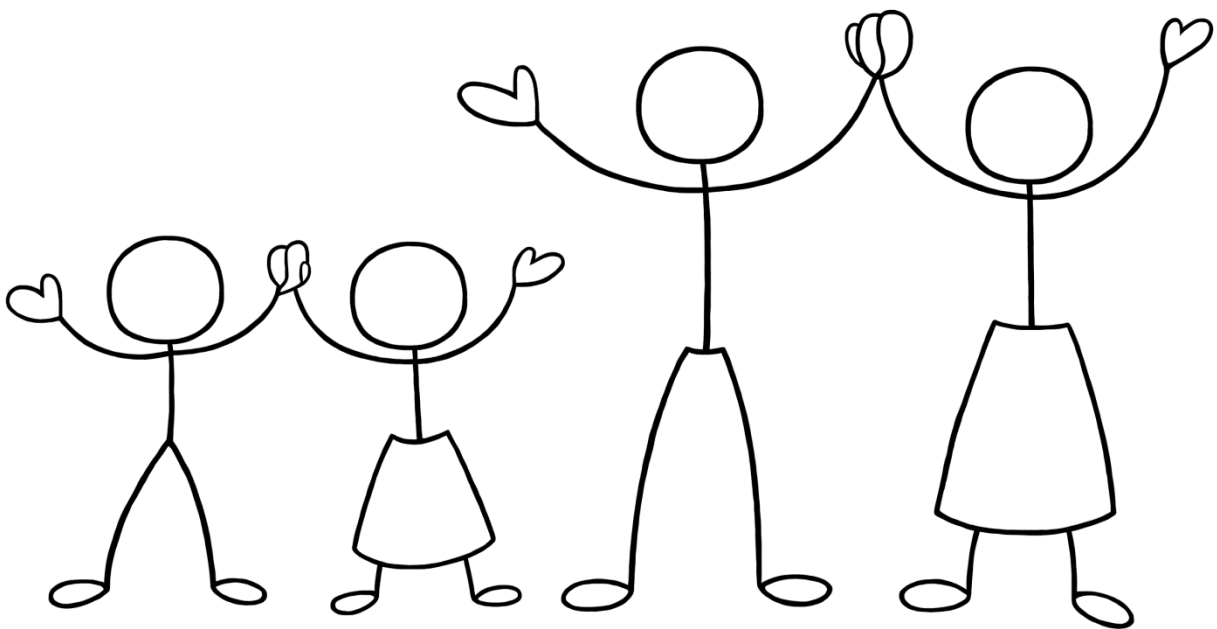


Gender for WASH Trainers





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CAWST, the Centre for Affordable Water and Sanitation Technology, is a nonprofit organization that provides training and consulting to organizations working directly with populations in developing countries who lack access to clean water and basic sanitation.

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Acronyms

CAWST	Centre for Affordable Water and Sanitation Technology
HWT	Household water treatment
HWTS	Household water treatment and safe storage
WASH	Water, sanitation and hygiene

1 Introduction

This trainer's manual is designed to support people who facilitate Gender workshops in the WASH sector. It is based on the practical experience of CAWST (the Centre for Affordable Water and Sanitation Technology).

This introduction provides tips that help you plan for a successful workshop and several tools to help deliver your training, such as a workshop agenda and lesson plans. It is recommended that you adapt the tools to suit your style and the needs of your audience.

2 How to Use This Manual

This section explains the workshop agenda and individual sessions that have been developed to meet the participant learning expectations.

2.1 Learning Expectations

The following learning expectations describe what the participants will be able to do by the end of the workshop to demonstrate increased knowledge, improved skills, or changes in attitude. Each lesson plan refers to the specific learning expectations covered in that lesson.

Participant Learning Expectations

Lesson Plan #	Lesson Plan	Learning Expectations
1	Workshop Introduction	<ol style="list-style-type: none"> 1. Understand how the group is expected to work together during the workshop. 2. Determine participants' existing level of knowledge and skills on workshop topics. 3. Understand the group expectations for the workshop. 4. Describe the host organization's role and mission.
2	Power & Privilege	<ol style="list-style-type: none"> 1. Identify power and privilege related to gender, race, class, ability, etc. 2. Describe the results of differences in power and privilege. 3. Explain what we can do to distribute power and privilege more equally.
3	Sex vs. Gender	<ol style="list-style-type: none"> 1. Explain the difference between sex and gender. 2. Describe why the distinction between these terms is important. 3. Identify limitations imposed by gender. 4. Identify personal and societal structures that reinforce limitations.
4	Gender & WASH	<ol style="list-style-type: none"> 1. Discuss the relationship between WASH & gender. 2. Develop ways of addressing gender within the household water treatment framework.











Lesson Plan #	Lesson Plan	Learning Expectations
5	Gender & Training	<ol style="list-style-type: none">1. Discuss the influence of gender on attendance and participation in workshops.2. Develop solutions to break down barriers to participation and attendance.
6	Workshop Closing	<ol style="list-style-type: none">1. Complete self-assessment.2. Compare learning expectations to actual learning.3. Complete a final evaluation of the workshop.

2.2 Workshop Agenda

Time	
1 hour 30 minutes	Workshop Introduction <ul style="list-style-type: none"> • Introduction • Group agreement • Self-Assessment • Group expectations • Workshop format and agenda
15 minutes	BREAK
1 hour 30 minutes	Power & Privilege <ul style="list-style-type: none"> • Differences between power and privilege • Distribution of power and privilege
1 hour	LUNCH
2 hours	Sex vs. Gender <ul style="list-style-type: none"> • Differences between sex and gender • Perceptions and structures related to gender Gender & WASH <ul style="list-style-type: none"> • WASH roles and gender • Gender in the household water treatment framework
15 minutes	BREAK
2 hours	Gender & Training <ul style="list-style-type: none"> • Barriers and solutions Workshop Closing <ul style="list-style-type: none"> • Re-visit group expectations • Self-Assessment • Certificates • Evaluations

2.3 Lesson Plan

Here is a list of the icons used in this trainer manual and their explanations.

	Learning Expectations. Describes what the participants will be able to do by the end of the session to demonstrate increased knowledge, improved skills or changes in attitude. Each lesson plan should reference the overall learning expectations listed in the participant competencies.
	Time. The clock symbol appears next to the amount of time the session may take. This is an estimate and the session may be longer or shorter depending on how you facilitate it.
	Materials. Lists all the materials that will be required for the session.
	Preparation. The clipboard appears when there is preparation that needs to be done prior to the session including materials needed and things to prepare in advance.
	Introduction. This hook appears where there is an introduction to a topic. This will help participants connect personal experience to the knowledge they are about to learn.
	Key Points. The key appears where there are important points and topics to discuss. These are reminders of what key points the participants should understand by the end of the session.
	Main Activity. The puzzle appears at the beginning of a main learning activity.
	Trainer Notes. The exclamation point appears to remind you of things to do or consider while facilitating the session.
	Review. The question mark appears when you are reviewing a topic or checking for learning. What have participants learned? Can they recall the information?
	Handouts. This appears when there are handouts for the participants.

Lesson Plan 1: Workshop Introduction



1.5 hours

Learning Expectations



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

1. Understand how the group is expected to work together during the workshop.
2. Determine participants' existing level of knowledge and skills on workshop topics.
3. Understand the group expectations for the workshop.
4. Describe the host organization's role and mission.

Materials



- Flipchart paper
- Sticker dots
- Markers
- Self-assessment flipchart

Preparation



- Write the session Learning Expectations on flipchart paper
- Participant books and pens
- Prepare a flipchart of the Self-assessment

Introduction



1. Introduce trainers and other guests as appropriate.
 2. Introduce host organization.
 3. Review Agenda for the day.
 4. Discuss workshop logistics.
 5. Remember to discuss: Building layout, bathrooms, emergency exits, first aid, schedule.
1. Lead an icebreaker activity to help participants meet each other and introduce themselves to the group.



Option A – Icebreaker: Name Game

1. Have everyone stand up where they are. Ask the whole group to concentrate on everyone's name as they are being said.
2. Pick someone to start the game and ask them to say their name.

3. Person 2 sitting beside them must repeat the first person's name, and then say their own name.
4. Person 3 will say the first person's name, the second person's name, and then their own name.
5. Continue around the group until everyone has said their own name, and then end with your turn. You may then see if Person 1 and Person 2 can repeat everyone's names since they were the first to go.



Option B – Icebreaker: Names and Adjectives

1. Have all participants think of an adjective that describes them at the moment or in general. The adjective must start with the same letter as their first name. For example: I'm Harry and I'm Happy.
2. Go around the circle and have everyone introduce themselves using their name and adjective. They may also silently role play the adjective as they introduce themselves.



Option C - Icebreaker : Two Truths and One Untruth (This is a good activity for groups that already know each other)

1. Have participants stand or sit in a circle. Explain that whoever has the ball must say two things that are true and one thing that is untrue about themselves. Then the other participants in the circle will guess which statement is false.
2. You may want to start yourself as an example: hold the ball, say two true and one untrue thing about yourself. Ask the participants to guess which statement is untrue. Then throw the ball to a participant.
3. Repeat until everyone has held the ball.



Option D – Icebreaker: Guess Whose Story

1. Use tent card or paper, ask the participants to write down how they an interesting fact or brief story about themselves but not to put their names on the cards.
2. Collect and redistribute the cards. Ask the participants to find stand up, mingle and find out which person their card belongs to.
3. When they are ready, ask the participants to introduce the person they found. Give each participant a chance to expand and to explain why they have come to the workshop.

Group Agreement – Making Ground Rules



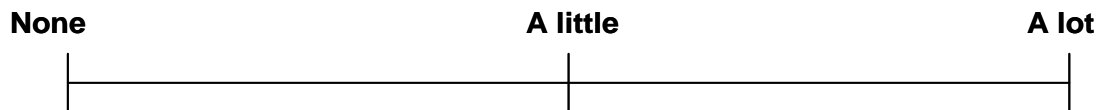
1. Explain that ground rules are agreements created by the group that will allow everyone to learn together.
2. Ask participants to reflect on their past training or learning experiences. What made those experiences positive? Negative?

3. Ask participants what we need to do to create a positive learning environment for everyone.
4. Write the expectations on a flip chart paper. (Suggestions: respect, ask questions, silence cell phones, punctuality...)
5. Explain that other expectations can be added during the workshop.
6. Place the group agreement in a place where it can be seen.

Self-Assessment



1. Write on a piece of flipchart paper 4 main topics (with associated vocabulary) for the workshop with a scale written below each topic as follows:



2. Topics can include: How gender and sex differ; What are Power and Privilege; How to connect gender to WASH; Gender issues in training.
3. Explain that this is a tool to assess what knowledge and skills we have before starting the workshop. Explain that it is OK for people to have little or no knowledge of a topic at the start of the workshop.
4. The goal of the workshop is to help each person move up on the scale.
5. Go to the chart together, go through each line and ask people to place a sticker dot along the line based on where they think they are at the moment.

Group Expectations



1. Explain that there is a range of understanding among the participants and it's important that everyone has a common base of knowledge. Some of the material that will be presented may be new for some and repetition for others. It is helpful for participant's who have more knowledge or experience to share with the group.
2. Ask participants to list what they hope to learn or expect during the training.
3. Record people's expectations on a piece of flip chart paper as they list them.
4. Affirm the expectations that you will be covering during the workshop.
5. If there are things that are outside the scope of the workshop, explain that they will not be discussed. Offer any alternatives for discussing those topics.

Workshop Format & Agenda



1. Discuss the your organizations philosophy for training and learning:
 - Experiential, hands-on and learn by doing.
 - Individual and group activities.
 - Case studies and learning from others' experience.
 - Open discussion, questions and answers.
 - Develop a sense of community and network within group.
2. Review agenda with times for breaks and lunch.
3. Ask if there are any questions.

Reflections on Lesson

Lesson Plan 2: Power & Privilege



1.5 hours total

Learning Expectations



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

1. Identify power and privilege related to gender, race, class, ability, etc.
2. Describe the results of differences in power and privilege.
3. Explain what we can do to distribute power and privilege more equally.

Materials



- Flipchart paper
- Markers
- Scissors
- Identity tags for each participant with their position for the *Privilege Walk*
- Tape or safety pins (to stick on Identity tags)
- Statements for the *Privilege Walk*

Optional:

- Computer and projector
- PowerPoint: Bias Free Framework presentation

Preparation



- Write the session Learning Expectations on flipchart paper
- Modify descriptions on identity tags to the local context to reflect local diversity and social positions.
- Cut out tags for each participant.
- Review the *Privilege Walk* statements and select the ones that are appropriate for your region. Add others that may be appropriate.
- Draw the Bias Free Framework from the diagram on to a piece of flip chart paper if you are not able to use the PowerPoint provided for the lesson.
- If using the PowerPoint:
 - Check that the projector and computer work
 - Cue PowerPoint: Bias Free Framework on the computer

Introduction



1. Ask participants to find a partner.
2. Explain that one partner is A and the other is B.

3. Tell participants that when you say “go,” both A and B will need to pose in a position that shows they have more power than their partner.
4. Ask B to freeze in their position. Tell A that they can move and try to assume a position of even greater power over B.
5. Now ask A to freeze and invite B to show a position of even higher power.
6. Allow this game to continue until both A and B have at least 5 opportunities to assume positions of higher power.

Topic 1: Definitions of Power & Privilege



1. Write the question: “What is Power?” on a piece of flip chart paper.
2. Ask people to think about what they were considering as power during the activity. Ask them if they can come up with some words to define it.
3. Explain that there are two common definitions of Power:
 - *The ability to do or act*
 - *The possession of control or command over others*
 Source: www.dictionary.reference.com
4. Ask the group what type of Power people often strive for and why?
5. Write the question: “*What is Privilege?*” on a piece of flip chart paper.
6. Ask people to talk in pairs about what the term Privilege means and what this has to do with Power.
7. Share responses in the large group and share a common definition:
 - *Privilege: a right, immunity, or benefit enjoyed only by a person beyond the advantages of most.* www.dictionary.reference.com
 - *The greater the power we have, the more privileges we enjoy.*
8. Explain that in the next activities, we will look at the connections between privilege and power.

Topic 2: Privilege Walk



1. Handout the identity tags for the privilege walk.
2. Ask people to read aloud what their tag says.
3. Ask participants to place themselves shoulder to shoulder in a straight line, all facing the same direction.
4. Tell them that you are going to read a set of statements. They need to take a step forward or backward depending on their response to the statement.
5. Explain that the further ahead they step, the more power they have; the further back they step, the less power they have.

6. Read aloud the statements from the *Privilege Walk* (see end of lesson). Try to select only some statements from each category and to mix them up as you read them.
7. When you have completed reading the statements, ask participants to take note of where they are standing compared to others.
8. Ask participants if there are people that we have forgotten that would stand on the extreme end with more or less power than all the participants.
9. Ask participants to choose someone from an opposite position and share their observations.

Topic 3: Debrief



1. Ask participants to consider the following questions individually and then with a partner:
 - How did you feel in your role?
 - What role did privilege play in the game? Who were privileges granted to?
 - What impact do these differences in power have on our society?
 - How are these difference in power maintained?
 - In the privilege walk, all participants started from the same place. How could we bring people back to having an equal level of power & privilege?
2. Discuss the questions as a full group.

Optional Topic 4: Bias Free Framework



1. Explain that the game illustrates a number of qualities that determine the level of power and privilege that people have in society.
2. Ask which qualities determine power & privilege: Age, Gender, Class, Sexual Orientation, Race, Ethnicity, Ability, etc.
3. Explain that you are going to introduce them to a framework that explains how power and privilege is maintained, and what can be done to share power more equally.
4. Introduce the Bias Free Framework using the PowerPoint and Briefing notes provided.
5. Ask participants to explain the Framework to each other.
6. Explain that they will have an opportunity to work through the Framework later in the workshop.

Review



1. Discuss with a partner, what privileges you have because of your identity.

Privilege Walk Tags

Please tailor tags to the local context. These are just a starting point.

Middle-aged male from middle class	80-year-old lower class female
Gay male from lower-class community	Lesbian from upper-class community
Male subsistence farmer	Female subsistence farmer
Paraplegic male	Female with a mental illness
Male from ethnic minority	Female from ethnic minority
60-year-old Muslim male	60-year-old Christian female
Illiterate immigrant male who does not speak local language	University-educated immigrant female

Privilege Walk Statements

Age

- If your opinions are ignored because of your age, take a step back.
- If you are unable to make decision for yourself because of your age, take a step back.

Gender

- If you receive less pay for doing equal work take a step back.
- If you were taught to fear walking alone after dark in public areas, take a step back.
- If no one will think that you are selfish for having children while having a full-time career, take a step forward.
- If you will never be expected to change your name upon marriage or questioned if you do not change your name, take a step forward.
- If you do not need to stop your career to raise children, take a step forward.

Class

- If you grew up in a household with servants (gardeners, housecleaners, etc.), take one step forward.
- If your parents are educated professionals (doctors, lawyers, etc.), take one step forward.
- If you attended private school, take one step forward.
- If your family owned the house where you grew up, take one step forward.

Sexual Orientation

- If you can legally marry anyone you fall in love with in almost every country, take a step forward.
- If you need to hide information about who your life partner is from particular people, take a step back.

Race and Ethnicity

- If you studied the culture of your ancestors in primary school, take one step forward.
- If you started school speaking a language that was not the official language, take one step back.
- If you attended school with people you felt were like yourself, take one step forward.

Ability

- If you have visible or invisible disabilities, like a learning disorder or mental illness, take one step backward.
- If you can access any facility in the community without special assistance, take a step forward.

Urban vs. Rural

- If you grew up in an urban place, take one step forward.
- If your parents are from rural areas, take one step back.

Religion

- If you work holidays that are the same days as religious holidays that you celebrate, take one step back.
- If you were discouraged from academics or jobs because of your religion, take a step back.

Education

- If you have completed high school, take one step forward.
- If you have completed university, take one step forward.
- If you cannot read or write, take a step back.

General

- If you can consider many social, political, and professional options without wondering or worrying whether or not a person like you will be accepted or allowed in the position, take a step forward.
- If you can turn on the television or open the front page of the newspaper and see people like you represented in positive roles, take a step forward.
- If people look at you and assume that you must be a person of influence, take a step forward.
- If most elected representatives look like you, take a step forward.

Lesson Plan 3: Sex vs. Gender**1 hour total****Learning Expectations**

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

1. Explain the difference between sex and gender.
2. Describe why the distinction between these terms is important.
3. Identify limitations imposed by gender.
4. Identify personal and societal structures that reinforce limitations.

Materials

- Ball
- Flipchart paper
- Markers
- Masking tape or sticky tack
- Sticky notes

Optional:

- Computer and projector
- PowerPoint: Gender & Sex Definition
- PowerPoint: Gender Discussion Questions

Preparation

- Write the session Learning Expectations on flipchart paper
- Write the questions from Topic 2 on a piece of flipchart paper or use the PowerPoint slide for the lesson.
- Write up the definitions for sex and gender on a piece of flipchart paper or use the PowerPoint slide for the lesson.
- If using the PowerPoint:
 - Check that the projector and computer work
 - Cue PowerPoint: Gender & Sex Definition on the computer

Introduction

1. Ask participants to stand in a circle.
2. Explain that you are going to toss around a ball. When a person catches the ball, they must complete one of the following phrases:
 - “Men ...”

- “Women. . .”
 - “Girls . . .”
 - “Boys. . .”
3. Once they complete the phrase the participant can toss the ball to someone else, and tell them which of the four phrases to complete.
 4. As participants complete the phrases, note down their statements on sticky notes. Paste the sticky notes on a flip chart with two columns, one for men and boys and another for women and girls.

Topic 1: Sex vs. Gender



1. Tell the participants that you are going to divide the words they generated during the intro activity into two categories.
2. Begin to divide the sticky notes into two groups, those related to gender and those related to sex. If there are not enough sticky notes related to sex, add some of your own. For example, Men can grow beards, Women can give birth, etc.
3. After putting five or six words into the appropriate categories, ask participants to talk to the person next to them about what the words in each category have in common.
4. Ask some of the partners to share their ideas with the full group. Note down their ideas in the corresponding column.
5. Ask one of the pairs if they can provide a title for the categories.
6. Place the following titles over the two categories of words: Sex & Gender.
7. Divide the group in two.
8. Ask one group to develop a definition for sex and the other group a definition for gender. Ask them to incorporate the common characteristics they already generated for the groups of words.
9. Ask the groups to share their definitions with the full group.
10. Underline the key words in each definition.
11. Provide the following definitions and highlight any information missed in the definitions created by the groups:

Sex: *Biological differences between men and women. They are generally permanent and universal (UNDP, 2007). For example, women can give birth to babies and produce milk, men cannot.*

Gender: *Socially constructed roles and responsibilities of women and men that can be changed. Gender roles are constructed by culture, politics, environment, economic, social and religious factors as well as custom, law, ethnicity and individual and institutional bias. For example, women should be homemakers and men should be wage earners. (UNDP, 2007)*

12. Ask participants to classify some of the remaining sticky notes to ensure they understand the distinction between sex and gender.

13. Ask participants to discuss why the distinction between sex and gender is important. Share some of the answers in the full group. *Place emphasis on the fact that gender can be changed where as our sex cannot be changed easily without a physical operation.*

Topic 2: How would you change your gender?



1. Explain that participants are going to divide into two groups, one of men and the other of women.
2. Tell participants that in their groups they will discuss the following questions:
 - a) What would you like to change about the way your gender is perceived? *For example, I would like to change the idea that women are weak.*
 - b) What makes it difficult to change people's perception on this point?
 - c) What can we do to support this change in perception? Consider this from the perspective of both men and women.
3. Ask each group to present their conclusions to the full group.

Review

1. Ask participants to discuss the following questions in pairs:
 - Have you ever had a limitation or privilege placed on you because of your gender? Explain.
 - How did it feel?
 - How did you react?

Reflections on Lesson

Lesson Plan 4: Gender & WASH



1 hour total

Learning Expectations



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

1. Discuss the relationship between WASH & gender.
2. Develop ways of addressing gender within the household water treatment framework.

Materials



- Markers
- Flipchart paper
- Sticky notes

Preparation



- Write the session Learning Expectations on flipchart paper
- Prepare pieces of flipchart paper with the following titles:
 - Creating interest and demand in the product or service
 - Ensuring that the product or service is readily available to people
 - Checking to ensure that people are using the product correctly
 - Building the skills and knowledge of people involved in the project
 - Finding money to pay for the project
- Place titled flipcharts around the room.
- Draw two signs: one that says 'Men' and another says 'Women'

Introduction



1. Divide participants into groups of 3 and give each group a stack of sticky notes.
2. Tell the participants that they have 2 minutes to brainstorm all the activities related to water, sanitation, and hygiene that they can think of. The team with the most sticky notes at the end of the two minutes will win.

Topic 1: WASH Roles and Gender



1. Post up two signs: Men & Women.

2. Ask each group to come to the front and post their sticky notes under the sign for either men or women, depending on whether men or women are responsible for the task identified on their sticky note. If both are responsible, they can put the task in the middle.
3. Once each group has posted their sticky notes, invite other participants to see how the notes have been divided. Encourage people to express their ideas about whether they agree with the placement or not.
4. Ask participants to share their overall observations about the way the different activities have been classified.
5. Ask what implications this division of activities has for how we work with communities on WASH.

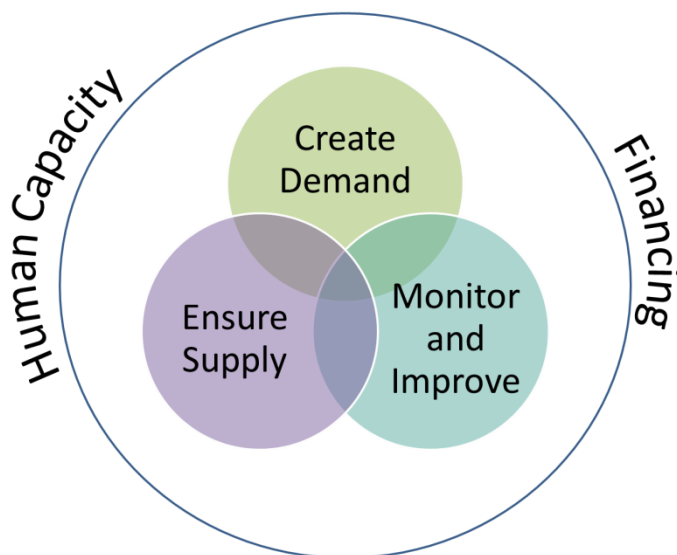
Topic 2: WASH in the Household Water Treatment Framework



1. Explain to participants that they are going to look at how gender fits into the different aspects of implementing a household water treatment or sanitation project.

Option 1 – Review HWTS Framework (for participants familiar with framework)

2. If people are familiar with the household water treatment framework, ask them if they can remember what the different components are. Write down the components as shown in the HWTS Framework. Check to see if all participants understand the elements of the framework. Explain to participants that they are going to be looking into how gender fits into each of these components.



Option 2 – Introduce Elements of HWTS Implementation

Explain to participants that they are going to look at how gender fits into the following aspects of HWTS and sanitation projects:

- Creating interest and demand for a product or service

- Ensuring that the product or service is readily available to people
- Checking to ensure that people are using the product correctly
- Building the skills and knowledge of people involved in the project
- Finding money to pay for the project.

Provide an example to illustrate each of the aspects.

3. Divide participants into 5 groups and send each group to a piece of flip chart paper with a title of one of the aspects of HWTS implementation.
4. Explain that each group will have two minutes to brainstorm what their section of the framework has to do with gender and to write down their ideas.
5. Rotate groups every two minutes until each group has contributed ideas about the different parts of the framework.
6. Ask the original group from each station to report back to the full group about what is on their piece of flip chart paper.
7. Add any ideas or information not included by the group.

Review



1. In pairs, discuss one key consideration related to gender that impacts all aspects of implementation.

Reflections on Lesson

Lesson Plan 5: Gender & Training



1.5 hours total

Learning Expectations



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

1. Discuss the influence of gender on attendance and participation in workshops.
2. Develop solutions to break down barriers to participation and attendance.

Materials



- Scenarios

Preparation



- Write the session Learning Expectations on flipchart paper
- Adapt scenarios in Topic 1 to make them more locally appropriate if necessary.
- Print a copy of each scenario to provide to the groups.

Optional:

- Review Bias Free Framework tool.

Introduction



1. Ask participants to find a partner.
2. Ask each participant to put a hand behind their back. Tell them that this hand represents “equal participation”. Explain that their hand cannot move from behind their back.
3. Ask each participant to stick out the “pointer finger” of their opposite hand. Explain that this is their sword.
4. Tell them that the goal of the game is to tap their “sword” on their partners “equal participation” hand. If they do this they have achieved equal participation.
5. Give the pairs 3 – 5 minutes to play the game.
6. Ask the participants what this activity has to do with achieving equal participation in a workshop.

Topic 1: Gender and Training Role Play



1. Divide participants into 2 groups.
2. Give each group a scenario and explain that they must develop a short skit about the scenario. Provide each group with 10 minutes to develop their skit.

Scenarios

- a. You are running a workshop on sanitation. Thirty percent of the participants are women, and the remaining participants are men. You notice that during the large and small group sessions the women are completely silent and are not contributing to the discussion at all. When you ask one of the women what is wrong, she says that everything is fine.
 - b. You have been trying to recruit more men as community health promoters, but it has not been going well. The people in the community believe that only women should be community health promoters. You have put up posters in health clinics, churches and mosques, and talked with community associations, but thus far have not found any men interested in the position.
3. Invite the groups to present their skit to the full group one at a time.
 4. After each skit, ask the groups to:
 - Identify the problem
 - Develop strategies to resolve the problem
 - **Option:** Use the *Bias Free Framework tool* to develop a solution
 5. Provide 10 minutes for participants to discuss their ideas in their groups. Then, ask them to share their ideas with the large group.

Review



1. Ask each group to develop a top three list of considerations for gender inclusive training.
2. Ask the groups to present their list to the full group.

Reflections on Lesson

Lesson Plan 6: Workshop Closing

**30 minutes total**

Learning Expectations



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

1. Review learning expectations to see if they were met.
2. Evaluate their learning.
3. Complete a final evaluation of the workshop.

Materials



- Markers
- Sticker dots for Self-Assessment
- Certificates (template available from CAWST with training materials for this workshop)
- Final evaluations, if using a written evaluation (template available in CAWST training materials for this workshop)
- Participant CDs with workshop materials

Preparation



- Write the session Learning Expectations on flipchart paper
- Repost Self-Assessment flipchart
- Print certificates and sign them if necessary. Double check the names and make sure each participant is accounted for.
- If using a written evaluation, print 1 copy per participant
- Burn the participant CDs (1 per participant)

Learning Expectations Revisited



1. Review the Group Learning Expectations from the first session and see if all of them were addressed.
2. If not, quickly cover the answers, give options for participants to find the information they were looking for, or identify next steps for Follow-Up.

Self-Assessment



1. ATP to place stickers on the self-assessment chart from the beginning of the workshop again. Discuss the results with the entire group. Would the workshop be considered a success?

Certificates



Option A

Hand out the certificates randomly. Have each participant present the certificate they were given to the person whose name is on the certificate. When they hand the person the certificate, have them say something positive about the person, such as something they appreciated about or learned from that person during the workshop.

Option B

You hand out the certificates to each recipient. (This may be more appropriate in certain countries.)

Final Evaluations



1. Written: If appropriate for the literacy level of the participants, hand out the printed final evaluations and ask everyone to complete one.
2. Non-written: If the participants will struggle to complete the forms, use an alternate form of evaluation.

Option A: Plus/Change

Going around the circle, ask each participant to say one positive (plus) thing about the workshop, and one thing they would change. Another version is to pass around an apple and an onion. The participant holds up the apple to share a positive thing and the onion to share one thing they would change. Record responses so that you can summarize them in the final report.

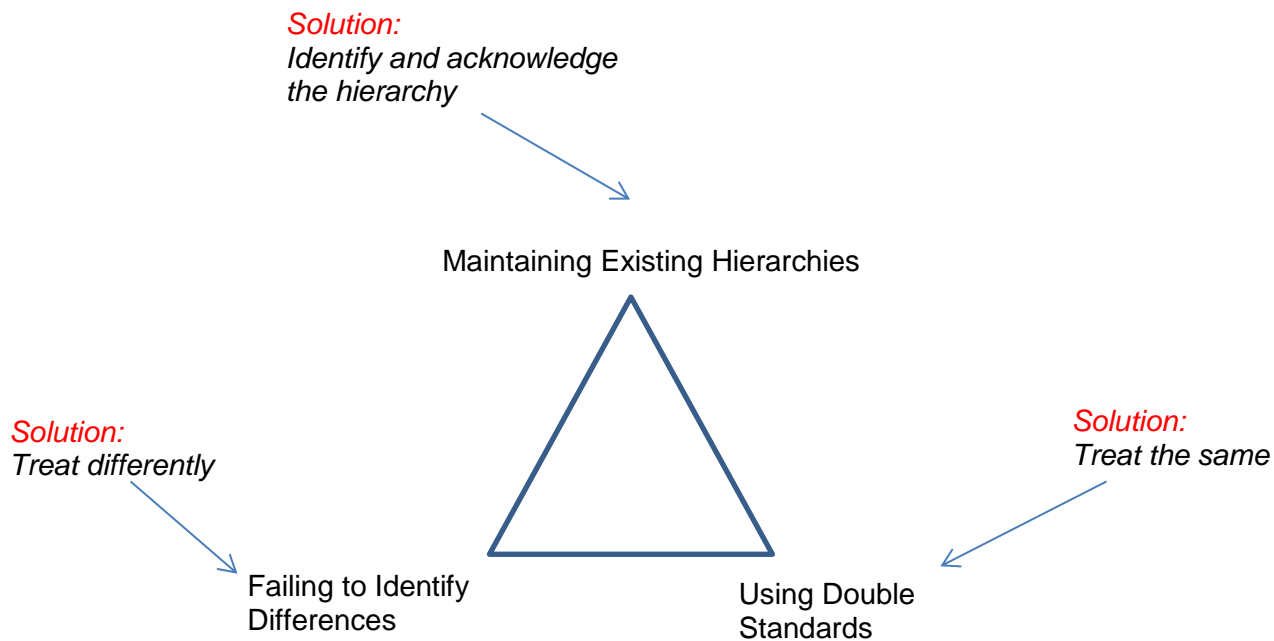
Option B: Group Discussion

A group discussion may be useful to gather participants' opinions on what the most useful session or thing they learned during the workshop was, their least favourite part, if they have any other comments or would like more information. Encourage everyone to participate. Record responses so that you can summarize them in the final report.

Reflections on Lesson and Workshop Overall

Trainer Manual Appendix 1: Tools

Bias Free Framework



According to the Bias Free Framework **hierarchies are maintained by:**

- Denying that a hierarchy exists.
- Adopting the perspective of a dominant group as the norm.
- Blaming the victim, e.g. women are accused of provoking their abusers.
- Appropriation, e.g. taking of land, people, artifacts and cultural knowledge by colonizers or taking a woman's name at marriage and replacing it with the husband's.
- When practices that restrict the human rights of non-dominant groups are presented as unproblematic, e.g. the discrimination against Muslims since 911.
- When someone that is different is represented as having a sickness or disease, e.g. Down Syndrome

Hierarchies are principally maintained by:

- Failing to recognize differences.
- Using double standards.

Failing to identify differences occurs when:

- Things are taken out of context, e.g. a city planning process does not recognize needs of people who use devices like wheel chairs, strollers, luggage with heavy wheels, etc., so city is not planned to take care of this need.
- We overgeneralize and assume things are the same for people within a specific group. e.g. all Hispanic people have the same opinion on something.

Double standards:

- Can be either hidden or open.
- Can occur as a result of under representation or exclusion, e.g. men are often excluded from research on fertility and parenting, although they are an important part of both.

- Treating dominant opinions as facts.
- Failing to acknowledge the ability of a specific group to act for themselves, e.g. speaking for physically challenged people rather than allowing them to speak for themselves.
- **To break down the hierarchies we need to:** Identify and acknowledge the hierarchies.
- Treat people similarly if the hierarchy is maintained by double standards
- Treat people differently if the hierarchy is being maintained by failing to recognize differences.

Reference: *The Bias Free Framework: A Practical Tool for Identifying and Eliminating Social Biases in Health Research* by Mary Anne Burk and Margrit Eichler

http://www.biasfree.org/full_BF.pdf