



GENDER TRAINING FOR BENEFICIARIES IN THE RURAL AREAS OF BANGLADESH

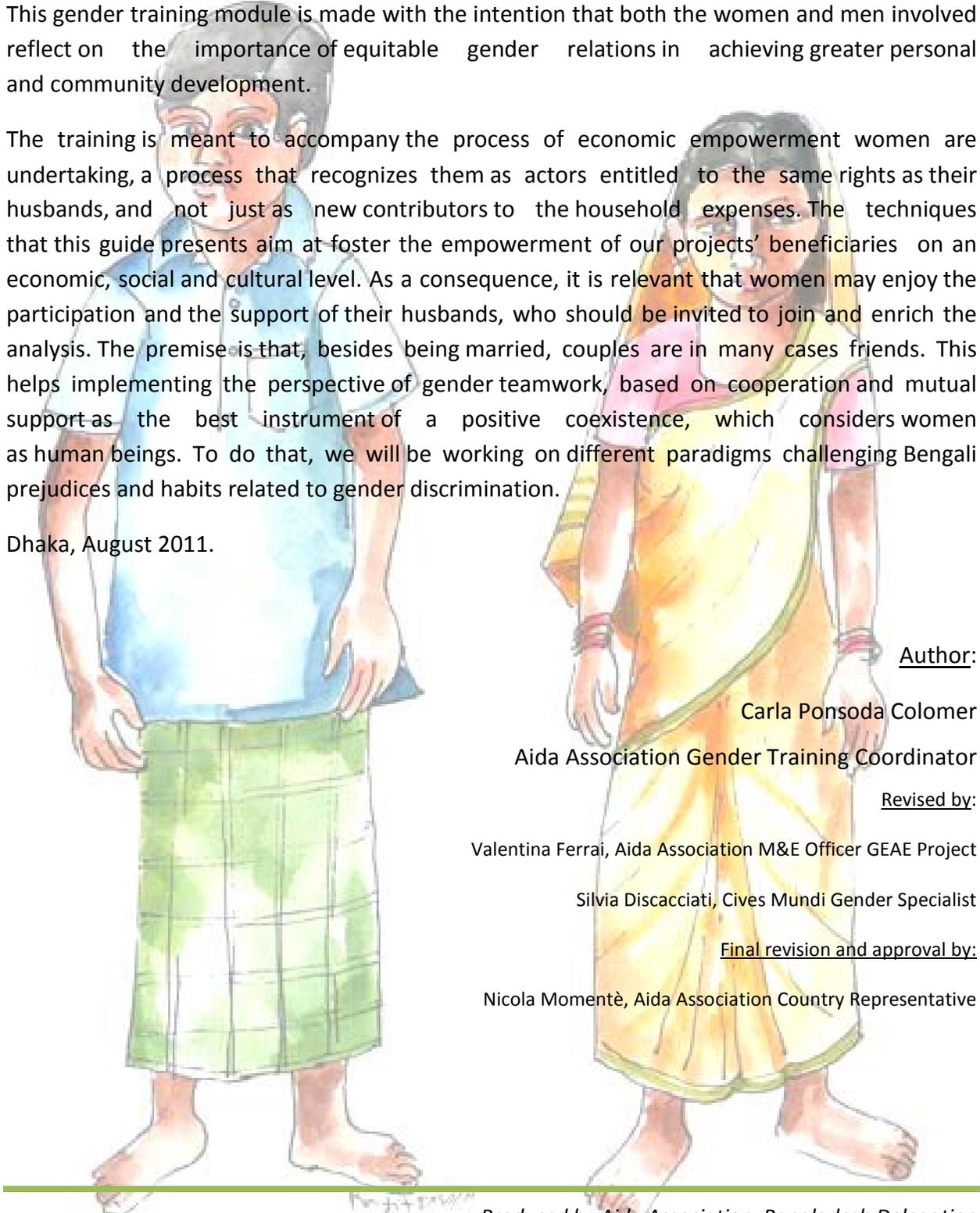


PROLOGUE

This gender training module is made with the intention that both the women and men involved reflect on the importance of equitable gender relations in achieving greater personal and community development.

The training is meant to accompany the process of economic empowerment women are undertaking, a process that recognizes them as actors entitled to the same rights as their husbands, and not just as new contributors to the household expenses. The techniques that this guide presents aim at foster the empowerment of our projects' beneficiaries on an economic, social and cultural level. As a consequence, it is relevant that women may enjoy the participation and the support of their husbands, who should be invited to join and enrich the analysis. The premise is that, besides being married, couples are in many cases friends. This helps implementing the perspective of gender teamwork, based on cooperation and mutual support as the best instrument of a positive coexistence, which considers women as human beings. To do that, we will be working on different paradigms challenging Bengali prejudices and habits related to gender discrimination.

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GENERAL OBJECTIVE:

- Working on gender equality to reduce gender inequity in rural areas of Bangladesh.

SPECIFIC OBJECTIVES:

- Analyzing the position and condition of women and men in family, community and state in the context of their own country.
- Understand the difference between gender and sex.
- Analyze Gender division of labor and specific contributions.
- Analyze Gender role.
- Increase women self-esteem and self-determination.
- Know about the inner roots of discrimination and be able to identify them.
- Reduce physical and psychological violence against women in the communities.
- Inform women and men on national policies and tools available to protect women from violence.
- Promote the relevance of ensuring children's (boys and girls) access to education.
- Support community networks and community help groups.
- Open common spaces
- Learning from their feedbacks.

PARTICIPANTS:

Twenty-five women and their husbands.

FACILITATORS:

2 trainers of local NGO, 1 field officer of local NGO, 1 monitor officer of Aida Association.

GROUPS OF WORK:

Mixed groups ranging from 20 to 35 people maximum.

TRAINING METHODOLOGY:

The training is organized in four sessions; each of them will last between two and three hours. It is recommended not to implement two sessions in the same day: in order to facilitate the

assimilation of contents, it would be better to run a session and wait at least three days before the implementation of the second one. It is also important to plan the timetable ahead of time, so to determine the most suitable one and ease the participation of the highest amount of women and their husbands.

All the sessions are organized in the same way and are divided into four distinct moments:

1. WELCOME, FEEDBACK AND ICE-BREAKING.

It aims at creating an atmosphere of confidence and mutual trust, where the participants should feel comfortable. The feedback is useful from the second day, in order to remind the themes faced during the previous session.

2. MAIN ACTIVITY.

This is the main phase of the session. It is when the participants share their opinions and knowledge with the trainer, who explains the contents and invites everyone to reflect and reconsider the habits and traditions they have learnt and adopted during all their life. Even if those habits have been on use by several generations, discuss on the fact that they are not fixed but they are changing and adapting in accordance with society's needs. The proposed analysis goes towards a better community living where everybody is entitled and able to enjoy her/his rights.

3. LESSONS LEARNT FROM THE DISCUSSION.

After the discussion, it is important to socialize all the points risen. So, the trainer should ask the participants what they have learnt in the meeting, which ideas they have understood and possibly already started to assimilate.

4. COMMITMENTS.

This is the most important moment of the session, when the participants commit to start as soon as possible to implement the agreed actions. The idea is that they undertake to change non-beneficial habits in three different spheres: (i) their personal life, (ii) their family, and (iii) their communities. The "commitments" are conceived to tackle and rethink the traditions in one or more of these fields. It would be very useful if they could write or draw the commitments they are taking in their own notebook, so that they could remember it even after the end of the training.

RECOMMENDATIONS FOR THE FACILITATOR:

- Express yourself simply, making sure participants understand what you are saying.
- Be always respectful and neutral and try not to judge participants or show your surprise when hearing opinions different from yours.
- Remember your task is just to facilitate the meeting.
- Respect the time people gave you, ensuring the sessions do not last more than agreed.

- Find *in italics* some practical advices to face the complications and contingencies that may arise during the sessions.

PLAN FOR THE GENDER TRAINING.

➤ **SESSION 1. GETTING TO KNOW EACH OTHER**

- Inauguration and presentation of the training.
- Admission.
- Ice-breakers and warm-ups.
- Presentation of the participants.
- Objectives, expectations and rules.
- Memory exercises and discussion group. (Sex-gender)
- Puzzle exercise and discussion group. (Inter-gender relations)
- What have we learnt? Conclusions.
- Commitments.

➤ **SESSION 2. DIVISION OF TASKS**

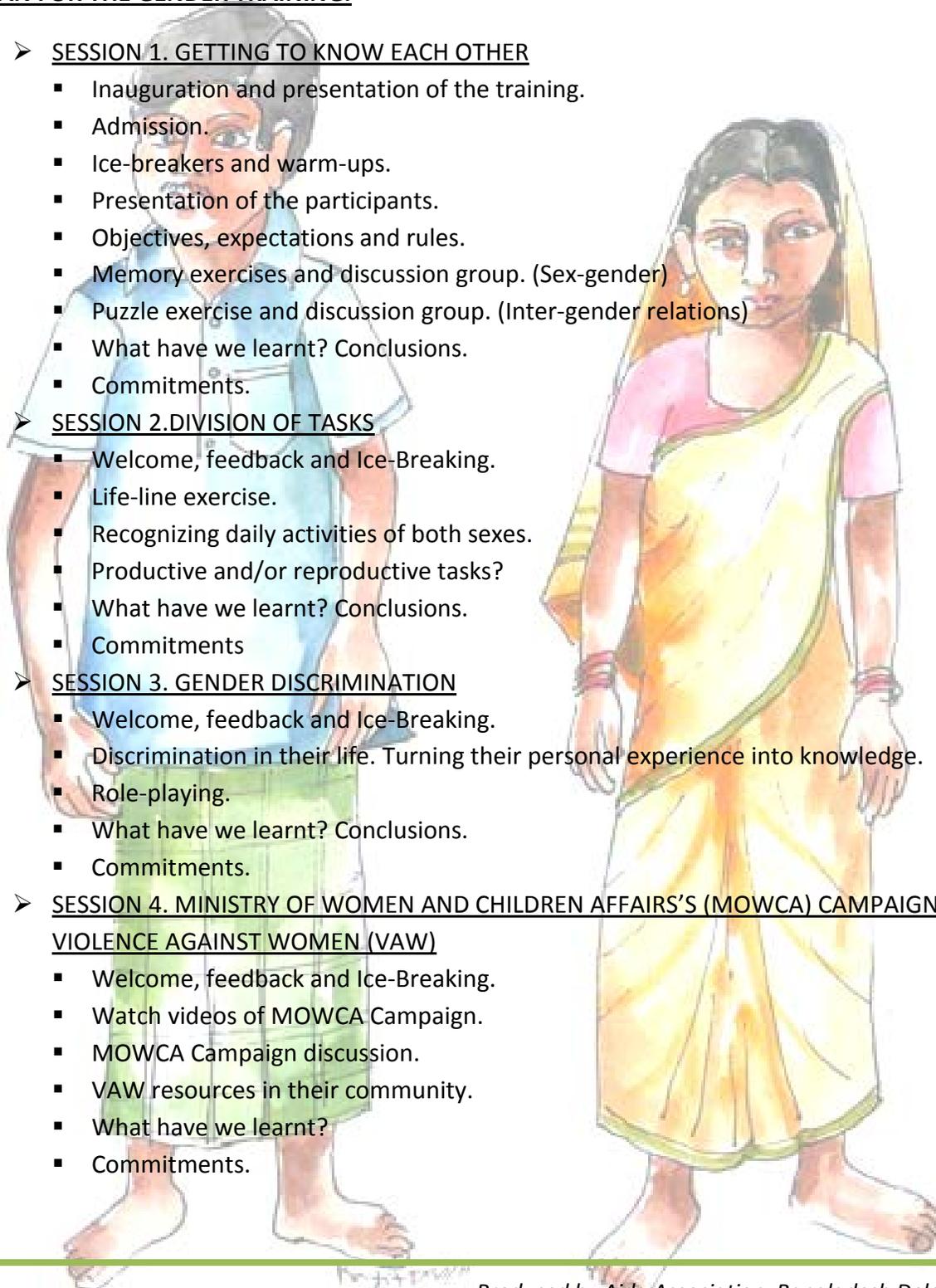
- Welcome, feedback and Ice-Breaking.
- Life-line exercise.
- Recognizing daily activities of both sexes.
- Productive and/or reproductive tasks?
- What have we learnt? Conclusions.
- Commitments

➤ **SESSION 3. GENDER DISCRIMINATION**

- Welcome, feedback and Ice-Breaking.
- Discrimination in their life. Turning their personal experience into knowledge.
- Role-playing.
- What have we learnt? Conclusions.
- Commitments.

➤ **SESSION 4. MINISTRY OF WOMEN AND CHILDREN AFFAIRS'S (MOWCA) CAMPAIGN ON VIOLENCE AGAINST WOMEN (VAW)**

- Welcome, feedback and Ice-Breaking.
- Watch videos of MOWCA Campaign.
- MOWCA Campaign discussion.
- VAW resources in their community.
- What have we learnt?
- Commitments.



SESSION 1. GETTING TO KNOW EACH OTHER.

LEARNING OBJECTIVES. After this session participants will be able to:

- Create a positive learning environment, in which the ordinary customs and habits are challenged
- Introduce themselves to each other and to the facilitator.
- Explain the objectives, methodology and reach a consensus on the rules to be followed during the training.
- Approach the differences between gender and sex.
- Approach the inconveniencies of gender discrimination.
- Re-think inter-gender relations.
- Experiment communication and cooperation between wife and husband as a model to achieve good results.

MATERIALS:

- Two flip charts.
- A marker.
- Flower puzzles.
- Drawings to support the explanations.
- 25/30 pieces of paper and strings (one per participant)
- 25/30 colored pieces of paper (at least 12/15 different colours)
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PROCESS:

- 1) INAUGURATION AND PRESENTATION OF THE TRAINING (30 minutes).
 - Opening by local NGO staff, local leaders and representatives of public sector.
 - Short introduction on local NGO's work and presentation of the trainer/s.
- 2) ADMISSION (20 minutes)
 - a. After ringing a bell, or making a noise with two tools that men and women always use (i.e. a jug and a sickle), all the participants pass one by one through a fake door that has been previously put up with some chairs and sheets or clothes to mark a boundary line between the ordinary world and this one, in which the ordinary laws do not work anymore.
 - b. One or two fake officials (the trainer/s disguised in this way) are sitting at one or two tables which are put right after the door. They wait for the participants to arrive and ask for their documents, which obviously they do not have. The trainers should behave in a very nice way, giving for example a welcome sweet

or present, and contemporarily ask people to draw their own IDs. They should be done with a small piece of paper and a string, so that they can be wore like necklaces. On the paper everyone will draw her/his favorite food.

- c. They start walking freely around the lounge and shaking the hands - or, better, playing the game children usually do - to all the people they meet in the meanwhile. When the trainer claps her hands they start looking for somebody who has got the same drawing around the neck. They stop together for a while and can say something or not.
- d. They restart walking around and shaking the other participants' hands while the trainer scatters 25/30 colored pieces of paper (one per participant, at least 10/15 different colors, so that it is possible to make couples). When she claps her hands they stop and go picking the color they like most and then find another person with the same taste. They stop together for a while and can say something or not.
- e. They restart walking for the last time and shake the other people's hands again. When the trainer claps her hands they stop and have to find the last person whose hand they have shaken and stop together for a while. Again, they can say something or not. Then they sit down in couples.

This exercise aims at (i) bringing people familiarize with the rest of the group in an informal way (ii) making them aware of the discretion of the concepts of similarity and difference that just depend on the criterion you are using. The trainer should play and try to encourage inter-gender matches.

3) MUTUAL QUESTIONS BETWEEN THE PARTICIPANTS (45 minutes).

- The facilitator invites them to ask some questions to their couple to introduce each other, e.g. their names, the best moment they have lived together, the things they like and/or dislike... At the beginning they can discuss between themselves, and then they have to introduce each other to the rest of the group. *If there is somebody alone, one of the facilitators should practice with her/him.*

4) OBJECTIVES, EXPECTATIONS AND RULES (30 minutes).

- Present the objectives and the methodology.
- Discuss on their "expectations".
What would they like to learn from the training? What would they like to be able to do after the training? Everything has to be written on a flip chart.
- Reach a consensus about the rules of the training.
How would they like to work? Times, dates, coexistence rules are to be set. The trainer should also suggest (i) being respectful of both other people and different opinions in every moment and (ii) attending all sessions, etc...

- Think about gender issues.

What do they think these mean? Do gender issues concern only women? All the outcomes are to be recorded on the flip chart.

5) MEMORY EXERCISES AND GROUP DISCUSSION (20 minutes)

- *Exercise. HAVE YOU GOT A GOOD MEMORY?*

This game can be extremely useful to keep the good feeling between couples that the reciprocal presentation has created and at the same time can introduce to the following one. It is very simple and just needs good observational skills.

- a. Couples are sitting one in front of the other. Women begin by watching their husbands for no more than two minutes. Then they have to close their eyes and the husbands have to change three things in their appearance, i.e. open one button, and roll up one sleeve... After two minutes women can open their eyes again and find out the differences.

If they seem to be too shy to do this, the trainer can ask the husbands to turn their backs on their wives, while they change the three things.

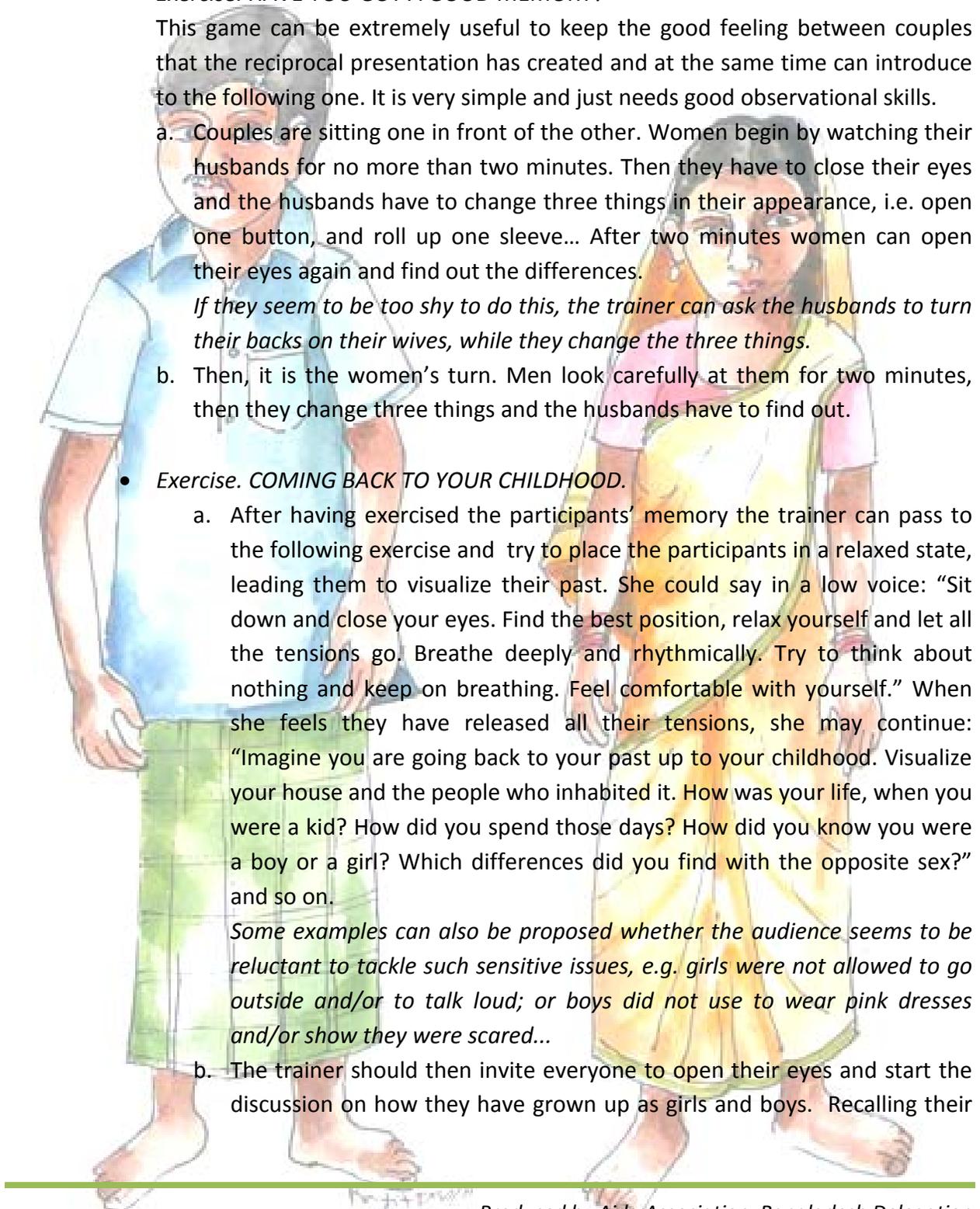
- b. Then, it is the women's turn. Men look carefully at them for two minutes, then they change three things and the husbands have to find out.

- *Exercise. COMING BACK TO YOUR CHILDHOOD.*

- a. After having exercised the participants' memory the trainer can pass to the following exercise and try to place the participants in a relaxed state, leading them to visualize their past. She could say in a low voice: "Sit down and close your eyes. Find the best position, relax yourself and let all the tensions go. Breathe deeply and rhythmically. Try to think about nothing and keep on breathing. Feel comfortable with yourself." When she feels they have released all their tensions, she may continue: "Imagine you are going back to your past up to your childhood. Visualize your house and the people who inhabited it. How was your life, when you were a kid? How did you spend those days? How did you know you were a boy or a girl? Which differences did you find with the opposite sex?" and so on.

Some examples can also be proposed whether the audience seems to be reluctant to tackle such sensitive issues, e.g. girls were not allowed to go outside and/or to talk loud; or boys did not use to wear pink dresses and/or show they were scared...

- b. The trainer should then invite everyone to open their eyes and start the discussion on how they have grown up as girls and boys. Recalling their



own memories, which were the characteristics they had as girls and boys that identified them from the other sex?

It is important to make a clear distinction between the differences due to biological and physiological features and those due to cultural and social factors. Of course, we cannot change the fact that men have a beard and women give birth because these depend on human biology, but there are other things such as pink color for girls and blue for boys, that society pins us and we might be able to change, being ourselves actors of a dynamic culture. Was it helpful in any sense to conform to these “stereotypes”?

The trainer could also push the debate a bit further, if she finds it appropriate, touching topics related to seclusion and respectability and to anything else that could emerge. Drawings can be used here to support the explanation, if contents do not seem to be properly grasped.

6) PUZZLE EXERCISE AND DISCUSSION GROUP.

- Every couple receives two simple puzzles (one with a flower and another fish-shaped) and each member should try to compose hers/his silently.

Again, if anyone does not have his or her couple, one of the facilitators will play with her/him.

First they do not know that the pieces of both the puzzles are shuffled together. In a second phase, if they have not still realized that, the facilitator will suggest them to look for the missing pieces in their partner's heap, so that they are supposed to start to collaborate.

- After they finish and sit down in a circle all together, the facilitator should ask them some questions, for example: “Has it been difficult to assemble the puzzles? Have you needed to talk? Have you found any problems with your partners? How have you communicated with each other? Has your partner forced you in any way or have you just understood each other with hand movements? Do you think that you have had a good communication?” Finally, she could ask them how they have organized the work together: “Has each one assembled just one of the puzzles? Has one person assembled both the puzzles while the other was just staring? Has it been a team-work?”

In this session the trainer has the opportunity of taking the most from people's reflections about the relations between women and men, wives and husbands. She can question the way that they have assembled the puzzles, because maybe just men made it and close the reflection showing evidences that cooperation between couples is a successful way to achieve outcomes, inviting them to practice it. She could also analyze how they behaved with their partner, if they have forced her/him, or tried to be cooperative.

7) WHAT HAVE WE LEARNT? (20 minutes)

- Participants are asked to draw some conclusions from the workshop, reflect on the new things they have learnt, and then share with the rest of the group.

8) COMMITMENTS (5 minutes)

- Couples are invited to identify a commitment related with the topics discussed. It can be at a personal or at a community level. They should then write or draw it on their personal notebook.
- The trainer should then give thanks to everybody, reminding them to come to the following meeting – whose time and place are to be already set - and bring the agreement notebook with them.

SESSION 2. DIVISION OF TASKS.**LEARNING OBJECTIVES:**

- Analyze the different activities that women and men do every day.
- Discuss about the role of women inside the society.
- Appreciate women's tasks as vital for the functioning of society.
- Analyze the differences between productive and reproductive tasks.
- Be aware that reproductive tasks are essential.

MATERIALS:

- Flip chart.
- Pen markers.
- 25/30 balloons, one for each participant

DEVELOPMENT:

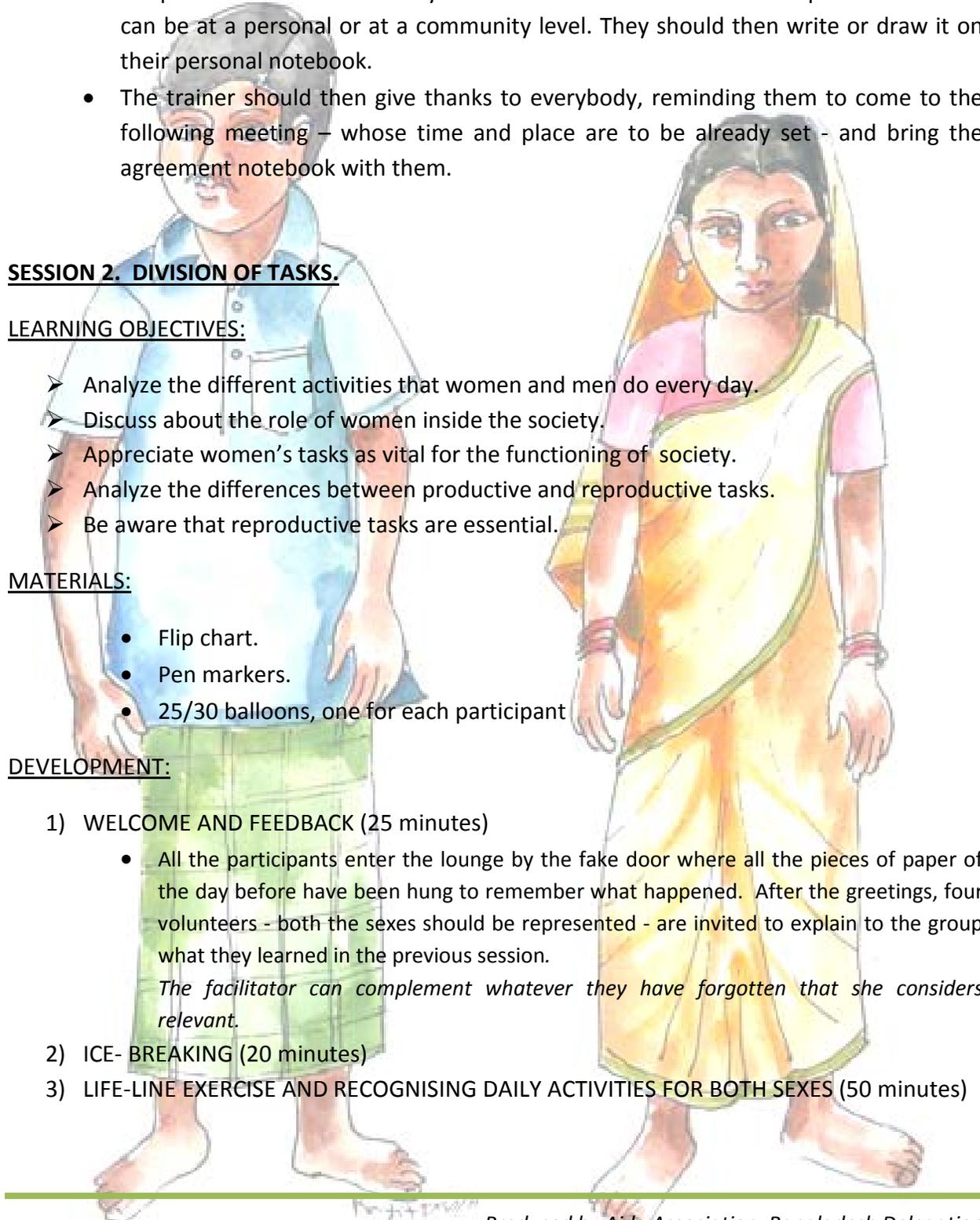
1) WELCOME AND FEEDBACK (25 minutes)

- All the participants enter the lounge by the fake door where all the pieces of paper of the day before have been hung to remember what happened. After the greetings, four volunteers - both the sexes should be represented - are invited to explain to the group what they learned in the previous session.

The facilitator can complement whatever they have forgotten that she considers relevant.

2) ICE- BREAKING (20 minutes)

3) LIFE-LINE EXERCISE AND RECOGNISING DAILY ACTIVITIES FOR BOTH SEXES (50 minutes)



- **First Activity.** The trainer draws a woman's lifeline and then a man's one on the flip chart. Then she proposes them to draw in a line every moment that they have lived and will live in the future as women or men, showing the most important ones e.g. they were born, they started to walk, they started to go to school, they got married, if women they gave birth...
- **Second activity.** The participants are invited to write on a flip chart the daily activities that men and women do. These should be written in two columns, one for women and another for men. They better detail all the activities they do, e.g. smoking a cigarette, breastfeeding, singing...

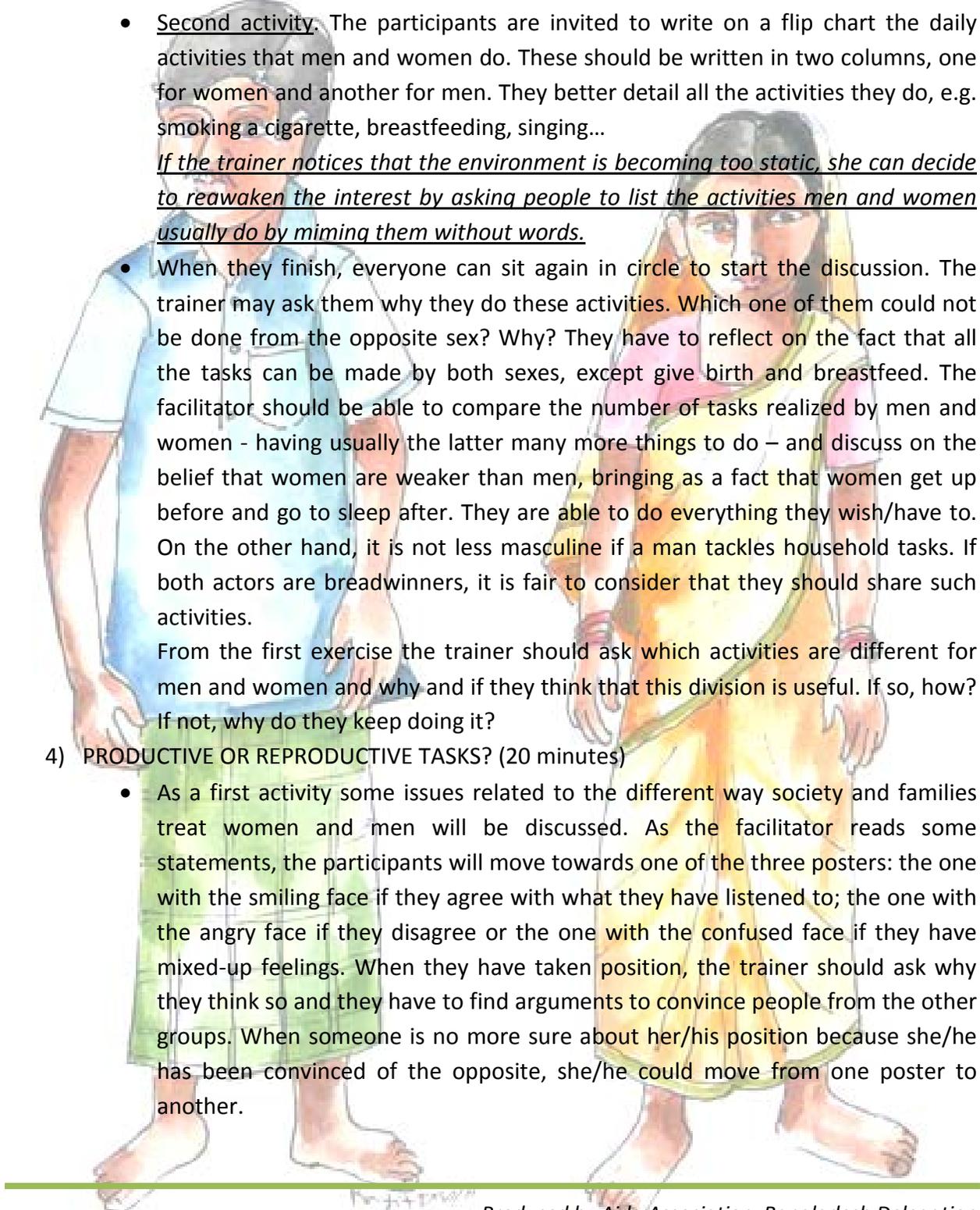
If the trainer notices that the environment is becoming too static, she can decide to reawaken the interest by asking people to list the activities men and women usually do by miming them without words.

- When they finish, everyone can sit again in circle to start the discussion. The trainer may ask them why they do these activities. Which one of them could not be done from the opposite sex? Why? They have to reflect on the fact that all the tasks can be made by both sexes, except give birth and breastfeed. The facilitator should be able to compare the number of tasks realized by men and women - having usually the latter many more things to do – and discuss on the belief that women are weaker than men, bringing as a fact that women get up before and go to sleep after. They are able to do everything they wish/have to. On the other hand, it is not less masculine if a man tackles household tasks. If both actors are breadwinners, it is fair to consider that they should share such activities.

From the first exercise the trainer should ask which activities are different for men and women and why and if they think that this division is useful. If so, how? If not, why do they keep doing it?

4) PRODUCTIVE OR REPRODUCTIVE TASKS? (20 minutes)

- As a first activity some issues related to the different way society and families treat women and men will be discussed. As the facilitator reads some statements, the participants will move towards one of the three posters: the one with the smiling face if they agree with what they have listened to; the one with the angry face if they disagree or the one with the confused face if they have mixed-up feelings. When they have taken position, the trainer should ask why they think so and they have to find arguments to convince people from the other groups. When someone is no more sure about her/his position because she/he has been convinced of the opposite, she/he could move from one poster to another.



- The underlying idea is that they argue and try to give some convincing points to get more members in their group. The assertions that will be proposed are:
 - Female should participate in family's decisions.
 - There should be equal distribution of food between sexes.
 - A family based on equality works better.

The facilitator should here become a kind of moderator, able to act as a neutral party, keep the focus of the debate and give the floor to everyone. If the debaters start overlapping, calling each other names or anything unpleasant, she must step in and admonish each offender. This helps keep the debate from going off-topic and devolving into a fruitless war of words.

- Then, using the list they proposed and which refer to activities that both men and women perform, the trainer will ask which of these ones are conceived as productive activities for them (it means ensure an IGA) and which of them are conceived as reproductive ones.
- 5) Finally, in the discussion group the facilitator should ask them to illustrate the conclusions they have drawn. They may realize that women make more activities than men, but because of the nature of such activities, they are earning no money, so that they are not recognized as active economic actors at a family level. Men do the activities which generate income and participate in the community decisions, so that there is the belief that they have "more important tasks". Due to a common cultural belief women have to take care also of their children and parents, tasks which are also very important for the society.)
- 6) DAMPEN PEOPLE'S SPIRITS AND RESTORE A PEACEFUL ENVIRONMENT (10 minutes)
- Everyone is given one balloon and said to blow it up by her/his mouth. If somebody finds it difficult the trainer has to help her/him. The participants should imagine filling it with all the controversial emotions that they have been feeling.
- As this is a highly imaginative activity, the facilitator should try to make everyone identify clearly the feelings they have had, making some examples linked to the things that have occurred during the training. She could ask: "Have you been angry with somebody when we were talking about this? Have you felt guilty while when you heard that?" And so on.*
- *When everyone has blown up her/his balloon, s/he should start to play, throwing and softly hitting it, while walking freely around the room and avoiding that it touches the floor.*
 - *Then everyone will stand again in circle with her/his balloon. With both the arms they should try to keep one balloon in equilibrium between two people. This*

means that everyone will share one balloon with the person on her/his right and one balloon with the person on her/his left.

7) WHAT HAVE WE LEARNT? (10 minutes)

- Participants are asked to draw some conclusions from the workshop, reflect on the new things they have learnt, and then share with the rest of the group.

8) COMMITMENTS (5 minutes)

- Couples are invited to identify a commitment related with the topics discussed. It can be at a personal or at a community level. They should then write or draw it on their personal notebook.
- The trainer should then give thanks to everybody, reminding them to come to the following meeting – whose time and place are to be already set - and bring the agreement notebook with them.

SESSION 3. GENDER DISCRIMINATION.

LEARNING OBJECTIVES:

- Realize the characteristics and peculiarities of the other sex in order to understand their feelings and problems.
- Introduce the concept of “Discrimination” from a Human Rights perspective, and understand how discrimination is always painful.
- Achieve a confident atmosphere in the group as in a community based support group.
- Recognize there are people from the other sex suffering because of some behaviors we are maintaining.
- Analyze daily situations and unfair moments in our life, because of gender discrimination.
- Understand the position of the opposite sex regarding the hurdles traditions, sometimes set up on their way.
- Facilitate a community based discussion on these topics.

MATERIALS:

No specific material needed.

DEVELOPMENT:

1) WELCOME AND FEEDBACK (25 minutes)

- After the greetings, four volunteers - both the sexes should be represented - are invited to explain to the group what they learned in the previous session.
The facilitator can complement whatever they have forgotten that she considers relevant.

2) ICE-BREAKING (15 minutes)

3) DISCRIMINATION IN THEIR LIFE (50 minutes)

- The trainer will divide the participants into five groups and tell them they are going to use their life's personal experience. Two of the groups will recall one painful story they have lived in their "personal" family. The rest will recall one painful story occurred to their "in-law" family. The facilitator will give them some time to think about that in silence. After three minutes, she will ask them to join in the group and tell each other the story. She will then invite them to choose the story that is to be told to the rest of the people, answering to this question: "Why was this story painful for her/him?"

They are to be informed they have five minutes maximum to share the story so that they can point out just the most relevant elements. When everybody has finished, the facilitator will go in depth of the gender aspects emerging in the stories, e.g.: imagine that one woman finds it very painful not to have been allowed to go to school, while her brothers used to. The resulting reflection should be the following: why did their parents do that? Why was her expectation broken? Was that fair? Why they didn't give the same possibilities to all their children? If she had studied, she might have become a teacher, for example. And as it was painful for her, does she want her daughters to go through the same painful process? Another example from a man can be that their parents told him that he should not cry, because crying is a silly thing. Why were they forbidden to? Why should our sex not allow us to show our feelings? The trainer should introduce here the concept of discrimination: why are some parts of our body responsible to make us less worth than the opposite sex? Is there a reason?

It depends on the facilitator, on participants' stories and on the intensity of the explanation how deep she can go. She should actively take part in the discussion and work on the discrimination issue based on gender, because of social reasons. They will be able to understand first that in discrimination brings no benefit to anybody and then consider the possibility to develop themselves as human beings.

If the trainer deems it convenient, she could explain her listeners there are some legal instruments, like the "Universal Declaration of Human Rights" which ensures that nobody should be discriminated - although this sphere will be touched in depth in next sessions - and also that reflecting upon this issue is one of the main reasons why she is working with them. Someway sowing this seed may let them start thinking that a change is actually possible and there are legal frameworks empowering them.

4) ROLE PLAYING (25 minutes)

- Participants are divided into four groups, each of one is given a different story that they will perform to the rest of the people.

If there are not enough characters, they can invent some extra, e.g. the director.

- Once they have performed in front of the rest of the group, they will sit again in small groups - the same of the stories - and they will discuss on the story they got. Do they think that the things happened in the story are fair? How would they solve those problems?
- Afterwards, they will discuss in the big group all together.

5) WHAT HAVE WE LEARNT? (10 minutes)

- Participants are asked to draw some conclusions from the workshop, reflect on the new things they have learnt, and then share with the rest of the group.
- COMMITMENTS (5 minutes)
- Couples are invited to identify a commitment related with the topics discussed. It can be at a personal or at a community level. They should then write or draw it on their personal notebook.
- The trainer should then give thanks to everybody, reminding them to come to the following meeting – whose time and place are to be already set - and bring the agreement notebook with them.

SESSION 4. MOWCA'S VAW CAMPAIGN**LEARNING OBJECTIVES:**

- Be aware of the most common gender problems in the Bangladeshi society.
- Reflect on how effective and useful these situations are and think about why they are happening.
- Drive them to take actions in case these situations happen.
- Present the different public resources and tools for women's protection.
- Show examples of how misbehaviors on these topics are punished by law (legal framework).
- Present different type of supports NGOs working in the area are ensuring in this field.

MATERIALS:

Laptop, in focus, MOWCA materials (DVD and guidelines), 250 grains of rice

DEVELOPMENT:

1) WELCOME AND FEEDBACK (20 minutes)

2) MOWCA's VAW MEDIA CAMPAIGN (80 minutes)

- The MOWCA's VAW DVD will be watched from all the participants together. There are six stories which show different problems of the Bangladeshi society. *In case electricity did not work properly, the stories can be shown in a row.*
- After that, it would be better to watch the stories twice one by one and, after having watched each of them, a debate will be opened following the guidelines presented by the campaign, to check participant's point of views on the same.
- Finally, all those present will propose their conclusions to the rest of the group, and a further discussion about which measures they could take as a community will follow. They may want to become activists against such human rights violations or to organize themselves in a more stable way. Each of the problems they are talking about should be linked to the resources available to that community, so that practical suggestions can be provided in case a member faced a similar situation.

As this is the last session, actually aimed at promoting people's activism against human rights violations, the trainer is supposed to encourage them to keep this analysis process on, maybe through community support groups' advocacy or any other related instrument they might propose.

3) WHAT HAVE WE LEARNT? (20 minutes)

- Participants are asked to draw some conclusions from the workshop, reflect on the new things they have learnt, then to share with the rest of the group. As it is the last session, it would be nice to do this activity in a different way, using for example a ball of thread. The first person starts saying what s/he has liked the most of these four days or anything meaningful s/he would like to share with the group. Then s/he keeps the thread with one hand throws the ball to another participant who will do the same and so on and on. At the end they will have created net and the facilitator will underline the power that such a creation can have, if only they want to.

4) COMMITMENTS AND FINAL EVALUATION (30 minutes)

- Couples are invited to identify a commitment related with the topics discussed. It can be at a personal or at a community level. They should then write or draw it on their personal notebook.
- The trainer should then give thanks to everybody and distribute the photos taken the days before, explaining them that the training will finish after an evaluation of the four days.
- She should underline the importance of such a thing and ask everyone to recall what happened during the last four sessions. She may say: "We have finally come to the end of the training and we would really like to know your opinion

about. As this was expressly designed for you, you are the only ones that can properly evaluate if we have done a good job or not. So, please take a moment to think about the activities we have been doing for the last four days and feel free to express how much you have liked or disliked both the trainer and the training. Remember that we really need you to be sincere, in order to improve our activities. So, if something has been very hard, boring or useless, do not hesitate to tell us. Critics are more appreciated than compliments.”

- The trainer will then divide the participants in five groups and give every group 50 grains of rice. She has to explain that they will be asked 10 questions which they can rate from 0 to 5 grains, where 0 is the minimum and 5 the maximum. The score has to be bargained and agreed among the group; so, one group, one score. After some minutes, the trainer will ask any group and they will answer the number of grains, which one member per group will put in a pot in the centre of the room.

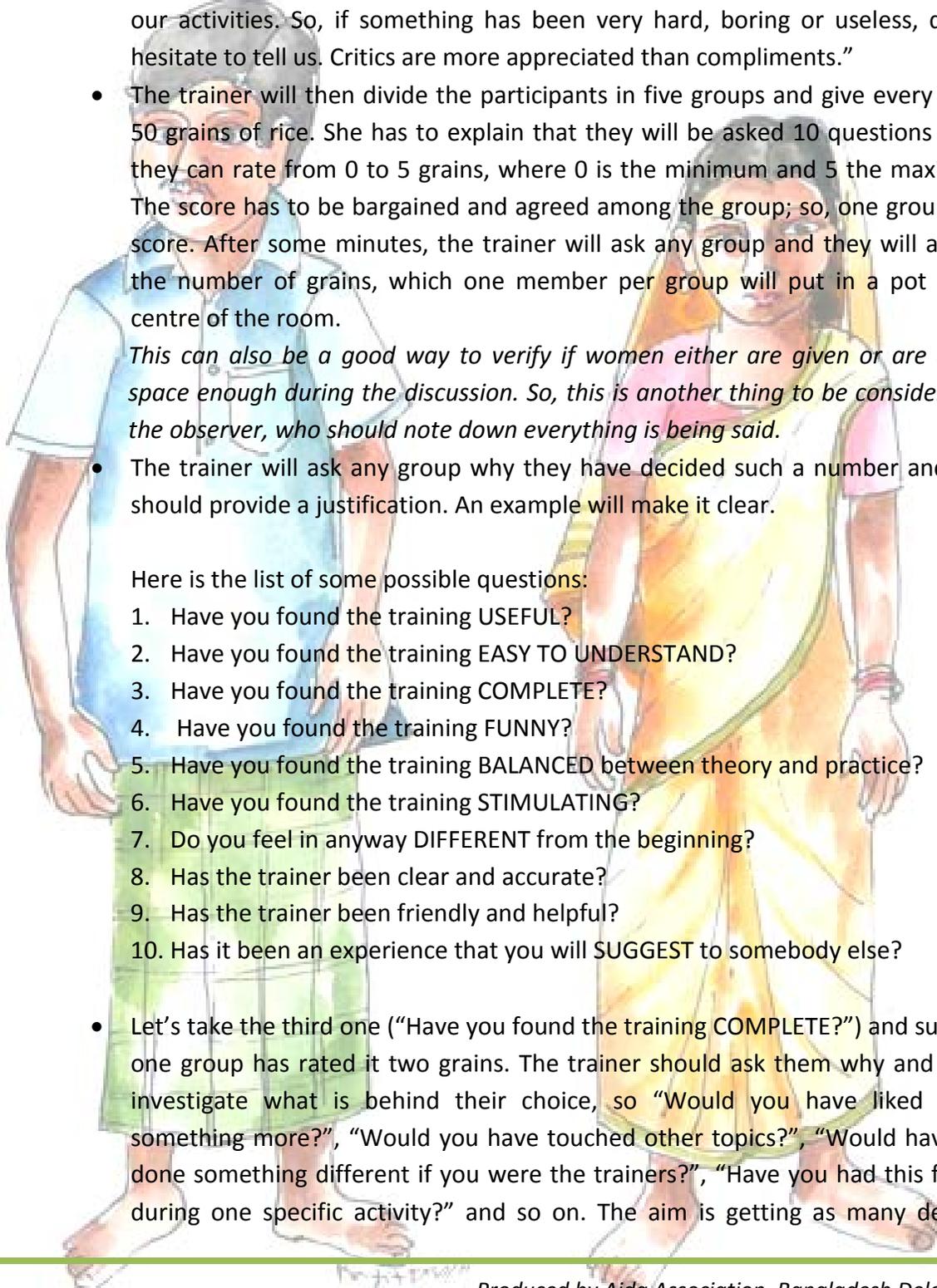
This can also be a good way to verify if women either are given or are taking space enough during the discussion. So, this is another thing to be considered by the observer, who should note down everything is being said.

- The trainer will ask any group why they have decided such a number and they should provide a justification. An example will make it clear.

Here is the list of some possible questions:

1. Have you found the training USEFUL?
2. Have you found the training EASY TO UNDERSTAND?
3. Have you found the training COMPLETE?
4. Have you found the training FUNNY?
5. Have you found the training BALANCED between theory and practice?
6. Have you found the training STIMULATING?
7. Do you feel in anyway DIFFERENT from the beginning?
8. Has the trainer been clear and accurate?
9. Has the trainer been friendly and helpful?
10. Has it been an experience that you will SUGGEST to somebody else?

- Let's take the third one (“Have you found the training COMPLETE?”) and suppose one group has rated it two grains. The trainer should ask them why and try to investigate what is behind their choice, so “Would you have liked to do something more?”, “Would you have touched other topics?”, “Would have you done something different if you were the trainers?”, “Have you had this feeling during one specific activity?” and so on. The aim is getting as many detailed



critics as possible, so the trainer should even mention the single activities (i.e. puzzle, movies, theatre...). One observer will write down everything carefully.

- When every group has answered all the questions, the trainer will take the pot and give one grain to everyone, asking them to give it to the person that they want to thank the most, either because s/he has done something unforgettable or said something important, either because s/he was always smiling or s/he has behaved kindly towards them. They do not need to explain anything: if they want they can, otherwise it is sufficient to go and give this present to the chosen person.
- Then the trainer thanks everyone again and everybody can go back home to start to apply the things s/he has found out and learnt.

