



If your work involves any aspects of training, facilitation or change management – even if you are not a full-time trainer – you will find the Trainer's Guide and this unit relevant.

This unit will help you:

- identify how far your own role involves training and facilitation
- scan the Trainer's Guide and identify the parts relevant to your own needs
- identify other sources of information and support about training
- plan further action needed to enhance your activities as a trainer

Are you a trainer or facilitator?

Do you describe yourself as a trainer? Does your job description list training as your main task or as one of your tasks? Or do you deliver training even though it's not in your job description at all? For example, you may have been assigned to undertake capacity building in gender, or to implement training and development. You may commission gender training.

To clarify how far your role involves training or facilitation, tick the activities you do on this list:

- | | |
|--|--|
| <input type="checkbox"/> training | <input type="checkbox"/> helping people solve problems |
| <input type="checkbox"/> facilitating | <input type="checkbox"/> enabling |
| <input type="checkbox"/> influencing opinions | <input type="checkbox"/> teaching |
| <input type="checkbox"/> raising awareness | <input type="checkbox"/> demonstrating |
| <input type="checkbox"/> capacity building | <input type="checkbox"/> discussing |
| <input type="checkbox"/> explaining | <input type="checkbox"/> lecturing |
| <input type="checkbox"/> communicating | <input type="checkbox"/> coaching |
| <input type="checkbox"/> providing information | <input type="checkbox"/> mentoring |
| <input type="checkbox"/> briefing | <input type="checkbox"/> persuading |
| <input type="checkbox"/> telling | <input type="checkbox"/> managing change |
| <input type="checkbox"/> informing | |

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All these can be described as ways – some formal, some informal – of enabling other people to learn. Training and facilitation are also closely associated with the skills needed for change management (Unit 7) and many of the skills in Unit 9. So 'training' covers many aspects of gender mainstreaming. If your work includes any of these, this unit will be useful to you.

Learning and training

Learning happens all the time. From babyhood to the end of our lives, we reflect on and try to analyse events and experiences, drawing out lessons that will guide our actions in the future.

More or less regardless of the content of learning or the circumstances of the learner, the learning process follows the same cycle. An experience is followed by thinking about what happened, leading to some ideas about 'do's and don'ts', which are tested, perfected and adopted as principles to follow in the future. This is the experiential learning cycle.

There are many ways in which learning can be facilitated – some of them are listed above. Not all of these involve training.

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Cont'd from p 1

Training is a structured intervention in an ongoing process of learning. It has a definite objective and a definite structure, and provides a framework and environment within which focused learning can take place. Training generally involves a collective process, where people can learn not only from their own experience but also from the experiences and insights of others.

The trainer is a critical element of training, and is responsible for facilitating the learning process for the learner group. This involves:

- creating a learning environment that is stable without being boring, challenging without being threatening and energising without being turbulent
- helping the learner group to 'gel' and build mutually enriching relationships
- providing focused inputs in terms of information, analysis and insights at appropriate points in the process
- choosing and using appropriate learning methods
- making sure that everyone participates
- monitoring and evaluating learning for individual learners and for the group as a whole

In short, the trainer keeps a finger on the pulse of the group, making sure that it moves steadily towards its objective and dealing promptly with any problems before they can disrupt the learning process.

What makes effective training?

The next activity is to consider what is needed for a training role.

Think about the most recent training event you attended as a learner.

- What were the three best things about it?
- What were three things you would change about it?

Three best	Three to change

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Here's a list of some features people usually look for in effective training. How do you rate yourself as a trainer in relation to these? Use a scale of 1-3.

- 1 = I know a little about this
- 2 = I know this but need to practice
- 3 = I am confident about this

	1	2	3
Good session planning			
Clear learning objectives			
Suitable method for group			
Effective delivery by trainer			
Clear process and organisation			
Recognising needs of learners			
Evaluation and summing up			
Other?			

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The Trainer's Guide Introduction offers advice on planning and running training. However, to feel confident, you will need to have practical experience. One of the best ways to learn is to work with an experienced trainer or facilitator. Training is always better done in a team, or with a minimum of two people. This means that skills and knowledge can be complementary – in the team, you don't have to have it all.

You will also need to have a sound understanding of gender issues, gender mainstreaming and the GMS. You will be able to develop this knowledge by working through the units in this Action Guide on the *GMS Handbook*, sector manuals and GMS mechanisms. It is best to draw on expertise, materials and analysis from the country in which the training is taking place and that are relevant to the particular institutional context.

If you are not a trainer, or do not intend to run training sessions, you will still find the Trainer's Guide a useful source of material on gender, gender mainstreaming and the GMS. Like the rest of the Toolkit and the GMS manuals, the Trainer's Guide is a resource for you to exploit.

What's in the Trainer's Guide?

The next step is to scan the Trainer's Guide to see what's in it, and in particular what's in it that's useful to you. This is a similar process to your scanning of the GMS manuals in earlier Action Guide units, though with a more practical focus.

- 1 Scan About the Trainer's Guide and the Overview to get your bearings.
- 2 Look through the rest of the Introduction.
- 3 Look through the core modules.
- 4 Look through the sector module(s) most relevant to you.
- 5 Skim quickly through the other modules, even if you don't work in those sectors.
- 6 Bookmark or make notes on the grid about the parts that seem most useful for you, and why.
- 7 Highlight anything you need to go back to.

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Contents	Useful parts	Why?	Revisit Y/N?
Introduction 1 About the Trainer's Guide 2 About gender training 3 How to 4 Key concepts 5 To help you choose			
Core modules 1 The Gender Management System 2 Using Gender-Sensitive Indicators 3 Development Planning 4 Change Management			
Sector modules A: Finance B: Public Service C: Education D: Trade and Industry E: Agriculture and Rural Development F: Information and Communications G: Legal and Constitutional Affairs H: Science and Technology			

Here are some ways the Trainer's Guide may be useful to you. Tick those that apply.

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- It will help develop my training skills
- It will be useful as a training resource
- I could use materials to run a session or programme
- It gives me ideas I could adapt
- Looking at activities and handouts makes the subject matter clearer to me
- Other



How to

- You can use the 'How to' pages in the Trainer's Guide Introduction as self-learning activities to help you become more familiar with the basics of gender training.
- Work through the checklists, applying the tips to your particular topic or group of learners.
- 'Adapt learning activities' may be a useful place to start, to give you practice in adapting an activity from the Trainer's Guide for your own purpose.

Sources of information and support

The most effective way to convey new ideas or new ways of looking at familiar things is to use materials and formats that are specific and relevant to the country, region or sector in which you are working. It is best to draw on the relevant expertise, materials and analysis. Think about where you can get further information and support about training, for example, from other trainers, other gender specialists, your human resource or personnel department, or sector 'experts'. Look too at the list of suggested resources and websites in the Action Guide.

List here the sources you can draw on.

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Self-development as a trainer

Finally, what further action do you need to take to improve your training activities?

Here are some suggestions:

- get 'train the trainer' training
- work through the 'How to' pages in the Trainer's Guide Introduction
- work through Unit 7 on Change Management and the briefing
- work through Unit 9 on skills
- learn from training sessions you attend as a participant
- observe an experienced trainer
- work alongside an experienced trainer
- ask colleagues to 'peer assess' one of your sessions and do the same for them

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Note down which of the activities suggested above you will follow up and the next steps you need to take.



Checklist

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- Identify other sources of information and support about training.
- Plan further action needed to enhance your activities as a trainer.