



GESI and Training

Guidance for Certified Trainers
on applying the
Gender Equality and Social Inclusion Strategy (GESI)
to Integrity Action's training



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This document has been created to provide background information to guide and inform Certified Trainers on the application of GESI within Integrity Action's training.

In addition to explaining why GESI is important in our training and how GESI can inform the way we train and engage with trainees, it also provides practical suggestions for putting this into practice.

This is intended to be a detailed background document, from which shorter checklists, case studies and practical exercises can be drawn.

This document is available on-line, in larger print as well as audio file. Please contact us to request any of these formats. It has been kindly reviewed by Action on Disability and Development International.

1. Core Commitments

All training at Integrity Action will aim to further the overall goal of our Gender Equality and Social Inclusion Strategy:



To empower women, girls, and all individuals at risk of exclusion within the communities in which Integrity Action works, to act with and demand integrity, actively taking part in building institutions that are open, accountable and responsive to their needs and expectations

We will apply Integrity Action's Gender Equality and Social Inclusion Strategy to our training by making the following Core Commitments:



We will deliver training and develop training materials which are accessible and inclusive and which engage and empower all participants, particularly those at risk of social exclusion



We will provide all our trainers with Gender Equality and Social Inclusion training as a compulsory part of their initial training and further development



We will actively address Gender Equality and Social Inclusion issues in our training for Community Monitors, in a way that is appropriate to the subject matter and context



We will consult with individuals/groups at risk of social exclusion to identify access need in advance of training, and to get feedback on their experience of access and inclusion in training. We will also regularly review the effectiveness of our training practices in promoting the Gender Equality and Social Inclusion Strategy, including identifying and communicating good practice

2. Accessibility and inclusion guidance for training delivery and training materials

Accessibility and inclusion are all about removing barriers and helping everyone to get the best they can out of the training, regardless of who they are or what their background circumstances may be. This is important for a trainer to be aware of at any time but is particularly important in the context of GESI.

GESI acknowledges that there are intersecting factors of exclusion in society which may combine to intensify exclusion. This will often affect women and girls, but there are many other types of individuals or groups who may be at risk of exclusion. Therefore, need extra support to encourage their participation. There is sometimes cross-over between accessibility and inclusion.

Making sure that training and training materials are accessible and inclusive for everyone is a vital first step in putting GESI into practice in our training.



What do we mean by accessibility?

Making training accessible means providing equal access and opportunities to training to people with diverse abilities. This will include removing barriers that could prevent a person from being able to participate in training. Accessibility is often associated with the physical aspects of training, such as being able to use materials or take part in training activities.



Making training accessible means providing equal access and opportunities to training to people with diverse abilities

Accessibility can help to support social inclusion, for example by providing people living with a disability or who may have poor literacy skills with the support they need to be able to participate.

Access considerations may also be important for those who experience exclusion relating to personal status/characteristics such as

gender/age (i.e. not just about diverse abilities) for example:

- Location of the venue – may be in an area considered dangerous for women to access / without safe public transport
- Toilets – need to be accessible for people living with disabilities, but also suitable for women to use, including facilities for managing menstrual hygiene

- Timing of meetings – may clash with domestic or caring responsibilities of women / may be late in the day or evening leading to difficulties for women to access and return home safely.

In order to make sure that training is accessible to all learners, an important first step is to be able to understand what a learner's accessibility training needs might be. This can vary from person to person and might not always be obvious. It might also vary with the context – for example one person might be able to cope well with an indoor training environment but find it much harder to deal with training that happens outside in a noisy open space. Therefore, it is important to adopt inclusive practice in selecting venues / preparing materials, but also to check on the access needs of all participants in advance. It is recommended to consult with participants before the training to check if they have any access needs and what should be taken into consideration to ensure they can fully participate.

CASE STUDY

Identifying accessibility training needs

Three learners in the training group have very different needs:

- **Learner A** is unable to read
- **Learner B** is has limited mobility (they can only walk with assistance)
- **Learner C** has poor hearing

These are all examples of accessibility needs because if the trainer does not take these needs into consideration, these learners may not be able to fully access – and get the most of out of – the training.

- **Learner A:** Because this learner cannot read, they may not be able to work with printed training materials or words shown on a screen. This could prevent them from being able to fully access the training. For example, if the trainer presents written information on the screen without explaining them, Learner A will not receive the same information as the other learners. They may not fully understand what they are being expected to learn and might not be able to follow all the instructions given. This could also cause them to feel inadequate or that they are not being treated fairly. This is a GESI issue as being unable to read is a factor of exclusion and a training session should not be making this exclusion even worse.
- **Learner B:** Because this learner has limited mobility, they might experience some difficulties reaching and moving around the place where the training is happening. If the trainer does not make allowances for this, the learner may not be able to fully experience all parts of the training and may even feel that they are causing disruption for others. It could also limit their ability to mix and work with other learners, for example during group work which may mean that they do not have an experience as varied as everyone else's. This is a GESI issue because disability is a significant factor of exclusion.

- **Learner C:** Because this learner has poor hearing they may find some parts of the training difficult to follow. If they sit or stand too far away from the trainer during the training they may miss important instructions or pieces of information. If the trainer does not intervene, the trainee might not be able to tell what other learners are saying during group discussions. If lots of people are talking at once (for example during group work sessions) the learner might find it hard to participate because they cannot hear the full discussion. The learner may feel that they cannot follow what is happening and may feel inadequate. This is also a GESI issue because poor hearing is a factor of exclusion.



What do we mean by inclusion?

Making training inclusive means ensuring that everyone is welcomed and able to participate, whatever their background, but particularly if they have personal status or characteristics which may contribute to exclusion, such as gender, disability, age etc. It is not always the case that learners will be fully able or prepared to participate on training on equal terms with the other people in the room and trainers should be aware of this.

Inclusion may address social and cultural barriers in a way that accessibility (which generally tends to focus on abilities) may not. It is important to note that whether or not a person is at risk of exclusion may depend on the context, culture and region. People with certain



Making training inclusive means ensuring that everyone is welcomed and able to participate, whatever their background, but particularly if they have characteristics which may contribute to exclusion

personal status or characteristics may be at risk of exclusion in one place but not in another or may have individually experienced exclusion that has had an impact on them, which another person with the same characteristic may not have done. A person's inclusion training need may not always be obvious and it might not be something that the learner is happy to talk about, or even aware of.

It is an important first step for a trainer to be able to identify what inclusion needs a learner or group of learners might have.

CASE STUDY

Identifying inclusion training needs

Three learners in the training group have very different characteristics that could impact on their needs:

- **Learner D** is young
- **Learner E** is living with disability
- **Learner F** is a woman
- **Learner G** is a gay man

These could all be examples of inclusion needs because these learners' backgrounds and characteristics could mean that they are at risk of exclusion.

- **Learner D:** This learner might be at risk of exclusion because they are young. What being 'young' means will vary according to the circumstances. For example, Learner D might be the youngest participant in the group and other learners may assume that they are therefore be less experienced and that their views should be taken less seriously. Learner D may themselves be very conscious that they are younger than everyone else and feel less able to speak up or to give their views. Even if the entire group of learners is young (for example a group of students) there might still be an inclusion challenge – because they are young the authorities they deal with in their monitoring role may not want to listen to them or take them seriously.
- **Learner E:** This learner might be at risk of exclusion because they are living with a disability. This could be a challenge for the learner when participating in a training group. Learner E may have less confidence in participating in social groups due to being conscious of being dismissed by others as having limited experience or opinions as a result of their disability.
- **Learner F:** This learner might be at risk of exclusion because they are a woman. This could be a challenge within the training group, for example because the learners all come from a context in which women do not usually assume leadership roles. This could mean that the men in the group are more likely to take control of discussion whilst the women are more likely to hold back. It could mean that the views expressed by Learner E are taken less seriously by other learners than those of men in the group or that Learner E is less willing to speak up. This could also create an inclusion challenge when discussing the monitoring role. There might be challenges that need to be discussed, such as regions in which a woman might not be able to monitor without a chaperone or may need to be very persistent in order to be listened to and taken seriously.
- **Learner G:** This learner might be at risk of exclusion because they are gay, or even because other people think they are gay. This could be a challenge in the training group because other learners might make negative comments about them or try to exclude them from activities. Other learners

could also simply demonstrate attitudes that are hostile towards gay people, even if they don't know that a gay person is part of their group. This could make Learner F feel devalued and excluded and could even stop them from feeling confident in their monitoring. They may worry that they will not have the support of their monitoring colleagues and may even feel in danger.

It is also important to be aware that there could be a combination of factors that cause a learner to be excluded – for example a young woman with a lack of education may face a far greater level of exclusion than a middle-aged woman with a university education.

2.1 Making training delivery accessible and inclusive

Understanding what accessibility and inclusion are is important. Recognising what a learner's needs might be is a vital first step. But far more important is knowing how to put this into practice during training. How can trainers do this?

There are a number of factors trainers should consider to ensure training is both accessible and inclusive. Every learner is different so trainers should always try to respond to the needs of individual learners and groups and **MUST** pay close attention to the regional and cultural context, but the following general principles are useful for most training.



2.1.1 Making training delivery accessible

Training materials

The training materials you use may vary from training to training, but these will could include:

- Textbooks
- Hand-outs / instruction sheets / Case studies
- Electronic presentations (such as PowerPoint)

We will consider how to make sure that written materials (e.g hand-outs) and electronic materials (e.g PowerPoint presentations) are accessible for all learners.

Written materials

Written materials can be an important aid to training. They provide learners with something to take away to study and to refer to once the training is over (ensuring that their learning continues), as well as supporting the learning that happens in the training session. But if written materials are not planned carefully, the learners you were trying to help might say:

I can't read very well, so this written information is of little use to me!

The information is too complicated for me to follow – there are too many long and confusing words I don't understand

The text is not very clear – there is so little space and the font is not easy to read

The structure is very hard to follow – I can't tell how everything fits together and can't find important bits quickly

The colours and the graphics make the information difficult to follow and add confusion

The written materials are really unattractive and don't make me want to use them!

To try and avoid some of these problems, and to make written materials something that really helps learners (rather than making life difficult for them!) you might like to bear in mind the following hints and tips.

1. Try to keep written materials as short as possible

Most training courses will involve some form of written materials (particularly where the subject matter is complicated and there is a lot that learners will need to remember). However, think about how much information learners really need and whether a lot of detail is necessary. If there is too much information, learners will be less able to focus on the important parts and may lose interest or concentration. This is particularly important for learners who are less confident with reading or have a lower standard of education. It can be helpful to make use of:

- short sentences
- bullet point lists
- checklists
- short summaries of information that has just been covered

All of these can make the information easier to take in. For example, read Version 1 below and compare it to the versions using bullet points instead:

Version 1:

During the committee meeting the representatives discussed the problems with the building. There is a problem with the lighting on the first floor, which does not always work, one person complained that they have seen mice in the kitchen and another representative raised the issue of the broken tiles in the stairwell.

Version 2:

During the committee meeting the representatives discussed the following problems with the building:

- the lighting on the first floor does not always work
- mice have been seen in the kitchen
- there are broken tiles in the stairwell

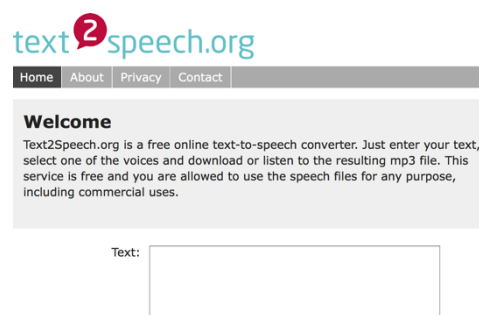
or even Version 3:

During the committee meeting the representatives discussed the following problems with the building:

- lighting on the first floor
- mice in the kitchen
- broken stairwell tiles

2. Think about how you will adapt materials for people who can't read (or can't read well)

- Can you reduce the written materials to very short bullet points or checklists (see above)?
- Can you use pictures and diagrams as an alternative to words?
- Can you record the written materials as audio so that a person who cannot read could listen to them instead? If it is not possible for a recording to be made, you could consider using a text to speech website and downloading the file – very often this can be done for free. A similar function can be found in Microsoft Word, allowing your words to be read out loud.
- Make sure that if you are asking learners to read something during a training session, anybody who finds it harder to read is given some help. For example, you could ask another learner to do their reading out loud so



that a person they are sitting with can understand, or you could make sure that you explain to the learner yourself what the others are reading.

3. Try to make the written materials look interesting

Written materials that look interesting will make learners want to read them and use them. Can you make use of pictures, diagrams and attractive layouts you make your written materials look more inviting? If you would like some inspiration, take a look at some infographics on the Internet to see the different and interesting ways that information can be presented (or take a look at the clear and interesting way information is presented on the Integrity Action website!)

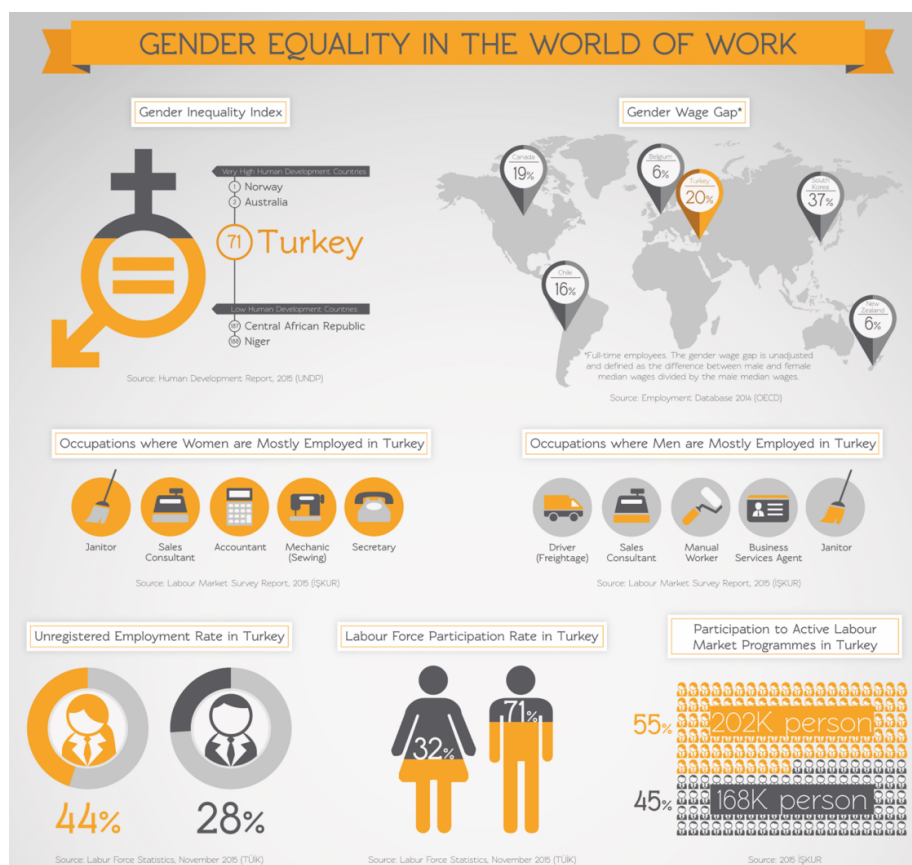
For example:



Construction of Sports Facility in Check Village



This example, produced by the International Labour Organisation, is about Gender Equality and the world of work, shows how information can be made to look beautiful:



It is also important to recognise that making material more accessible for one person may make it less accessible for another. Graphics and pictures without narrative explanation have the effect of excluding blind people. For instance

- Tables and boxes inserted in narrative text documents may not be readable with voice activated software
- Pictures inserted in documents to make a point or illustrate a point need to be described in the narrative – do not just assume the picture ‘speaks for itself’
- PowerPoint presentations which include graphics/ pictures/ tables with data can be used, but if they are presented to groups which include people with visual impairments these must always be described by the presenter. It is a good idea to include descriptions of graphics in the notes of each PowerPoint slide, so that it is accessible to people with visual impairments if it is shared as a document.

4. Follow some basic rules for accessible written documents

- **Headings and titles:** Make use of clear headings and titles. This will help the reader to make their way through the document and know where to find information. Subtitles can be used as a way to break up large areas of text. Titles are clearer if they are a different size to the main body of the text.
- **Font style:** Use san-serif fonts. These are clearer and easier to read because the individual letters are less likely to appear as though they are merging. Common san serif font styles are Arial, Calibri, Helvetica and Verdana. An example of the difference between a serif font (Times New Roman) and a san serif font (Arial) is shown here:

Times New Roman: Anansi went to the road that led to the village's marketplace. He chose a spot on the side of the road where everyone on the way to market would have to pass. There, near a large Guangu tree, he decided to pile up five mounds of the rich brown soil.

Arial: Anansi went to the road that led to the village's marketplace. He chose a spot on the side of the road where everyone on the way to market would have to pass. There, near a large Guangu tree, he decided to pile up five mounds of the rich brown soil.

- **Font size:** For most documents it is best not to use a font size smaller than 12, as this will be large enough for most people with good vision to read. Any size smaller than 12 may be difficult for some people to read, particularly if the lighting is bad. If a learner has a visual impairment, you may need to supply text in a larger size, generally at least font size 14. How easy do you find each of the following font sizes to read?

This sentence is printed in font size 8

This sentence is printed in font size 10

This sentence is printed in font size 12

This sentence is printed in font size 14

This sentence is printed in font size 16

This sentence is printed in font size 18

- **Colour:** The use of colour can make a document more interesting to work with but can also create a barrier for some learners. If too much colour is used then this can be confusing to people who have impaired vision or are colour blind, as can colours that are not used sensibly (for example a light font on a light background). Stick to black text and images on a white background and try and keep any colours used simple and consistent!

**The colours
make this text
difficult to
read for most
learners**

**These
colours make
this text easy
to read for
most learners**

**These
colours may
be easier for
a dyslexic
learner to
read**

If a learner is dyslexic they may benefit from materials being printed on a different coloured paper. This is because some dyslexic learners will find information written on white paper difficult to understand. Printing the text on pastel-coloured papers can make this easier for a dyslexic learner.

- **Spacing:** Make sure that you use space effectively as a way to present information more clearly and to make it easier for the reader to take in:
 - there should always be plenty of clear space around titles and headings
 - large blocks of text should be broken up by using paragraphs, subtitles or bulleted lists
 - line spacing can be increased to make a document easier to read and to prevent a reader from becoming lost in the text.

For example:

Single spaced:

Anansi went to the road that led to the village's marketplace. He chose a spot on the side of the road where everyone on the way to market would have to pass.

1.5 spacing:

Anansi went to the road that led to the village's marketplace. He chose a spot on the side of the road where everyone on the way to market would have to pass.

2 Double spaced:

Anansi went to the road that led to the village's marketplace. He chose a spot on the side of the road where everyone on the way to market would have to pass.

- **Formatting:** The way that bolds, italics, underlining and capitals are used can make materials inaccessible to some learners. Follow these rules:
 - **Avoid text in block capitals** as this can be harder for some learners to learn, particularly those who may be dyslexic.

TEXT IN BLOCK CAPITALS CAN BE DIFFICULT TO READ.

- **Avoid underlining text** as this can make it harder to read (particularly for a dyslexic reader, who may view the text as running together). If you wish to emphasise the text then it is usually better to use bold.

Text which has been underlined can be difficult to read (particularly if you use a serif font rather than a san serif font)

- **Avoid italicising text** as this can make it harder to read for some learners (particularly for dyslexic readers, who may view the text as running together). If you wish to emphasise the text then it is usually better to use bold.

Italicised text can be difficult to read for some learners

Electronic materials

Presentations can be a valuable aid to training and can greatly enhance a training session. However, if presentations are not prepared and used carefully, they can have some negative effects:

CASE STUDY

Pitfalls of electronic presentations

The trainer is making extensive use of PowerPoint during a training session. The learners are asked to spend a long time looking at the screen, without breaking for other activities. The slides contain a great deal of information and have not been designed in an accessible way. This is not a positive experience for any learner but has a particular impact on learners who have accessibility needs. The experiences of some of these learners are as follows:

- **Learner H** cannot concentrate for long periods of time. After about 15-20 minutes Learner G is no longer fully able to take in new info. Because the training is making very heavy use of PowerPoint, with lots of detailed information on the screen, Learner G stops engaging with the training and fully understanding what is going on.
- **Learner I** has a sight impairment and finds it difficult to see everything on the screen. The presentation is hard for them to view because it involves a mixture of colours that are difficult to tell apart, a lot of very small text and complicated images that are difficult to see.
- **Learner J** finds it easier to learn through doing. They find it hard to engage with training that involves a lot of reading. Because the training relies so much on presentations, they do not learn as effectively as they could because they are never given the chance to put learning into practice.
- **Learner K** cannot read very well. Although the trainer is reading through most of the slides (and simply repeating the information) Learner J does not know for sure if they are missing out on something important. This makes them feel as though they are not getting the full benefit of the training.

Using presentations effectively – if at all – will be welcomed by any learner and will help to give them a positive experience. However, using presentations effectively is particularly important for learners who have accessibility needs. You might like to bear in mind the following hints and tips:

1. Consider whether you need a presentation at all!

Trainers sometimes assume they **have** to use presentations but sometimes a presentation may not even be necessary. You may wish to ask yourself some of the following questions:

- What is the information I wish to pass on to the learners?
- What is the best way for them to receive this information?
- Is there something that it is important for learners to see on the screen in front of them that cannot be conveyed better on paper, in words or through some other medium?
- What is the purpose of my presentation going to be? If the presentation is simply going to repeat information contained in a book or told to the learners verbally, is there any point to this also being shown on screen?
- Will the presentation add something useful or beautiful to the training? Will the presentation help to emphasise key points, allow me to show a diagram or interesting pictures to stimulate discussion? If not, why bother?

2. Decide what your presentation will be used for

You may find it helpful to be clear with yourself about what the presentation will be used for. The presentation should help the learners to have a better training experience. Don't put anything on the screen that you will want learners to remember later if that inform is not reproduced elsewhere (such as in hand-outs). Learners will remember little of what they see on the screen.

Some examples of how a presentation can help learners to have a better experience are as follows:

- to summarise key points in a discussion, in just a few words or short sentences that are quick and easy to read
- to show something that cannot be shown through any other medium – such as a video, a website or a diagram
- to illustrate what you are saying, for example by showing a picture or image that is relevant to what you are talking about
- to emphasise something really important that you want the learners to pay attention to, such as a quote, an important rule or a key learning point
- to provide instructions about an activity so that learners have something to refer back to and do not forget what they have been asked to do

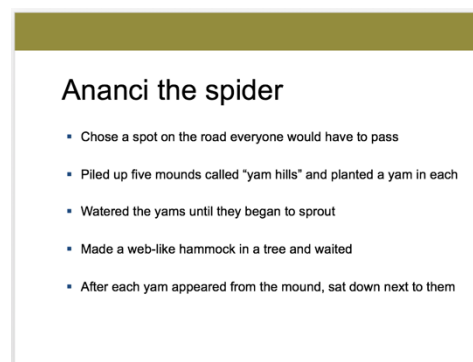
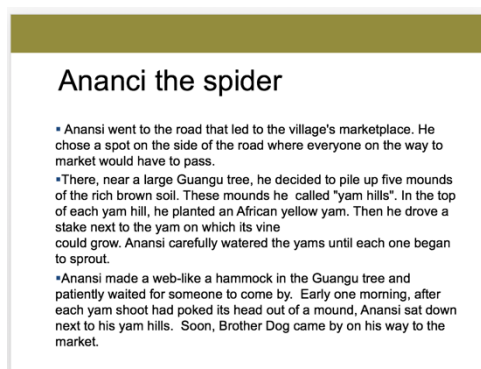


Your rule should be that the presentation should help the learners to have a better training experience

3. Make your presentation simple, clear and interesting

- **Keeping things simple will keep them accessible:** One of the biggest barriers to accessibility in a presentation is making things too complicated. If there is too much information on the screen and too much to take in, learners will be confused and will not get the best out of the training.
- **Use headings, bullet points and avoid using too many sentences:** Any info on the screen should be something that learners can read and understand quickly. If there is a lot of information, they may spend more time trying to read it than paying attention to what you are saying.

For example, the first slide could be simplified into the second:



- **Try to keep learners' interest:** Make use of images to reflect and support the spirit of what is happening in the training. An image could be used instead of words as a way of keeping learners interested but not detracting from the discussion. This can also be a way of maximising the accessibility of the presentation – the fewer the words, the less likely it is that somebody with an accessibility need (such as poor reading ability) will be excluded. For example, most of the words on the previous slide could be removed:



4. Follow some basic rules for accessible presentations

Much of the advice for accessible presentations is similar to the advice for preparing training materials (see above), but there are some extra matters to bear in mind. For example, you may not be able to predict how powerful the projector will be and how clear the screen will be.

- **Use clear, san serif fonts:** As noted above for training materials, san serif fonts will appear much more clearly on the screen, particularly if they are of a defined thickness. Arial is one of the most accessible fonts to use.

- **Keep images simple and relevant:** If you use images that are too complicated or distracting, this could be an accessibility barrier for some learners as it may affect their concentration and understanding.
- **Consider using animations to reveal information slowly:** Some learners may feel overwhelmed by the amount they see on screen or may be distracted if there is information on the screen that is not relevant to what is being discussed right now. For example, if you are talking about a subject that has five key areas, each of which is summarised with a bullet point on the screen, you could use animations so that each bullet point will only appear when you click. This way the learners' attention will stay focused on the current discussion point.
- **Consider which background to use:** If you are training in a light space, use dark text on a light background. If you are training in a dark space, use light text on a dark background. This will be easier for everyone to see, particularly learners who may struggle with their vision.

**In a light space,
us dark text on a
light background**

**In a dark space,
us light text on a
dark background**

- **Read out everything on each slide:** Describe all tables / graphics / visuals and do not assume that a picture “speaks to itself”. This way the presentation is accessible to people with visual impairments.

5. Be prepared to supplement / work without your presentation

Presentations can cause accessibility problems for some learners, so you may need to be prepared to supplement your presentation or to work without it entirely. Sometimes you may need to work without your presentation because of something unrelated, such as a power failure. If your presentation is designed to be simple then this should not cause you too many problems as there should not be too much information to remember.

If you know that there are learners who have accessibility challenges (such as sight impediments, dyslexia or problems with reading) you may need to consider the following:

- **Check whether learners are experiencing any difficulty.** Do not assume that everyone can see and understand what is in front of them. Be sure to check with learners and to make adjustments if they are struggling.

- **Give learners the opportunity to move if they cannot see or take everything in.** You may need to request at the start of the training that anyone who is likely to struggle should sit near to the screen, but also check this as the training progresses.
- **Be prepared to explain what is on the screen** so that no learner feels as though they are missing out feels as though they are being overlooked. If there is something that would not be obvious to a learner with poor vision (for example an image) you may need to give a description, or ask another person if they could be prepared to do this for the learner.
- **Consider giving a learner the presentation in another form** if they cannot work with the screen. This could include providing the learner with a print-out of the presentation so that they can still follow what is going on.
- **Summarise the key discussion points at regular intervals.** This can ensure that people who cannot see the screen or read everything (or who may have struggled to take in the information) have another opportunity to hear the important information, in a short and easy-to-digest form.



2.1.2 Making training delivery inclusive

Making training inclusive can be complicated and sensitive. There may not be a right or a wrong way to ensure that everyone is included but there are useful general principles you should be aware of. As a trainer you should pay close attention to your own region and context and consider who the groups at risk of exclusion might be and what could present a challenge for them.

Trainers can ensure the training they deliver is inclusive in the following ways:

1. Get to know your trainees' needs

- Before your training session, **give some thought to the types of people who will be in your training group** and what their needs might be. Are there any learners who might be at risk of exclusion and who might need encouragement or support? You can for instance include questions in the acceptance email/form for invited participants such as access needs that organiser should be aware of, or any concerns that participants may have about participating in the event.
- If you can, try to **prepare for your learners' needs beforehand**, rather than just reacting to them on the day. For example, if you know that some of the learners are less experienced consider whether you will need to spend more time explaining activities or using language that is more suitable to that group. It might be useful to talk to other trainers who have dealt with these sorts of learners before as they might have helpful advice.
- You might want to decide in advance how you will **divide up groups and start off exercises**. For example, if you know that a learner or group of learners might find it harder to engage with the training, consider whether they might need some extra explanation or to be placed with other learners who will be supportive of them.
- Think about how you will **deal with matters such as one group of learners being excluded by others**. For example, if you know that you will be dealing with a group where the men are more likely to take the lead in discussions than the women, consider how you will target questions to women in the group and how you will support them in taking the lead.
- Be prepared to be **flexible in the way you deliver your training**. You might need to use a different type of activity in order to include certain

types of learners and you might need to change your approach once your training has started. You might not be able to predict exactly how learners will respond but you can still prepare some alternative delivery methods.

2. Create an inclusive tone and atmosphere

It is the trainer who is responsible for setting the tone and atmosphere of the training. It is therefore vital that the trainer works hard at the very beginning of the training to make sure that everyone is included and accepted.

- Make a statement about the importance of Gender Equality and Social Inclusion, making it clear that everyone's voices, ideas and contributions will be welcomed and encouraged and asking everyone in the group to treat each other with respect.
- Consider setting ground rules for the training, making it clear what is expected from the people taking part. These ground rules should be agreed by the group and could include rules that have been suggested by the group themselves. These can be referred back to if challenges arise later in the training.
- Try to involve everyone in the group as early on as you can, to make sure that their voices are heard and that they are recognised and acknowledged, both by you and by the rest of the group.
- Demonstrate the sort of inclusive and respectful behaviour you would like to see from everyone else, and do this right from the start of the training. This will involve being seen to be respectful to everyone – listening to what they have to say, acknowledging them and using word and body language that demonstrate respect (which will vary from region to region).
- Create opportunities for learners to mix with each other and to listen to each other's perspectives, so that learners are able to gain some knowledge about people with different backgrounds to their own.

CASE STUDY

Creating an inclusive tone

A trainer wants to create an inclusive atmosphere in which everyone can feel empowered to take part. They try to achieve this by doing the following three things, early on in the training session:

- 1) **The trainer makes a statement about Gender Equality and Social Inclusion**, explaining to the learners that no matter what their backgrounds and experiences may be, everyone's voices, ideas and contributions will be welcomed and encouraged. The trainer encourages everyone to treat everyone else supportively and with respect and to welcome the opportunity to explore new ideas and alternative opinions. **The trainer could also consider including a**

GESI statement in ground rules for the training, which can be a combination of ground rules decided by the trainer (such as everyone treating each other with mutual respect) and ground rules suggested by the learners. If this is done at the start of the training, this can then be referred back if anything goes wrong later on, such as a learner not showing another learner appropriate respect.

- 2) **The trainer makes sure that every learner's voice is heard in the first 30 minutes of the training.** By encouraging everyone to say something to the rest of the group, the trainer not only gets every learner used to using their voice, but also demonstrate that every learner's contribution will be welcomed on equal terms. This is particularly important if there are learners in the training who are from traditionally excluded groups. One way that the trainer can achieve this is by operating an icebreaker in which everyone gets to say something about themselves, on a subject they feel comfortable talking about. The trainer makes sure that they acknowledge everything each person says and is encouraging to them – for example by nodding, thanking them for their contribution or making a positive comment. The trainer demonstrates respect in the way they speak and engage with the learners, providing a gentle example to everyone else in the group.
- 3) **The trainer creates an opportunity for learners to learn about somebody from a different background to their own.** This helps to prevent the learners from sticking too rigidly to people who are similar to themselves and helps to build connections between learners early on in the training. One way the trainer can achieve this is by running an exercise in which they ask learners to work with a person they have not met (or don't know so well) and to interview each other or ask for their views about a subject, then feeding back to the rest of the group what they have learned about the other person.

3. Actively engage marginalised groups

An important part of GESI is recognising that there are people who are particularly marginalised because of personal characteristics or status such as gender, disability, ethnicity, sexuality, then working to give them better opportunities. Women and girls are an example but there are other groups too, such as disabled people or LGBT (Lesbian, Gay, Bisexual, Transgender) people. During training the trainer may need to work hard to make sure that marginalised groups are given meaningful opportunities to participate and that those groups are also seen to be contributing and valued.

- Make sure that everyone in the group is given equal opportunities. This could mean that you deliberately choose to direct a question or give a leading role to somebody from a marginalised group, to help build up their confidence and to give the rest of the group the opportunity to hear and learn from them. You might wish to change people's roles from time to

time, to make sure that marginalised groups are not excluded (for example by asking a different person to feedback from a discussion group or allocating a new people to be the leader of an exercise).

- Be sensitive to the needs of people who may be marginalised. People might not be comfortable being forced to be the centre of attention, so you may need to be gentle and encouraging in the way you involve them. If people are used to being excluded then they may not naturally put themselves forward.
- Remember to ask for the perspective of marginalised individuals if they think this may be overlooked. For example, if you feel that a discussion is too biased towards one person (such as man or an able-bodied person) be sure to ask people from other backgrounds (such as women or disabled people) what their perspective is. Alternatively, be prepared yourself to put forward the perspective of a different individual.
- Work with marginalised groups to give them tools to fight exclusion, where appropriate. For example, if you know that a group is often ignored or not treated respectfully during their monitoring activities, consider helping them to practice being assertive and give them some guidance on the sorts of things they might be able to say to challenge somebody who is trying to exclude them.
- Where appropriate, help all the learners to recognise the challenges faced by marginalised groups and lead discussions on how to work to support them in their monitoring role.

CASE STUDY

Engaging a marginalised group

The trainer is aware that female monitors in their region often struggle to be taken seriously by the authorities they deal with, who will tend to be more responsive to male monitors and can sometimes be very dismissive of women. The trainer engages them in the following ways:

- The trainer provides equal opportunities for participation to the women in the room. They ask roughly equal numbers of men and women to take the lead in group activities and make sure that they direct discussion points to the women in the room if they are not as forthcoming as the men or are not being listened to enough. If the trainer notices that somebody in the room is not being respectful, they challenge this.
- During each key discussion or exercise the trainer reflects briefly on whether the views and experiences of women have been properly represented. They make sure that they invite alternative views from the women in the room and point out to the group that women might be experiencing something differently. Where appropriate, they ask the group to consider how things might be different for women.

- The trainer actively highlights where the challenges for women might be and makes sure that the entire group reflects on how these could be tackled. Rather than simply asking the women to discuss how they can be taken more seriously by the authorities, the trainer tasks the entire group with developing strategies and ideas to support women in their monitoring. The trainer draws out both what women can do (such as being polite but assertive) and also what men can do to support their female colleagues (such as challenging inappropriate behaviour or demonstrating respectful behaviour that can act as an example).

4. Challenge anything that isn't right

The trainer is responsible for policing the standards of behaviour in the training and making sure that an atmosphere is maintained that is inclusive, supportive and constructive. It is sometimes said that “the trainer makes the weather in the room” and it is therefore important that you know how and when to challenge something that isn't right.

- **Remember the ground rules and reflect back on these** from time to time. If a learner behaves in a way that goes against one of those agreed rules, you will need to point this out and remind the group of what is expected. Some training groups will agree at the start of a training programme what they would like to happen if a learner breaks a ground rule, so you may wish to be aware of this too.
- **If something isn't right and you don't challenge it, you are probably condoning it.** As the trainer, you are responsible for ensuring that the learners behave in a way that is inclusive and appropriate and if you fail to challenge something that is not right (such as an inappropriate comment) you may be making it easier for people to repeat the behaviour. The person who behaved inappropriately may feel that you do not have a problem with what they have done and may even feel encouraged. Try to imagine what it would feel like to be the person who was on the receiving end of the behaviour and how they would feel if nobody did anything about it. They may feel even more excluded if you do nothing.
- **Correct things in a way that is firm but constructive:** If a trainer is faced with something that isn't right – for example a discriminatory comment or an action that marginalises a person or group – they could consider:
 - Slowly and calmly drawing attention to what was wrong and explaining why this is a problem, for example by explaining the impact of the comment or action. For example:

You might not have been aware, but talking about people who do not have a disability as “normal” can cause offence to people who are disabled. It can make people who are disabled feel as though they are abnormal.

- Giving the learners the opportunity to learn from the situation by explaining or demonstrating how the action or comment could be corrected in the future. For example:

When we’re discussing disability, it would be better talk about people who “do not have a disability” or “are not disabled” as this sounds more neutral and doesn’t sound as though you are making a judgement.

- Remaining positive and then shifting the emphasis back to the training and the future. For example:

Language in this area can be quite challenging so it’s useful to be able to clarify these things. Unless anyone has any questions, let’s continue looking at the activity.

- **Encourage and empower others to challenge what is not right:** both in thinking about their own behaviour and also in the case studies they consider and the monitoring they carry out.

CASE STUDY

Challenging what isn’t right

During a training session a learner comments that they feel men are better at certain types of monitoring because they are “more analytical and less emotional than women”. During the discussion the learner also uses a term to describe women that is demeaning.

The trainer deals with this in the following way:

- 1) **The trainer responds and challenges the demeaning term immediately.** If they had simply ignored this it could have appeared to the group that the trainer did not think this was a problem and was even condoning the prejudice. The learner who used the term could have continued to use it and other learners may have felt disempowered. The trainer points out that the term is not appropriate, explains why, suggests more appropriate language and checks that the learner has understood this.

2) The trainer challenges the “more analytical and less emotional” comment in a little more detail. The trainer decides to carefully manage this as a short discussion by questioning whether this really is the case and inviting the opinions of other people. The trainer manages this carefully so that the discussion does not become an argument, but provides others with an opportunity to demonstrate that this is actually a stereotype, filling in detail from the group where this is needed. The trainer explains that these attitudes actually contribute to the type of social exclusion that IA is trying to overcome and gets the group to agree that this is an attitude that needs to be challenged.

3) The trainer manages a short discussion about how the learners could challenge these attitudes if they encounter them in their monitoring. The comment that was made may well represent something that learners could encounter in their monitoring roles, so the trainer discusses with the learners how both men and women can act to challenge these attitudes. The trainer briefly describes how to word an assertive but respectful challenge and then the practical approaches that women can take in their monitoring to demonstrate their competence – for example by remaining focused on the facts, evidence and subject matter of the monitoring – and the approaches that men can take to support them – for example by challenging the attitude and demonstrating their support for their colleagues - .

5. Use appropriate language

Many of the challenges associated with GESI relate to language and a trainer can do a great deal to promote GESI if they show a sound awareness of this in the way they carry out their training.

- **Be aware of language that is discriminatory and avoid it:** always use the correct or more respectful term when referring to another person or group, and be careful not to use language that is known to marginalise people or groups. If in doubt, ask people how they would like to be referred to (for example if you are unsure about their ethnicity or heritage or are unsure about their title or how they might refer to a disability).
- **Use your own language as a way of demonstrating how things should be said:** by checking the correct ways to speak about people that are marginalised and at risk of exclusion. The learners should be encouraged to follow your example and if you challenge inappropriate language (even if it is well-meaning) make sure that you demonstrate the correct way.
- **Use language that is empowering and not reductive:** by avoiding language that makes it seem as though a person or group is somehow less than another. For example:
 - do not assume that particular roles or tasks must be carried out by men

- try to avoid defaulting to “he” and “him” during your discussions, using instead “he or she” or “they”
 - avoid language that is reductive, for example referring to a group of women as “the girls” or using expressions such as “lady doctor”
 - avoid language that is imprecise and could be seen as a slur, for example talking about a person with a mental health problem as being “crazy” or misusing words such as “schizophrenic”
- **Be prepared to spend some time discussing language with learners** as a way of exploring issues related to GESI.

CASE STUDY

Examples of language usage

When describing different characteristics it can be challenging to know the correct term to use and what could be inappropriate or cause offence. **It is very important that a trainer is aware of the language of their own context, culture or region and the people they will be dealing with and the suggestions below may not be appropriate in every place**, but a few general suggestions about appropriate language use are as follows:

Person or group	Appropriate language	Inappropriate language
Age	Use language that is neutral and does not sound as though you are passing judgement. For example, it is usually appropriate to refer to “older people” or “young people” (for example “services for older people” or “younger workers”)	Avoid using terms that sound insulting or reductive. For example “old women”, “geriatric”, “he behaves like an old women”, “old dear” or “kid”, “youngster”, “green”, “a bit young for this job”. This will vary from place to place so be aware of, and generally try to avoid, slang associated with age.
Disability	Use “disabled people” as a way to refer to people with a disability	Avoid referring to disabled people as “handicapped”, “retarded” or “crippled” as these all suggest that a disabled person has something wrong with them, which can cause offence. Some of these words sound as though they are passing judgement.
	Use “non-disabled person” or “person without a disability” as a way to refer to a person without a disability, in the context of discussions about disability.	Avoid referring to non-disabled people as “normal” as this can be demeaning towards disabled people and give the impression that a judgement is being made about them.

	Use “learning disabilities” to refer to anyone who learns slowly or with difficulty.	
	Refer to a person with a named disability as a person who has the disability rather than the person who is the disability, for example “people with a hearing impairment” or “a baby with Down’s Syndrome”	Avoid describing people purely in terms of their disability, for example “the disabled”, “a blind boy” or “the deaf”.
Gender identity	When we refer to sex we are referring to biological sex – male, female or intersex -. Gender is sometimes used to refer to sex but can also refer to a person’s gender identity: the gender they identify with that may or may not be different to their biological sex at birth. “Transgender” is an umbrella term used to refer to a person whose behaviour, traits or thoughts differ from social expectations of their sex. This should be used as an adjective and not a noun, for example “X is a transgender person” rather than “X is transgender”. It is usually best to let the person dictate how they would like to be identified.	Avoid using any terms that are insulting or poke fun at a transgender person, for example “tranny”, “ladyboy”, he/she, shemale or asking a person questions such as “which toilet do you use?” or “in which part of the store do you buy your clothes?”
Marriage / civil partnership	Be aware of the legalities and traditions in each region and use the correct term. In some regions people may be civil partners rather than married, in some regions people of the same sex may be married. If in doubt a person’s “partner or spouse” could be referred to.	Avoid making assumptions about a person’s marital status, for example by assuming that a woman has a husband or that two people who live together are married. Avoid asking a person why they are not married or telling them that they should be.
Race and ethnicity	Be sure that you know how to correctly refer to a person’s race, nationality or ethnicity rather than making assumptions. If you are unsure, ask a person how they identify.	Try to avoid language that arbitrarily groups people according to background or which makes assumptions about where they come from.

		Do not use a race or ethnicity as a way of describing a character trait or type of behaviour as this will involve stereotyping, for example “that’s such an X thing to do” or “people from Y are so aggressive”
Sex	Consider using gender-neutral language such as “postal worker” rather than “postman” or “spokesperson” rather than “spokesman”	Avoid using ‘modifiers’ such as “male nurse” or “lady doctor”. Avoid using diminutive terms such a “girl” instead of “woman”. Avoid talking about male and female character traits or associating particular skills or strengths with men or women (for example “women are more caring”, “men have more authority”)
Sexual orientation	A person’s sexuality should be referred to as “sexual orientation” as a person’s sexuality is something over which they have no control	Avoid referring to “sexual preference” as this suggests that a person has a choice about their sexuality.
	It is usually best to refer to a person as “gay”, “lesbian” or “bisexual” people” but it is for the person to choose how they wish to be described	Avoid using any slang terms to refer to a person’s sexual orientation as this may make them feel offended, excluded or create an environment that is hostile or intimidating for them. The word “homosexual” may also make people feel uncomfortable as this can seem like a derogatory term and was historically imposed on people.

6. Use examples and case studies that promote GESI

Gender Equality and Social Inclusion are themes that cut across everything we do and almost any situation can be capable of having a GESI element – exploring the way that people behave, the way that people are treated, whether or not people from every group are able to gain access to what they need and able to and feel included and empowered. All training should refer at some point to GESI and examples and case studies should be included that support this. These are covered in detail in the full training materials.

3. GESI training for Trainers

To ensure that GESI is supported and advanced in our training, we will provide all trainers with GESI training as a compulsory part of their initial training and in their further development. The full detail of this training will be noted in the training materials themselves.

This will be achieved in the following key ways:

3.1 Dedicated GESI sessions during initial training

Dedicated sessions on GESI will be included in all training provided to trainers. This will cover the following three broad themes:

- The meaning of GESI and understanding GESI in action
- The application of GESI in training
- The application of GESI in monitoring

Learners will be given the confidence to be able to both understand and explain the application of GESI in IA's role. This understanding will then be given a practical training application, with an introduction of how to make training both accessible and inclusive and how to deal with common GESI challenges that may arise in training. This understanding will then be extended to the application to the monitoring role, giving trainers confidence to be able to advocate to the learners they will be training how GESI is relevant to their day-to-day monitoring.

3.2 GESI scenarios and case studies during initial training

GESI training for trainers will also provide trainers with opportunities to put into practice what they have learned. To this end, GESI will be explored through case studies and scenarios, woven into the training. These will be designed to test the ability of the trainers to apply their GESI knowledge to practical training scenarios.

In order to test how effectively the learners have taken on board the principles of GESI, scenarios and case studies will not always be obvious, sometimes challenging learners to detect where a problem may be present and tasking them with correcting this in the way they approach their training.

3.3 Ongoing reflection on GESI and trainers' assessment

In any further training or development for Trainers, there will be further opportunities for reflection in GESI and for Trainers to feedback on the steps they are continuing to take to put GESI into action.

The promotion of GESI in their training, and in particular their ability in making training accessible and inclusive will also be one of the criteria used by Integrity Action to assess Certified Trainers.

4. Addressing GESI issues during training of Monitors

To ensure that GESI is supported and advanced in our training, we will provide all monitors with GESI training as an element of their training. The approach will be similar to the training of trainers, though less detailed and will be appropriate to the monitoring rather than the training role. The full detail of this training will be noted in the training materials themselves.

In a similar manner to the training for Trainers, this will be approached in two key ways:

4.1 Dedicated GESI session during initial training

A dedicated module on GESI will be included in all initial training provided to monitors. This will cover the following three broad themes:

- The meaning of GESI and understanding GESI in action
- The application of GESI in the way monitors behave
- The application of GESI in what monitors monitor

This dedicated module will give learners a sound understanding of the relevance and ambitions of GESI and the challenges that the policy seeks to address. Learners will be given a practical understanding of how GESI issues can apply in the communities they represent and in the monitoring they undertake.

4.2 GESI scenarios and case studies during initial training

GESI training for monitors will also be advanced through scenarios and case studies – relevant to the monitoring role - some specifically about a GESI issue and others introducing a GESI element to a wider subject matter context.

5. Reviewing the effectiveness of our training practices

Our training is regularly reviewed to assess effectiveness. This also includes reviewing accessibility and inclusion sessions and training materials.

Integrity Action will collect disaggregated data to monitor and improve inclusion and accessibility in our trainings.

Certified Trainers will be evaluated by trainees also on the basis of whether they delivered an accessible and inclusive training. We will use the results of training evaluations to understand how to improve our training.

We endeavour to incorporate lessons learnt and disseminate them to the whole sector.