15-15:15

1 hour Set up computers. Also have B room. About ten computers in each room. Some resources to highlight:

- Gender Tool Kit
- Gender Wiki
- Gender Working Groups
- CARE Academy

Have Treasure Hunts prepared. Prepare an A room and B room. Invite participants to bring their own computers for this session. Have computers available as well. People may have to share.

Instructions:

1. By way of introduction, explain that participants have a lot of resources available to them. They can reach out to fellow human resources like Gender Advisors globally or regionally, other workshop attendees for support and ideas.
2. Explain that there are also virtual resources, such as the CARE Academy website (training courses), the Gender Wiki and the Gender Toolkit. There are also Gender working groups.
3. Explain that we will now have one hour to explore the Gender Wiki (in one room) and the Gender Toolkit (in another room). Provide a brief overview of the two resources (the wiki is generally more organizationally focused but has a broad array of resources from staff around the world); the Gender Toolkit is primarily focused on programmatic tools on gender and power analysis.
4. Ask participants to self select into one or other group depending on their interest.

Group A: Treasure Hunt - Gender Tool Kit

1. Direct people to the CARE Gender Toolkit webpage.
2. Provide an overview of networks and groups in CARE (see Annex 4). Remind people that these networks are open; any staff member can become a member.
3. Hand out the Participant Handout Treasure Hunt Gender Toolkit and ask people to find the answers to the questions (see annex 6). Careful not to distribute the answers!
4. Discuss answers.

5. To wrap up, ask participants how they think they might use these resources in their work. How might they be applicable in practice?

Group B: Treasure Hunt Gender Wiki

1. Direct people to the CARE Gender Wiki webpage.
2. Provide an overview of networks and groups in CARE (see Annex 4). Remind people that these networks are open, any staff member can become a member.
3. Hand out the Participants Handout Treasure Hunt Gender Wiki and ask people to find the answers to the questions (see annex 5). Be careful not to hand out the answers!
4. Discuss answers.
5. To wrap up, ask participants how they think they might use these resources in their work. How might they be applicable in practice?
6. Remind participants that:
 - a. The gender working groups (see annex) are OPEN. Write to the leaders and ask to be added. Recommend to colleagues.
 - b. Sample question: Imagine someone coming to you in an office in Afghanistan that wants to do a gender analysis. How could this help you help them?
 - c. Imagine someone wants to know how to get answers to a question about discussing a sensitive issue in a CO, which working group might they turn to?

40. Day 4: Open space

To allow participants to ask final questions and voice striking experiences.

Day 4: 15:30-16:00
30 min Invite questions and concerns about preparing for trainings in country offices.

Draw out learning and takeaways re questions of timing, content, approach, conflicts with directors, etc.

Have evaluation forms ready (see annex).

Instructions:

Note the open space can be given more time if you have it. If you have plenty of time, you could surface questions and then have small groups discuss the questions together – with a brief summary to the plenary.

1. Invite participants to surface any questions that they have, and give time to these questions by asking others in the room their thoughts, or providing relevant information yourself.
2. Ask participants to share what they anticipate in planning presentations for their country offices.
3. Invite people to fill out evaluations; they can remain anonymous or sign them! A sample evaluation can be found in Annex 7.
4. Thank participants for their evaluations and underscore that we use them to learn and improve our facilitation and methodology. Collect the evaluations.



Facilitator's Tips and Recommendations

- Avoid the temptation to become an expert and a teacher. Minimize that role in favor of dialogue.
- Don't wait till the very end of the workshop to hand out evaluation forms as trainees/participants will likely rush their feedback. Always ensure there is at least one more segment before the end (like the Closing Circle suggested below).

41. Day 4: Closing circle

To express appreciation to participants.
To enable participants to make a personal

Day 4: 16:00-16:30
30 min Closing words, acknowledgments.

Sit in the same circle you started the workshop with. Have a “vessel” ready – a glass will do.

Instructions:

1. Thank participants for attending.
2. Ask participants to partner up in groups of 2-3 to say one thing you will do differently in the future as a result of this workshop (professionally or personally).
3. Ask participants to check in with their partner in one month to see how they are doing and to remind them of their commitment(s).
4. Pass a vessel from person to person. (This builds on a Native American custom but you can adapt to local traditions if applicable.) Say an emotion, something learned, or something you appreciate in just one sentence. Remind participants to listen to what people are saying as well.
5. Final thanks and announcements.



Facilitator's Tips and Recommendations

- A simple drinking glass can be used as a vessel.

1 Annex 1: Sample Facilitator's agenda

CARE Asia and Pacific Gender Equity & Diversity (GED) Training-of-Facilitators TRAINER'S AGENDA

At the end of the training participants will:

1. Know and be able to explain how Awareness and Dialogue form the foundation for social transformation.
2. Have a better understanding of the design and goals of the GED trainings;
3. Have practiced several of the exercises and activities contained in the diversity, and gender and empowerment training modules;
4. Understand and be able to explain the link between our personal and organizational learning and how GED is relevant in our programming work;
5. Have confidence in their skills in keeping the trainings moving and energized;
6. Have confidence in facilitating sensitive diversity discussions and answering difficult questions.

AGENDA – Day 1: setting the tone of the workshop

Time	Session Title	Objective	Description	Notes	Lead Facilitator
OPENING – The Basics					
8:30-9:00	Welcome & Introductions	To create space for facilitators and participants to get to know each other.	Formal welcome. Introduce ourselves and have participants introduce themselves around the circle. 1. Name, 2. Time with CARE, 3. What you spend your time doing.	Formal welcome to participants. Facilitators then introduce selves, and then we go around the circle for participants to introduce selves. P. 23. Consider having 2 or 3 participants speak to their own experience in this	

				type of training.	
9:00-9:15	Workshop Objectives and Ground Rules	To outline the objectives for the week. To determine how we will be together during the workshop and what the expectations are about how we behave in order to create our own safe space.	Review the Objectives and ground rules (explaining that today and tomorrow morning will be a typical one-day workshop in which they will experience the training on a personal level. The remainder of the session will focus on training the trainers, where they can focus on facilitation). Have participants add to the ground rules.	Be sure to explain this session will include programmatic GED modules as well as institutional GED modules. (Make sure everyone understands what we mean by “programmatic” vs. “institutional”). Should we give a brief history of GED in CARE? Put up ground rules on flip chart and ask for any additional ones. Page 30	
9:15-10:00	Exploring Our Own Expertise	To set the tone that we are all teachers and learners. To show that GED is much more than what we typically think.	Have participants count off 1, 2, 1, 2... form concentric circles and then discuss in “speed dating” style a series of questions (rotating in-between questions). In debrief, highlight that GED touches all these things captured on the flip-chart (snippets of the stories and examples they have shared during “speed-dating”).	So important to start off with this to get everyone talking and get energy in the room. P. 24	
10:00-10:15	BREAK				
10:15-10:45	Framework for Dealing with Difference - AIKIDO	To introduce AIKDIO (the framework for dealing with difference and the framework for the workshop) to the participants.	We’ll walk through the visual exercise (dividing into two groups), outlining the agenda for the week.	PP. 27 – 29. We’ll need to explain that we will do one sample exercise this morning in AWARENESS, one this afternoon in DIALOGUE, and one to end the day in ACTION. The remainder of the week we will then introduce other exercises for each part of	

				the model, and practice them.	
AWARENESS					
10:45-12:00	Differentiation Lab	To increase AWARENESS of who we are and how we identify ourselves and others, and the meaning we give to those identities.	Call out different categories and have participants self-identify their category and move to that area of the room – in awareness.	Potential categories to be explored with staff when we get there: CARE employee; gender; education; class; age; religion, country of origin. PP. 31 – 35	
12:00-13:00	LUNCH				
DIALOGUE					
13:00-14:15	Power Dynamics & Unpacking Privilege	To help participants understand the power dynamics between dominant (power up) and subordinate (power down) group membership and the effects these dynamics have on relationships. To engage in DIALOGUE around privileges and advantages, often unearned and unconscious, held by people with Dominant Group Membership.	Present a “teach-piece” on power dynamics. Using a personal illustration, walk through the characteristics of group memberships. Place flip-charts around the room with each flipchart marked by a category representing a power up group membership. Participants go to one group and list privileges they have just because they are a part of that group.	PP. 43, 44, 84, 85. Decide on Power Up Categories when we get there after discussion: <ul style="list-style-type: none">• Male• Able Bodied• International Staff• English Fluency• Sit on formal Leadership or Senior Mgt. Team	
ACTION					
14:15-15:15	Rights’ Walk	To understand the implications of standing up for change, to explore risk and surface ‘solidarity and support’.	Prepare one pagers with Rights to put around the room. Clear the floor completely and have one wall against which participants can line up	See guide on wiki for rights walk: http://gender.care2share.wikispaces.net/file/view/Rights+Walk.pdf	
15:15-15:30	BREAK				
15:30-16:00	Reflection Circle	To have participants share their learnings up to this point (about GED AND facilitation), and to wrap up the “sample” workshop portion	Participants share what they have noticed or picked up thus far.	We should include somewhere (maybe here) the question: “What kind of learner/trainer are you?”	

		of the ToT.			
16:00-16:30	Speed-dating Exercise	To explore the role of a facilitator, and to draw out expectations for the ToT.	<p>(20 min.) - Do the speed-dating (concentric circles) exercise using these questions:</p> <p>Why do you want to be a GED facilitator?</p> <p>What are you most concerned / afraid about regarding facilitating GED?</p> <p>What is the role of a facilitator?</p> <p>(10 min.) – Talk through the role of a facilitator. Refer to pp. 13 – 15 in the Guide.</p>	This will serve not only as an introduction to facilitation, but will also bring us full circle (we started day one with this exercise) showing how many of these exercises can be used in various ways – depending on the topic and audience.	
16:30-17:00	Closing Circle	To bring closure to day one	<p>Plenary reflection on day one – prepare simple questions such as:</p> <p>What have I learned about Gender Equity and Diversity today?</p> <p>What have I learned about facilitation today?</p> <p>What did I most appreciate about today?</p> <p>How do I feel as the day comes to a close?</p>	Plenary room – with a circle of chairs.	
	Walk Through the Facilitators' Guide & Set-up the ToT portion of the Session	To make sure participants are comfortable with the Facilitators' Guide as we begin walking through the ToT portion of the Session.	Walk through the Table of Contents of the Guide (the tabs).	Hand out Facilitator's guides (and additional handouts). Explain that we will be pulling from these modules throughout the session, and will refer to where we are in the guide.	

AGENDA – Day 2: Facilitating Awareness Exercises

Time	Session Title	Objective	Description	Notes	Lead Facilitator
8:30 – 8:45	Check-in & Review	To remind ourselves of what happened yesterday	Ask participants what they remember – what stood out for them		
8:45-9:15	Walk Through the Facilitators' Guide & Set-up the ToT portion of the Session	To make sure participants are comfortable with the Facilitators' Guide as we begin walking through the ToT portion of the Session.	Walk through the Table of Contents of the Guide (the tabs).	Hand out Facilitator's guides (and additional handouts). Explain that we will be pulling from these modules throughout the session, and will refer to where we are in the guide.	
9:15-9:45	AIKIDO Model	To explain how the 3-part framework of AIKIDO serves as our agenda in trainings, and how the skill sheets compliment the exercises.	<p>(15 min.) – Briefly walk through how we introduce and facilitate the AIKIDO exercise (have volunteer participants do the exercise - abbreviated).</p> <p>(5 min.) - Share common reactions and comments participants often make and how we respond to them (tips).</p> <p>(10 min.) – Refer to how we use the “Skill Sheets” and show how AIKIDO will also serve as our outline for this ToT</p>	Awareness exercises today; Dialogue exercises tomorrow; and discussion of Action exercises, along with other facilitation tips and practice opportunities, on day four.	
FACILITATING AWARENESS EXERCISES					
9:45-10:00	Overview of Awareness Exercises	To show how each exercise fits into the “Awareness” Basket.	Explain the afternoon flow. We will divide into 3 sub-groups (A, B, and C), each preparing a given “Awareness” exercise. Each sub-group is divided again into group 1 and group 2. (So we have A1, A2, B1...) Each group will get the opportunity to teach twice and to	Allow participants to self-select into the group they want to participate in, but try to encourage an even balance of participants in all groups. Consider adding ideal	Walter

			<p>learn from the other two groups (a total of 4 rounds). Remind the group that the Differentiation Lab was the AWARENESS exercise we did on day one. Give a 3 minute overview of each of the three awareness exercises (each facilitator takes one). Have participants self-select into a group:</p> <ul style="list-style-type: none"> A. World View (Walter) B. Exploring Gender Division of Articles, Activities, and Roles (Allison) C. The Man Box - Tony Porter video (Jamie) 	man/woman to end of The Man Box	
10:00-10:15	BREAK				
10:15-11:00	Preparing to facilitate Awareness Exercises	To provide small groups with the opportunity to prepare for their facilitation of Awareness exercises	<p>Facilitators walk their group (approximately 10 participants) through the exercise:</p> <ul style="list-style-type: none"> A. The purpose (2 min.) B. The Skill Sheets (3 min.) C. Instructions (15 min.) D. Allow them to choose a portion to facilitate (2 min.) E. Allow time to prepare & practice (20 min.) F. Allow time for questions (3 min.) 	One group (Man Box) will need access to the video during this prep time.	
11:00-11:45	Round 1 Awareness Presentation & Debrief	To allow participants the opportunity to practice co-facilitating an "Awareness" exercise with feedback.	<p>A1 teaches B2 B1 teaches C2 C1 teaches A2</p>	Keep track of the group that needs the video (Man Box)	
11:45-12:30	Round 2 Awareness	To allow participants the	B2 teaches A1	Keep track of the group that	

	Presentation & Debrief	opportunity to practice co-facilitating an “Awareness” exercise with feedback.	C2 teaches B1 A2 teaches C1	needs the video (Man Box)	
12:30-13:30	LUNCH				
13:30-13:45	Reflection	To have space to capture thoughts on round 1&2 and prepare for rounds 3&4	In groups, provide a moment to reflect on what we learnt in our first facilitation experience and prepare for the next set of facilitation		
13:45-14:30	Round 3 Awareness Presentation & Debrief	To allow participants the opportunity to practice co-facilitating an “Awareness” exercise with feedback.	A2 teaches B1 B2 teaches C1 C2 teaches A1		
14:30-15:15	Round 4 Awareness Presentation & Debrief	To allow participants the opportunity to practice co-facilitating an “Awareness” exercise with feedback.	B1 teaches A2 C1 teaches B2 A1 teaches C2		
15:15-15:30	BREAK				
15:30-16:00	Debrief Awareness Exercises (Capture Tips)	To share tips on facilitating Awareness, and to explore how we might use Awareness exercises in our programmatic work with communities and/or partners			
FACILITATING DIALOGUE EXERCISES					
16:00-17:00	Dialogue Skills	To show how these specific Dialogue Skills serve as the foundation for all exercises pertaining to dialogue.	A. (45 min.) - Walk through how we introduce and facilitate the Dialogue Skills (have participants do the exercise - abbreviated). B. (10 min.) - Share common reactions and comments participants often make and how we respond to them. C. (5 min.) – Explain how we refer to the dialogue skills throughout the training as		

			we do dialogue exercises – even interrupting exercises to point out the use of or absence of the skills.		
17:00-17:15	Closing circle	To have space to capture thoughts on the day, and prepare for day 2.	Open space for participants to share thoughts on the day and to review day 2 agenda.	To make these rounds work I am suggesting that we end a little later today (not a bad thing I hope since we're going to dinner as a group).	
6:30	Group Dinner				

AGENDA – Day 3: Facilitating Dialogue Exercises

Time	Session Title	Objective	Description	Notes	Lead Facilitator
8:30 – 8:45	Check-in as Plenary (5 minutes)	To remind ourselves of what happened yesterday	Ask participants what they remember – what stood out for them		
8:45-9:00	Introduction to Dialogue Exercises	To show how each exercise fits into the “Dialogue” Basket.	<p>Explain the afternoon flow. We will divide into 3 sub-groups (like we did for AWARENESS) each preparing a given “Dialogue” exercise, and then facilitate it and participate in 4 rounds. Give a 3 minute overview of each of the three dialogue exercises (each facilitator takes one). Have participants self-select into a group:</p> <ul style="list-style-type: none"> A. Exploring Our Diversity of Power (Triads) B. Dialogue on gender (Act like a lady, Be like a Man) C. Values Clarification 		

9:00-9:45	Preparing to Facilitate a Dialogue Exercise	To provide small groups with the opportunity to prepare for their facilitation of Dialogue exercises	Facilitators walk their groups (approximately 10 participants) through their exercise: A. The purpose (2 min.) B. The Skill Sheets (3 min.) C. Instructions on delivering (15 min.) D. Allow them to choose a portion to facilitate (2 min.) E. Allow time to prepare & practice (20 min.) F. Time for questions (3 min).		
9:45-10:30	Round 1 Dialogue Presentation & Debrief	To allow participants the opportunity to practice co-facilitating an "Dialogue" exercise with feedback.	A1 teaches B2 B1 teaches C2 C1 teaches A2		
10:30-10:45	BREAK				
10:45-11:30	Round 2 Dialogue Presentation & Debrief	To allow participants the opportunity to practice co-facilitating an "Dialogue" exercise with feedback.	B2 teaches A1 C2 teaches B1 A2 teaches C1		
11:30-11:45	Reflection	To have space to capture thoughts on rounds 1 and 2 and prepare for rounds 3 and 4.			
11:45-12:30	Round 3 Dialogue Presentation & Debrief	To allow participants the opportunity to practice co-facilitating an "Dialogue" exercise with feedback.	A2 teaches B1 B2 teaches C1 C2 teaches A1		
12:30 – 13:30	LUNCH				
13:30 –14:15	Round 4 Dialogue Presentation & Debrief	To allow participants the opportunity to practice co-facilitating an "Dialogue" exercise with feedback.	B1 teaches A2 C1 teaches B2 A1 teaches C2		
2:30 – 2:45	Debrief Dialogue Activity	To share tips on facilitating dialogue and explore how we might use dialogue exercises in			

		our programmatic work with communities and/or partners			
14:45-15:30	Introducing Another Methodology for Facilitating Dialogue	To focus participants' attention on another methodology used for facilitating dialogue around GED topics not necessarily in a workshop format (but rather as a one or two hour session).	<p>Explain that many of these exercises we can use outside of actual GED trainings. This next exercise shows a method used in facilitating dialogue (in or outside of an actual GED training).</p> <ol style="list-style-type: none"> 1. 2 Facilitators role-play a CD asking a GED Advisor for a GED "something" to be added onto an existing retreat agenda. (10 min.) 2. Give a brief explanation of the Fish-Bowl. (15 min.) 3. Explain Instructions – Each CO will design a 1 hour session on Gender for the CD's meeting using the fishbowl. And then 1 CO will be chosen (by the facilitators) to facilitate the group through their design. 	Gender is the Topic. Refer participants to page 91 in the guide (but don't walk through the activity). The point here is to have them design which parts should be included in the 1 hour session, who will lead, what the questions will be, etc.).	
15:30-15:45	BREAK				
15:45-16:45	Designing a Session on Dialogue	To give participants the opportunity to design a dialogue session using a specific methodology (Inter-Group or Fish-Bowl).	<p>Each group prepares for facilitating a 1-hour dialogue session on their own, using the fishbowl.</p> <p>(They should eat lunch during this time).</p>	Participants design the session themselves, considering the time needed for each piece, questions to ask, flip-charts needed, and assigning roles. Facilitators choose a CO to lead this session.	
16:45-17:00	Closing circle	To have space to capture thoughts on the day, and prepare for day 3.	Open space for participants to share thoughts on the day and to review day 3 agenda.		

AGENDA – Day 4: And ACTION!

Time	Session Title	Objective	Description	Notes	Lead Facilitator
8:30 – 9:00	Check-in & Review	To remind ourselves of what happened yesterday	Ask participants what they remember – what stood out for them		
9:00-10:00	Fish-Bowl	To introduce participants to Fish-Bowl as a method for facilitating dialogue.	Share with the group which CO will facilitate. Allow them to prep for 5 minutes. They then lead the session (with “time-outs” where needed for teachable moments).		
10:00-10:30	Debrief Fish-Bowl	To draw out the learnings from the exercise.		Debrief on two levels: 1. Discuss the process and value as participants. 2. Discuss the facilitators’ role in preparing and facilitating.	
10:30-10:45	BREAK				
FACILITATING ACTION EXERCISES & USING OTHER TOOLS					
10:45-12:00	So How Do We Use This Information...	To explore how we might use this training with varying audiences.	In plenary create a list of potential audience groups that they may facilitate. Identify specific objectives or realistic expectations facilitators could achieve through GED Training.	Be deliberate in getting the participants to realize that this training alone won’t address all GED issues.	
12:00-13:00	LUNCH				
13:00-14:00	Design an Agenda	To allow participants the opportunity to see what all goes into designing a GED workshop agenda.	Small group work – COs decide which of the audiences they might facilitate a workshop (or session) for, and design an agenda based on the objectives.	Tell participants to plan a day long workshop agenda.	

14:00-14:15	Debrief Designing an Agenda	To enable participants to learn from each other in relation to their experience of designing an agenda	Take call-outs of learnings and general thoughts. Set-up the “Resources and Tools” session.		
14:15-15:15	Resources and Tools	To show participants how and where to find other resources and tools.	Have participants self-select into two groups to explore: 1. The Gender Toolkit 2. The Gender Wiki Walk participants through the tools and resources online (using a treasure hunt quiz).	Make sure we have laptops and internet access (and projection capabilities) in breakout rooms. Use a treasure hunt to go through the tools.	
15:15-15:30	BREAK				
15:30-16:00	Open Space	To allow participants to raise any question that they have as we reach the end of the training of facilitators	Depending on time, allow remaining questions to surface – if you have time put people into groups around these questions; if not have a plenary discussion about them		
16:00-16:30	Evaluation and Closing circle	To allow participants the opportunity to give feedback on the training and to make a personal commitment to use their learning	Don’t forget a group photo if you haven’t done one thus far!!!		

2 Annex 2: An example of facilitation tips (from Asia)

Tips as you prepare!

1. Be clear upfront about the expectations of the workshop (i.e. this is just 1 aspect of GED actions)
2. Our goal is not to convert or seek total agreement but to foster awareness, dialogue and 'see what we can do' (action)
3. A facilitator is NOT a teacher
4. GED training is not a one off event, sustain your training
5. Work in pairs when you can, establish a good relationship with your co-facilitator and check in with your co-facilitator constantly, look out for how to support one another
6. Preparation is everything
7. AIKIDO is your guide – awareness, dialogue and action. Refer to it often.

When you are in the room!

8. Continually check in with participants for understanding
9. Focus on ensuring an understanding of key learnings (or the purpose of the exercise), you don't have to doggedly follow every step if it is not helping the learning
10. Learning how to manage discussions in the group is vital
11. When you feel resistance or sensitively, notice it! That is the important stuff emerging, manage it, engage with it – don't avoid it.
12. Always be curious, ask questions for understanding, encourage people to talk more (than you do)
13. Standing up and moving about the room gives an energy and certain speed to any ongoing dialogue.
14. Practicing the dialogue skills is core to facilitating
15. Enabling others is core to facilitating
16. Remain flexible on time – if real learning is happening, give time for it. Adjust other parts of the meeting – work with your co-facilitator to do this.
17. Be sure to capture the key learnings in some way – through summary, flip charts, etc
18. Personal stories are powerful learning tools – USE THEM and encourage others to use them
19. Notice what participants are not saying – this is as important as noticing what they are saying. When appropriate, surface these things
20. Be ready for surprises, don't panic – learn from them!
21. If you have a difficult question, ask the participants what they think

On Gender Theory!

22. Avoid 'teaching' gender theory – this can take away from real learning; have a handout or direct participants to definitions and theory if they want it. Refocus them on the experiential learning

Continuing your learning!

23. Get feedback from co-facilitators and participants on how it is going, don't get defensive!
24. Use the resources and people around you, you are not alone....solidarity is part of the process of learning.
25. Facilitator/s could contact trainees right after the training and every 3 or 4 months to encourage and support the trainees in the professional or personal commitments they made in the Closing Circle session.

3 Annex 3: Rotation matrix for Facilitating Awareness and Dialogue Exercises

Note: the rotation matrix below provides the same timing outlined in the suggested agenda, these might change based on your own design and timing in context.

Time	Room A <i>Worldview and <u>Dialogue in</u> Triads</i>	Room B <i>Exploring sex and gender and <u>Values</u> <u>Clarification</u></i>	Room C <i>The Man Box and <u>Act like a</u> <u>Lady, Be like a</u> <u>Man</u></i>
Round 1 <i>Awareness</i> (Day 2: 11:00-11:45) <u>Dialogue</u> (Day 3: 9:45-10:30)	A1 facilitates B2	B1 facilitates C2	C1 facilitates A2
Round 2 <i>Awareness</i> (Day 2: 11:45-12:30) <u>Dialogue</u> (Day 3: 10:45-11:30)	A2 facilitates C1	B2 facilitates A1	C2 facilitates B1
Round 3: <i>Awareness</i> (Day 2:13:45-14:30) <u>Dialogue</u> (Day 3: 11:45-12:30)	A1 facilitates C2	B1 facilitates A2	C1 facilitates B2
Round 4: <i>Awareness</i> (Day 2: 14:30-15:15) <u>Dialogue</u> (Day 3: 13:30-14:15)	A2 facilitates B1	B2 facilitates C1	C2 facilitates A1

4 Annex 4: The Gender and Women's empowerment working groups in CARE

gender.care2share.wikispaces.net

gender.care2share.wikispaces.net/file/view/GWG++flyer++final.pdf

The CARE Gender Working Group

What is it? The Gender Working Group (GWG) is a forum for all staff members who are working on or interested in learning more about gender throughout the programs and organization of CARE. By joining the main GWG, you will receive monthly emails containing news updates, resources, and opportunities. Quarterly, you will receive the latest edition of the "Making it Real: Gender Equity and Diversity Newsletter."

In addition to the main group, there are 6 thematic groups that focus on learning and exchange around specific areas of work, each with a leader and a nominated member to the Steering Committee to the CARE USA Executive Management Team on Women's Empowerment and Gender Equity and Diversity. These are your representatives to the EMT so please feel free to raise issues you feel are important with them directly. Please see the leaders and Steering Committee representatives (SCRs) below:

Male Engagement Leaders: John Crownover (NWB) and Ellen Beate Langehaug (Norway) jcrownover@carenw.org ellen.beate.langehaug@care.no SCR: Jean Nimubona (Burundi) jean.nimubona@co.care.org	Gender Based Violence Leader: Leigh Stefanik (USA) lstefanik@care.org SCR: Theresa Hwang (USA) thwang@care.org	Gender Equity and Diversity (Institutional) Leader: Allison Burden (USA) aburden@care.org SCRs: Ashika Gunasena Serasundara (Sri Lanka) and Ariel Fisancho-Arroyo (Peru) agunasena@co.care.org afrisancho@care.org.pe
Impact Measurement for Gender and Women's Empowerment Leader: Sarah Ralston (WBG) sralston@care.org SCR: Jane Iredale (Mali) jane.iredale@co.care.org	Gender in Policy and Advocacy Leader: Milkah Kihunah (USA) mkihunah@care.org SCR: Alka Pathak (India) alka@careindia.org	Gender in Emergencies Leader: Mireia Cano Vinas (CI) Canovinas@careinternational.org

For whom? Any CARE staff member interested in joining - open to all CI members and COs.

Sign me up! To join the main Gender Working Group, please contact lstefanik@care.org. To join any of the 6 thematic groups, please contact the corresponding leader.

mailto:canovinas@careinternational.org

What other gender resources are available?

- The Gender Wiki, an open platform for sharing updates and documents at <http://gender.care2share.wikispaces.net>
- The CARE Gender Toolkit, a compendium of gender analysis tools, contacts, and guidance at <http://pqdl.care.org/gendertoolkit/default>

Please contact us for more information!

5 Annex 5: Gender Wiki Quiz and answers

Participant Handout: Gender Wiki Tools and Resources Treasure Hunt

<http://gender.care2share.wikispaces.net/home>

1. In what year did CARE International begin to develop a Gender policy?
2. In the “CARE International Gender Policy” CARE commits to 11 points. What is point number eight?
3. How many languages has the online soft copy GED Facilitation Guide been translated into (not including English)?
4. In the GED Facilitation Guide, under “Background Information,” what are the four leverage areas in CARE’s Framework for Action?
5. Who do you contact if you would like to join the “GED Institutional Working Group?”
6. In 2011 the facilitators of the GED Institutional Working Group launched a discussion on the ‘use of time’ and how it plays out differently for men and women. We learned that Tanzanian women work more hours than men (including unpaid housework). How many more hours per day do they work?
7. How many pages is the GED Organizational Gap Analysis Resource Guide? (Hint – use the Search Function).
8. Under “CARE’s GED Training Materials” there is a link for “New Materials (English)”. What is the name of Activity 2?
9. In CARE Afghanistan’s GED Workshop Report from May 2008, what is listed as the 2nd objective of the workshop?
10. What is the name of the article Alka Pathak wrote in the March 2012 issue of “Making it Real: Gender Equity and Diversity Newsletter”?

Gender Wiki Tools and Resources – Answers

<http://gender.care2share.wikispaces.net/home>

1. In what year did CARE begin to develop a Gender policy?

Answer: 1993. Go to “Gender Equity and Diversity (GED)” page. Scroll down to “History of GED in CARE”.

2. In the “CARE International Gender Policy” CARE commits to 11 points. What is point number eight?

Answer: Actively hold ourselves and others accountable to gender equality standards. Go to the “CARE International Gender Policy” page. The list is under “Gender Policy Commitments.”

3. How many languages has the online soft copy GED Facilitation Guide been translated into (not including English)?

Answer: Three – Spanish, French, and Portuguese. Go to the “Gender Equity and Diversity (GED)” page. Scroll down to “CARE’s GED Training Materials”.

4. In the GED Facilitation Guide, under “Background Information,” what are the four leverage areas in CARE’s Framework for Action?

Answer: Representation, Trust, Learning, and Accountability. Go to the “Gender Equity and Diversity (GED)” page. Scroll down to “CARE’s GED Training Materials”. Click on “English.” Click on “Facilitation Guide.pdf.” Go to “Background Information”, and they are listed on page 6.

5. Who do you contact if you would like to join the “GED Institutional Working Group?”

Answer: Allison Burden. Go to the “Gender Working Group” page. Click the “Gender Equity and Diversity (Institutional)” link.

6. In 2011 the facilitators of the GED Institutional Working Group launched a discussion on the ‘use of time’ and how it plays out differently for men and women. We learned that Tanzanian women work more hours than men (including unpaid housework). How many more hours per day do they work?

Answer: 4 – 6 more hours. See “GED Institutional Working Group” page. Look for “Recent Discussions,” and open the Word document “Use of Time.”

7. How many pages is the GED Organizational Gap Analysis Resource Guide? (Hint – use the Search Function).

Answer: 55 Pages. Use the Search Function on the Home page, and search for “Gap Analysis.” This will take you to a list of search results. Click on gapguidelines.doc. Also, it is at the bottom of the “GED Institutional Working Group” page.

8. Under “CARE’s GED Training Materials” there is a link for “New Materials (English)”. What is the name of Activity 2?

Answer: Gender and Empowerment Conceptual Overview. CARE’s GED Training Materials is on the “Gender Equity and Diversity (GED)” page, towards the bottom.

9. In CARE Afghanistan’s GED Workshop Report from May 2008, what is listed as the 2nd objective of the workshop?

Answer: Exploring how our differences and similarities impact our organizational life. Go to “Gender Equity and Diversity (GED)” page. Scroll down to “Country Offices Initiatives in GED,” and select “Afghanistan GED Workshop Report-Draft”.

10. What is the name of the article Alka Pathak wrote in the March 2012 issue of “Making it Real: Gender Equity and Diversity Newsletter”?

Answer: “Women’s Empowerment: Why Business Should Care”. Find the article in the March 2012 “Making it Real” Newsletter (Volume 3 Issue 1). On the home page go to CARE Gender News and select “Gender Newsletter.”

6 Annex 6: Gender Toolkit Treasure Hunt and Answers

Participant Handout: Treasure Hunt Gender toolkit

<http://pqdl.care.org/gendertoolkit/default.aspx>

Spend 30 minutes finding the answers to these questions:

1. You want to do a gender analysis, find out what a gender analysis is and why you might need to do one
2. CARE carried out a Strategic Impact Inquiry, and developed a women's empowerment framework, list 2 or 3 dimensions of social change under agency, structure and relations
3. Find the Good Practices on gender analysis, what are the three phases of gender analysis.
4. What questions might you ask in an emergency shelter program as part of a gender analysis?
5. What are the characteristics of power?
6. Highlight three lessons mentioned around measuring empowerment
7. Find the Balkans Men and Boys case study, what is the focus of the study?
8. Find the key ethical principles to keep in mind when you are doing gender analysis.
9. Find the GED training manual, where is it?

Answers: Treasure Hunt Gender toolkit

1. You want to do a gender analysis, find out what a gender analysis is and why you might need to do one

Answer: Gender analysis is the systematic attempt to identify key issues contributing to gender inequalities, many of which also contribute to poor development outcomes.

The gender analysis process seeks to collect, identify, examine and analyze information on the different roles of women and men.

2. CARE carried out a Strategic Impact Inquiry and developed a women's empowerment framework. List 2 or 3 dimensions for each domain of social change under agency, structure and relations.

Answer:

Agency	Structures	Relations
1. Self-Image; self-esteem	11. Marriage and kinship rules, norms and processes	19. Consciousness of self and others as interdependent
2. Legal and rights awareness	12. Laws and practices of citizenship	20. Negotiation , accommodation habits
3. Information and skills	13. Information and access to services	21. Alliance and coalition habits
4. Education	14. Access to justice, enforceability of rights	22. Pursuit, acceptance of accountability
5. Employment/control of own labor	15. Market accessibility	23. New social forms: altered relationships and behaviors
6. Mobility in public space	16. Political representation	
7. Decision influence in household	17. State budgeting practices	
8. Group membership and activism	18. Civil society representation	
9. Material assets owned		
10. Body health and bodily integrity		

3. Find the good practices framework for gender analysis on the toolkit. What are the core areas of inquiry that make up a full gender analysis?

Answer:

Sexual/gendered division of labor

Household decision-making

Control over productive assets

Access to public spaces and services

Claiming rights and meaningful participation in public decision-making

Control over one's body

Violence and restorative justice

Aspirations for oneself

It's good to also note that for each of these core areas of inquiry, there are sample questions of what one would explore in a gender analysis, as well as suggested tools for exploring this information.

4. What questions might you ask in an emergency shelter program as part of a gender analysis?

Answer:

Who builds shelters and who may not be able to build their own shelters? How are women, men, boys and girls involved?

Do the shelters, toilet and bathing and sleeping areas have latches and locks?

Do households have materials for partitions to allow privacy?

Do single women have separate, safe and culturally appropriate shelters? How are the shelter for girls and boys without parents?

Who owns land and property? What protection do women, men, girls and boys have for their land and property rights?

5. What are the characteristics of power?

Answer:

- Women (and men) hold multiple roles and relationships. With each, their level of power can vary.
- Power can be economic, political, social, cultural and symbolic. People are rarely powerful in (nor powerless across) all forms.
- Power is not a zero-sum game.
- Power is socially constructed.
- A person's experience of power can depend on their gender, race, class, age, etc.

6. Highlight three lessons mentioned around measuring empowerment

Answer:

- Work more reflectively to try to understand complex change. What else is happening in the broader environment ?
- Consider what women's empowerment might look like in various contexts over time.
- Ask not only what has changed, but how have things changed? For whom (and at what level)? How has the change been perceived or experienced by diverse groups? Who led the change, and who feels ownership over shifting norms?
- Measure changes in agency, structures and relations: How have changes in gender relations affected structures and relationships among and between various groups? (SEE: CARE's [Women's Empowerment Framework](#))
- Situate changes in the broader historical, social and political context of groups.
- Consider dimensions of change that are not so easy to see or count. Monitoring tends to focus on change that can be easily measured, such as economic change. Social and political changes are harder to discern, and psychosocial dimensions of change are under-represented. How have women's and men's aspirations been changing? Or sense of confidence and capability? Or recognition from others?

- How have changes taken place compared to previous conditions and relationships? How has a group's status changed relative to others?
- Acknowledge diversity among different groups, and how interventions affect multiple aspects of a person's life (SEE: the [Good Practices Framework for Gender Analysis](#))

7. Find the Balkans Men and Boys case study, what is the focus of the study:

Answer: Exploring Dimensions of Masculinity and Violence

8. Find the key ethical principles to keep in mind when you are doing gender analysis.

Answer: ***Safety, Respect, Informed Consent, Confidentiality & Privacy***

9. Find the GED training manual, where is it?

<http://pqdl.care.org/gendertoolkit/Pages/training.aspx> (under training teams).

7 Annex 7: An example of an evaluation

Asia and Pacific ToF Evaluation

The objectives of this training of facilitators were that at the end of the training participants would:

- Know the importance of awareness and dialogue as the foundation of social transformation
- Have a better understanding of the design and goals of the GED trainings;
- Have practiced several of the exercises and activities contained in the diversity, and gender and empowerment training modules;
- Understand and be able to explain the link between our personal and organizational learning and how GED is relevant in our programming work;
- Have confidence in their skills in keeping the trainings moving and energized;
- Have confidence in facilitating sensitive diversity discussions and answering difficult questions.

Please take a few moments to answer these questions.

1. How far has the training of trainers achieved these objectives (circle one):

Not at all Partially Mostly Completely

Please provide comments:

2. What is your most significant learning from the 4 days?

3. Which sessions were the most useful in preparing you to be a facilitator?

4. What suggestions or improvements would you add?

Thank you for providing honest feedback to help us improve