1. Discuss the major steps in the process of gender training giving examples.

Ans: Husbands and wives together attended the training. The rationale was that problems of the poor affect men and women alike – it is essentially a class problem and not a women’s problem (Everyone may not agree with this rationale). So, a man and a woman from each selected village were chosen and given leadership training and field support. Their tasks, in turn, were to build village-level groups that would make an agenda for development tasks and work together in implementing plans. The steps in the process included:
   1) Selection of couple leaders and problem identification separately by men and women.
   2) Setting training objectives and preparing day-wise training outline (Day 1 to Day 6)
   3) Planning and implementation of the training programme
   4) Feedback and evaluation
   5) Follow up
   
   Another example could be a training programme on agricultural technology for rural women. The steps could be:
   1) Asking women to participate and involving them in need assessment.
   2) Selecting technologies aiming at labour diversification, drudgery reduction and better energy conservation.
   3) Developing training objectives based on 1 & 2 and preparing a day-wise training outline.
   4) Selecting of resource persons for technology demonstrations.
   5) Planning implementation of the training programme.
   6) Evaluation and follow up.

   Another example is a training programme for field level organizers for an awareness generation programme by an NGO called PRAYAS. The organizers were to be trained to mobilize women’s groups in their areas and conduct awareness camps on the problems faced by women. “In the entire process of training, traditional ideas and concepts kept being destroyed and alongside new alternatives were being thought of. In the place of old sayings and songs, new slogans and songs were created. In the place of the old health set up, a new concept and system of health was visualized. On the one hand, protest was expressed by raising questions on the family structures, male domination and rule by the rich while on the other, new forms of support and cooperation in the form of women’s organizations was also suggested. This process continued throughout. During the training, pre-thinking was done, necessary information was added on the basis of which new points of views were made. Awareness was raised using many different ways—self-made posters, role plays, folk plays, video films, puppet shows, cultural programmes and local games. In this way the learning process became self-reliant and gained strength for its own momentum and will hopefully be continuously regenerated.”

2. Identify a theme you would include in a gender training programme for development workers in an urban slum. Which two participatory methods would you select for conveying this content to the target group? Give reasons.

Ans: A theme I would include in a gender training programme for development workers in an urban slum are:

   **Women in leadership, policy and decision-making levels** - Women continue to be grossly under-represented in positions of power and decision-making, because of obstacles such as poverty, illiteracy, limited access to education, inadequate financial resources, patriarchal mentality and the dual burden of domestic tasks and occupational obligations, besides being discouraged to assume decision-making positions such as electoral politics by a non-supportive and discriminatory environment.

   **Women’s participation in the labour market** - Regardless of their occupations, women with the same qualifications normally earn less than men for work of equal value. Their disproportionately higher share of social and family responsibilities negatively impacts their opportunities for training and promotion.

   I would select audio visuals, interview method to convey this content to the target group because visual representation and stakeholder involvement characterized by a set of underlying ethical principles. There is no one set of techniques to be mechanically applied in all contexts for all participants. There is on the one hand a set of visual tools to be flexibly applied to assist the synthesis and analysis of information which can be used in group settings and also as part of individual interviews. On the other hand are a set of guidelines for facilitating participation and negotiation in focus group discussions and workshops bringing together different stakeholders. These may or may not be substantial use of visual techniques. Generally both visual techniques and participatory facilitation are combined in different ways. The emphasis is on innovation and creativity in adapting previous practice to new contexts and needs.

   Participatory methods have a useful contribution to make in analysis of the findings of impact assessment. They provide a useful means of investigating and cross-checking information gained by quantitative and qualitative methods at appropriate stages during the assessment. At the same time information obtained through participatory methods should also be cross-checked through triangulation with other methods to test their validity and increase their credibility. Participatory methods have an important contribution in the systematic identification of realistic ways forward based on the information obtained from the impact assessment. As noted above, diagramming techniques are frequently used in management consultancy for this purpose. In addition the participatory process facilitates communication between donors, policymakers, development practitioners and those affected by interventions. The different stakeholders therefore both have their own opportunity to present their views and recommendations, and also to comment on those presented by other stakeholders.

   This participatory process needs to be carefully facilitated in order not to raise unrealistic expectations or create tensions which cannot be resolved. It is crucial that the potential limitations on change are clear to all those concerned, particularly in relation to resources available and the skills of development agencies. It is also important again to ensure fair representation of different stakeholders through the detail of focus group and workshop design. A particularly important contribution of participatory methods is their role in