

PART II - TRAINING NOTES

1. Contents of manual

The components of this manual include a step-by-step analysis and development of the skills required by trainers in devising a training course or programme. The manual also contains several sessions aimed at building influence skills and self-awareness, both for trainers themselves and for the trainees they will work with. Trainers can use the material either as a complete course or as segments in other courses. We hope the material will also be adapted for use in many different situations.

2. Tutor/participant ratio

The training course run by the Women and Development Programme required one tutor to every four or five trainees. For many countries, this ratio may be difficult to arrange, and trainers will have to work around the role-play exercises which must have a ratio of one tutor to four trainees to be truly effective.

If you are able to run a training course with several tutors, one of the tutors will normally be the course director who is responsible for the workshop and introduces the first working sessions. If the tutors can work as a team with different tutors taking responsibility for the sessions they feel most comfortable with, the trainees will benefit from the changing faces and styles, and will gain an appreciation of different techniques and skills.

3. Tutor's meetings

The team of trainers involved in a training of trainers course should meet before the workshop starts to work through the proposed agenda and familiarise themselves with the contents and with one another as colleagues. Where you are using the influence skills segments, a practice run through one or more of the sessions is highly recommended. This will put all the trainers at ease with the role-play method.

Tutors should always meet at least once a day during the workshop to share experiences and feedback on their work in different groups so that problems can be resolved, support given and the programme revised if necessary. Try to hold the meetings at times that suit all the tutors (i.e. not when they are very tired, or in the evening if some tutors are not resident).

4. Timing and flexibility

Experience in three training workshops using the materials in this manual has shown that each session requires at least the times given in the duration columns for a group of four or five trainees to benefit fully.

Timekeeping is a very important part of the tutor/course director's job, and all participants, trainers and trainees, should be asked to try to be ready to start each session on time. An important way of ensuring that small working groups in a course keep approximately the same pace of work is to have the same number of people in each group, and to spread participants with language or other difficulties which may slow groupwork evenly throughout the groups. The participatory approach of this type of training means that flexibility is essential, however, and you will need to warn participants that the timetable may need to be revised from time to time.

5. Learning reviews

If you are running a workshop/course of more than three days, you may find the inclusion of learning reviews useful. In all our Women and Development workshops, we included regular learning reviews initially at the end of each day, and then every second day. At the beginning of each day we had a brief report from each of the groups on their learning review of the day before. This proved a very valuable mechanism, both in helping participants to review what they had done each day and to place it in perspective, and in starting each day with a brief recap on the previous day's work. It was also a means of ensuring that any problems or queries which arose were aired and dealt with by tutors and participants.

6. Materials and documents

The papers which accompany the training notes for each session in this manual are for background reading. Given the multiple sessions in this type of course, it is important to provide each trainee with a set of reference documents which cover the substance of the workshop. Do not issue any papers other than the relevant ones to the session you are working on, and preferably, unless you want the trainees to read them first and work on them, give them out at the end of the session, in order to avoid losing half your audience as they read the paper instead of attending.

7. Visual aids

Although some visual aids are mentioned in this manual, they are not essential. We have run workshops with only flipcharts, blackboards, chalk and pens as visual aids. If you have no paper or pens, use a stick on the ground. It is the people who matter in these exercises, not the technology.

Having said that, if you have access to projectors or other visual aids, be sure to have a rehearsal before you use either in the training room.

8. Preparation for workshop

Participants coming to the workshop or training course should be asked to bring with them brief information in written form about their country/organisation, and a copy of other relevant documents such as programme plans, project outlines and work objectives.

9. Introduction to the workshop

For any training session or meeting, the way the organisers start the first working session is very important in setting the tone of the whole meeting. You may have an official opening ceremony at which a national or local dignitary may address participants, or you may be working with a small group of women informally. The notes which follow form a checklist of items which you may find useful reminders for your opening remarks.

- a) Welcome participants.
- b) Introduce yourself/tutor(s)/other speakers.
- c) Explain that the workshop will be a learning experience for everyone, including tutor(s).
- d) Set the scene - explain the workshop/meeting's importance (first in a series, first ever in that place/on that topic).
- e) Outline aims of the workshop - to make participants' work/impact more effective.
- f) Mention cultural realities and the importance of tolerance - learning about each other and different homes/work experience/countries all part of the course.
- g) Ask if anyone has any hearing problems or other disabilities so that the group can help them. Emphasise your desire that those who may have a language problem (and there is always at least one) will not allow it to stop them participating fully.
- h) Stress flexibility of the programme and the need for punctuality.
- i) Explain transport and accommodation details and money.
- j) Show yourself to be willing to help anyone with queries, problems, suggestions, etc.