3 HOW TO

This part of the Trainer’s Guide introduction gives practical advice on the basics of gender training, drawing on good practices for participatory, learner-centred training.

3.1 Do a learning needs analysis

The main purpose of a learning needs analysis is to ensure that there is a need for training, and to identify content to meet both institutional and individual needs. Training can sometimes be seen as a quick fix for broader organisational problems, which should not be confused with specific training needs.

For a learning needs analysis, the first questions are:

- Who has asked for this training?
- What is this training for?

The key stakeholders are the individual learners and the institution. And if your job includes gender training, you are also a key stakeholder in making sure the training takes place.

The needs of the learners must be identified in relation to their own work objectives, their position within the institution and their ability to effect change. It is also important to understand the institution’s motivation, interests and needs. What is the value given to gender training by senior managers? Effective gender training needs to be supported by organisational policy and practice, where managers at all levels value skills learned in the training and enable employees to use them.

Examples of learning needs

The learners:

- have asked for gender training to help improve the quality of their work
- are sent by the organisation as part of an organisational capacity-building strategy
- have a component on gender in their job descriptions (e.g. have been designated a gender focal point), and need to be able to advise others on gender analysis and planning
- need training in gender analysis to meet reporting demands from donor organisations
- regard gender training as an important strategy for ensuring that staff develop gender skills in order to promote gender equality in mainstream sectors.

The institution:

- has identified gender training as a way of becoming more efficient, by improving the skills of its employees
- requires it as part of a strategy to achieve policy goals or to meet funders’ conditions

Learning needs analysis should take place well before the training course, to allow time for planning and preparation. Possible methods include:

- questionnaire survey of participants
- telephone/e-mail survey of participants
- interviews/meetings with selected participants, individually or in groups
- interviews/meetings with staff responsible for commissioning the course

It is also good practice to start a course with a review of participants’ needs and expectations.

Examples of learning needs analysis

Pre-course questionnaire: Training of gender trainers

1	Name: Organisation:
2	Job
3	Have you attended any training or courses on gender? (What?)
4	Have you attended any courses on training skills? (What?)
5	Have you run training or workshops on gender or on other issues? (What?)
6	Are you planning to run gender training/workshops? (When? For whom?)
7	What do you hope to get out of this training?
8	What do you think are the main issues concerning gender as they relate to your development work? (Very briefly, please)
9	What are the main issues regarding training that you would like addressed in the workshop?
10	Do you have any requirements to allow you to participate fully in this workshop? a) diet b) facilities (e.g. childcare, wheelchair …)
11	Any additional information/comments

Acknowledgements to Oxfam Gender and Development Unit

Participants’ expectations: introductory exercise

Objectives

1 to allow people to express any feelings that could prevent them from participating fully

2 to enable facilitators to adapt the programme if necessary

3 to enable participants to be clear abut the programme so that they will not have unrealistic expectations

4 to encourage a feeling of participation and solidarity and reduce potential hostility

Materials

Pre-course questionnaire

Chart paper, pens

Prepared charts:

- Hopes and issues (from pre-course questionnaire)
- Aims of workshop
- Programme

Method

1 Send out pre-course questionnaire in time to be returned long enough before the workshop starts to allow findings to be incorporated into course planning.

2 Before the workshop starts, prepare a flip chart listing answers to pre-course questionnaire on hopes and issues.

3 Put up flip charts. Explain that the organisers have tried to design the training programme around these issues. (5 min)

4 People get into groups of 4 or 5. They discuss their expectations of the workshop and put them on flip chart paper under three headings:

- Hopes
- Fears
- Contributions (how can I help myself and others get the most out of the workshop?) (20 mins)

5 Flip chart papers are put on the wall. Groups report back – first all group hopes, then fears, lastly contributions. As each group reports back, new points are added from the discussion. (20 mins)

6 Input from trainer on which expectations will and will not be met. (10 mins)

7 Put up programme and go through it, giving explanations on practical details like meal times, sessions, etc.

Acknowledgements to Oxfam Gender and Development Unit

3.2 Plan a training course

The learning needs analysis will give information about individual and organisational needs to help plan the course content. Other sources of information include reports, data, research, planning and policy documents relevant to the organisation, and evaluation reports of past training.

Defining a course's aim and objectives provides a framework for the course and for individual sessions.

Aim A broad statement that sums up the purpose of the whole course or session.

Objectives What you want participants to know or be able to do by the end of the course. Objectives often use the formula 'by the end of the course participants will or will not be able to…' Defining clear objectives is a key ingredient for successful training. (Objectives may also be called learning outcomes.)

This is also the stage to draw up an outline timetable, and to work out whether the objectives can be achieved in the time available. Allow time for an introductory session and an evaluation session at the end. Be sure to leave about equal time for participants to do an activity and to process the learning from it with them.

Example 1

Introductory gender course for project planning staff – 2 days

Aim

To give you an understanding of why gender is an issue in development, familiarise you with some commonly used gender analytical tools and discuss the place of gender within the logical framework.

Objectives

By the end of the workshop, you will have:

- been introduced to the history of gender analysis in development
- discussed why gender is an issue in development
- been introduced to tools used to incorporate gender analysis into development project planning (the 'how' of gender analysis in development)
- recognised the difference between 'efficiency' and 'empowerment' approaches
- discussed the place of gender analysis in the logical framework
- begun to think about the implications of gender analysis for your own work

Training of gender trainers course – 2 weeks (for participants with existing expertise in gender analysis)

Example 2

Introductory gender course for project planning staff – 2 days

Aim

To identify and practise the skills involved in planning, conducting, monitoring and evaluating effective training in gender analysis and planning.

Objectives

By the end of the course, participants will be able to:

- develop a gender training course that will strengthen its participants' knowledge, skills, attitudes and motivation to promote gender equality
- recognise their personal strengths and weaknesses in being effective gender trainers
- develop a learning methodology that is based on adult learning requirements
- assess the learning needs of participants in the context of gender training and use different approaches to do so
- define aims and objectives taking into consideration the identified learning needs of participants
- identify strengths and limitations of different teacher-centred and learner-centred methods, and recognise factors determining choice of method
- deal with issues specific to gender training like resistance, sensitivity and motivation by applying appropriate training methods and skills
- propose and use evaluation methods appropriate to adult learning and shared responsibility for workshop/training outcome
- prepare a training course including devising ways of assessing learning needs and setting aims and objectives, and then developing and presenting one training session to the whole group

Example 3

Gender and Development (GAD) Training Course – 2 Days

Overall aim: To introduce participants to gender issues and analysis and GAD planning.

Learning outcomes: Participants will have enhanced awareness of gender, know basic gender analysis tools, and be able to apply GAD planning to their work. They will have designed action plans to take forward gender equality in their work.

Day One		
WHAT	**WHY**	**LEARNING OUTCOMES**
Introductions Of participants and facilitators, and to workshop	Construct the group Facilitators know the group, establish their credibility	Learn about each other and facilitators
Expectations Participants share expectations in small groups and with plenary	Construct the group Re-assess learners' needs Confirm purpose and direction of workshop	Know what will and won't happen Know which of their expectations will/won't be addressed
Context-setting – work lives and current concerns and gender issues	Ground the training in participants' reality Identify gender issues, problems and gaps	Know more about others Think about gender in their work
Input on gender analysis and concepts	Levelling of knowledge and skills on gender	Be clear about relevant basic gender analysis
Apply analysis to work: Sectoral or departmental programmes and plans	Put learning into practice on familiar ground	See relevance of gender analysis to their work Know how to apply it
Wrap-up	Clear up outstanding issues Take day's 'temperature' Adjust programme…	Know what they have learned Know about responsive process of training
Day Two		
Recap day 1	Bring out any issues needing addressing	
Adjust programme…	Know facilitators are listening and in control	
GAD planning – tools and methods	Give participants new tools for gender equality planning	Identify what tools are available for GAD planning
Applied GAD planning	To apply GAD tools to real or hypothetical case	Know how to approach and apply GAD planning
Gender impact assessment (GIA) and gender-sensitive indicators applied to work	To increase knowledge of GIA processes and gender-sensitive indicators	Know basic elements of GIA and setting indicators
Action planning	To plan ways to take GAD planning forward	Plan how they will go forward in their work on gender equality
Evaluation	Establish successes and gaps or failures	Reflect on what they have gained

3.3 Plan a session

Planning individual sessions brings together learning needs analysis, setting aims and objectives, timing, choice of methods and so on. It covers pre-planning and the session itself. Look at the other 'How to…' briefings for further details when planning a session.

The steps involved in session planning are:

- identify the topic to be covered from the course outline
- identify and state the objectives/learning outcomes of the session: what should people be able to do by the end of the session?
- think about how you will assess people's existing knowledge and experience
- decide on how you will check on the effectiveness of learning as the session progresses and at its end
- choose the teaching and learning methods/exercises to be used and the resources you will need
- prepare some teaching notes
- work out timings for the session
- prepare the teaching aids and handouts you will need

Example

The session plan presented on page 8 is part of a four-day gender training workshop for middle and senior level field officers and executives of a well-known Indian non-governmental organisation (NGO). The NGO provides professional management inputs and technical services for poverty reduction to grassroots groups and community-based organisations (CBOs) across the country.

The learners are a group of 35 young professionals (engineers, doctors, computer experts and management experts) with a minimum of five years of experience in field postings with extremely marginalised communities in remote parts of the country.

The organisation, which is known for its commitment to the people it works with, has recently adopted a gender mainstreaming policy. Discussions with senior managers in the lead-up to the workshop, supplemented with a questionnaire sent out to individual participants, provided data for making an assessment of learning needs. Respondents were honest in stating that they had so far operated on the assumption that poverty and technology were gender-neutral, but were aware of, and concerned about, women's growing poverty and the limited impact of their own interventions on women's lives. Violence against women was mentioned by a majority of people as an issue with which they were frequently confronted in the field, but which they felt was outside their brief of poverty reduction. Women participants also expressed some concerns about the internal policies of the organisation.

A four-day workshop was designed as a first intervention, to be followed up with more intensive thematic workshops. The objectives and design of the programme were finalised in consultation with senior managers from the organisation. It was decided that the focus in this workshop would be on building an understanding of gender equality as an essential element of the value framework of sustainable development, and on helping participants to analyse their own field experience to understand the interface between gender and poverty.

DAY/TIME	THEME	METHOD
DAY 1 **Pre-lunch**	Introductions Exploring personal experiences of gender inequality	Game and small group exercises
Post-lunch	Patriarchy and patriarchal controls: the roots of inequality Patriarchy and its intersections with other systems of domination and oppression	Small-group exercises to be consolidated in plenary with inputs from facilitators Case study analysis (using a mainstream film)
DAY 2 **Pre-lunch**	Violence against women and its impacts on development	Presentation, exercise and consolidation in plenary
Post-lunch	Gender and poverty: contemporary debates and contexts Empowerment: the process and its dimensions	Presentation and discussion Analysis of case studies in small groups
DAY 3 **Pre-lunch**	Building gender equality concerns into poverty programmes	Gender review of programmes Exercise to develop checklist
Post-lunch	Building gender equality concerns into development organisations	Developing a framework for an organisational gender scan
DAY 4 **Pre-lunch**	Developing an organisational gender strategy	Exercise in groups
Post-lunch	Evaluation and feedback	

Details of one session are presented below.

SESSION PLAN

TOPIC	METHOD	TIME PLANNING	BACKGROUND MATERIALS
Developing a vision of a gender-equal organisation	Exercise in small groups	5 minutes: making a link with previous session, introducing the '3-circles model' and presenting the case for gender equality within organisations 3 minutes: introducing the task, forming groups and distributing briefs	One-page handout with diagram of 3-circles model for understanding organisations (three overlapping circles representing the technical, cultural and political aspects of the organisation) Facilitators to keep track of group work – time to be extended to 45 minutes if necessary
		30 minutes: small groups to work on developing a checklist with parameters and indicators of a gender-equal organisation Facilitators to keep track of group work – time to be extended to 45 minutes if necessary	
		5 minute break while groups reassemble in plenary	
	Consolidation in plenary	20 minutes for groups to present their checklist To avoid repetition and boredom, each group to be asked to present one point at a time – go round the circle adding to the list until all points are covered	
		20 minutes for questions, discussion, examples	Papers by Aruna Rao and Anne-Marie Goetz on feminist organisational analysis Materials downloaded from Gender at Work website
		15 minute tea break	
Using the checklist to assess own organisation	Exercise in plenary	20 minutes for group to reach a consensus on rating their own organisation against each indicator on a scale of 1-10 Facilitators to encourage discussion on contentious issues	
Developing a framework for a gender policy	Exercise in buzz groups	10 minutes for buzz groups to list five points that need to be included in a gender policy	Draft gender policies of 2-3 other organisations (names removed)

3.4 Choose the right method

Your choice of method is a critical step in planning a session. An inappropriate method can not only block the achievement of learning objectives, but can jeopardise the learning environment and derail the group process.

- The focus of learning of a particular session is a central consideration when you choose a method.

Focus of learning	Examples of session content	Methods
Knowledge (cognitive) – providing information, data – introducing new concepts – providing theoretical inputs	- introduction to the GMS - development frameworks and approaches/WID, WAD and GAD	- lecture - presentation (essentially, a lecture aided by slides, flip charts or PowerPoint) - reading
Attitudes (affective) - questioning and challenging accepted ways of looking at things - reflecting on own attitudes/ behaviour	- change strategies and interventions/working with resistance - women's unpaid work/gender division of labour - violence against women	- experiential methods (group discussions, case studies, role plays, simulations and games)
Skills (practice) - applying frameworks and concepts in practical contexts - using new tools - experimenting with new ways of doing things	- applying gender analysis frameworks - using gender planning tools - preparing a session plan	- supervised practice during the session - field work (during the training or post-training)

- The nature of the learner group is another important consideration. A group of senior bureaucrats may not respond very well to methods like role plays and simulations that ask them to let down their guard. These methods can, however, be used at a later stage in the training, if the group has 'jelled' well and a relaxed and friendly atmosphere has been established.
- Keep in mind the time available for a particular session while choosing a method. Some methods - for instance simulations and role plays – can take longer than expected, particularly if the debriefing does not go to plan. Sometimes time can become an overriding consideration. If you have only half a day to do a session on a complex subject like women's access to justice, you might well choose to make a presentation on the main issues and follow it with a discussion, rather than use a case study or role plays as you might have done if you had more time.
- The competence of the trainer is also a factor. Some methods – for instance, simulations and some games – are difficult to use, particularly for a trainer working alone.
- Ensuring the interest of the learners is also important. There are many situations where a trainer might decide not to use a method because of the way a group has reacted to it in the past, or because it has been over-used. If the group has been in and out of four group discussions in the first three days of a training programme, you might do better to use some other method on the fourth day, even if a group discussion seems most appropriate or easiest to run!

Methods and techniques

Here are some examples of different training methods and techniques commonly used in gender training, including in this Trainers Guide.

- Brainstorming

  Participants are asked to 'brainstorm' ideas about a particular subject. Every suggestion is accepted without criticism or comment and written down on the flip chart. The group then discusses the ideas when all suggestions have been recorded.
- Buzz groups

  Participants discuss ideas/experiences in pairs or threes for a few minutes, sitting where they are in the larger group or plenary discussion. Good for getting discussions going, enabling participants to explore ideas before speaking in the larger group.
- Case study

  A case study outlines a realistic situation that participants can use to turn theory into practice. It enables group members to apply new information, insights and ideas to a realistic situation relevant to their work.
- Debate

  Formal talks by two teams, each trying to disprove the other's claim and to re-affirm their own views.
- Demonstrations

  A demonstration is usually used to teach a skill. The trainer shows the group the whole skill in addition to breaking it down into its component parts. Ideally the participants will then practise the skill.
- Diaries

  Participants keep a personal diary in relation to a specific theme or problem. These help develop self-awareness, help the participants relate the course to the rest of their lives and provide evidence for one or more aspects of personal behaviour, which can then be used for analysis.
- Discussion

  A discussion involves an exchange of ideas on a subject. A discussion can be structured by the trainer or can be a free group discussion. There is often no right or wrong answer or single solution to the problem being discussed.
- Games

  Games can sort out problems, can create a group identity, may help to build trust within a group and may help develop sensitivity to the problems of others. Four types of games are commonly used:
  - icebreakers (see below)
  - knowledge games, which give information to the players
  - energisers or tension diffusers – games that can be played when the energy of the group is flagging or to diffuse tension
  - trust or social development games, which help create a safe atmosphere in the group
- Group work

  Small groups carry out specific tasks or activities. These encourage people to share experience and knowledge, encourage participation and develop a co-operative approach to working.
- Ice breakers

  A game used at the beginning of a session or course with one or more of the following aims:
  - to get group members to relax and mix
  - to create trust within the group
  - to have fun
- Lecture/talk

  A presentation of a subject by the trainer. It does not involve audience participation.

- Panel

  A discussion among a few qualified people seated at a table in front of the audience.
- Polarised views

  Views about an issue are polarised, i.e. phrased to reflect extremely different views. Group members can work in pairs, with each individual acting as if they fully adopted one of the points of view for the exercise, despite their own views. Each person writes down all the arguments they can think of that support their position, without discussing it with their partner. The partners then start arguing their case. The trainer lists the points in favour of each view by asking each pair in turn to contribute one point, until all points have been collected.
- Projects

  Projects can be undertaken by individuals or by a group and involve making a detailed study of a subject for presentation in a written or verbal form. This gives the initiative to the participants and is good for 'discovery learning', which tends to enhance motivation.
- Question and answer

  Question and answer sessions involve the trainer asking questions for the participants to answer or vice versa.
- Questionnaires

  A list of questions relevant to a topic. These can measure knowledge, attitudes or behaviour.
- Road maps

  A road map is a technique used to look back over someone's life in a non-threatening way. The person draws a line on a piece of paper and marks on it events in their life that may have affected their behaviour in some way.
- Role play

  The acting out of a real situation. A situation or problem is outlined and group members are assigned parts and asked to act it out. Role play can help group members find a solution to a problem. It may help them to understand others' viewpoints and may produce changes in attitudes or behaviour.
- Rounds/circles

  The group leader asks a question. Each group member in order round the circle gives his or her answer. Everyone else listens quietly, no-one criticises or comments on what is said. Group members can opt to pass.
- Visits

  Participants, either as individuals or in groups, visit an outside venue relevant to a particular part of the course. Visits can involve interviewing people, finding information and/or observing a process.

3.5 Run a group discussion

A group discussion is the most commonly used method of experiential and participatory learning. It is a simple way to enable the sharing and collective analysis of first-hand experience. It is also a good method to use towards the beginning of a training programme. Often learners who are shy and hesitant to speak in a plenary will relax and open up in a small group, especially if the topic being discussed is one on which they have something to say.

- Use a group discussion only when you are sure that each learner has some experience – even if not to the same extent – of the issue that is being discussed.
- Put some thought into structuring the group. If the learner group is more or less homogenous, counting off numbers to form random small groups is likely to work. With a heterogeneous learner group, you may want to decide who goes into which group. Your criteria for forming the groups would depend on what you want to get out of the discussion. You could choose to mix the more experienced and less experienced people, or put all the younger people together, or make sure that the quiet ones are not alone in a group of big talkers.
- Specify the topic clearly, preferably in the form of questions that the group should discuss. Check that everyone knows and understands the task.
- Specify the time available to the group, and how they should present their discussion in the plenary. Make sure that each group has the materials they need (flipcharts, markers, overheads, etc. depending on the mode of presentation).
- Ask the group if they want to choose a moderator, timekeeper and rapporteur for the discussion.
- Be available to help the group if they should need you. Be prepared to clarify the task, explain what kind of output you expect, encourage everyone to participate and, if necessary, bring the group back to the task if the discussion seems to be straying.
- When groups come back to the plenary, tell each group how much time they have for their presentations and help them to keep time.
- You will need to moderate and coordinate the questions and discussions after the presentations. Be prepared to 'seed' the discussion with a question or remark if necessary.
- At the end of the discussion, consolidate the main points made and link them with the topic of the discussion. Use a flipchart or whiteboard to put down key elements and draw connections with your conceptual framework for the session. If there are elements that contradict your framework, you will need to explain them.

3.6 Develop and use a case study

You can use the case study method in one of two situations:

1. To help learners explore an emotionally loaded issue in a non-threatening way through the experience of others rather than their own experience. For instance, an account of the life of one particular woman could be used to explore the impacts of domestic violence with a group of women learners, some of whom may themselves be experiencing domestic violence.

2. To give participants practice in applying conceptual frameworks and tools to real-life situations. For instance, a description of an organisation could be used to give participants practice in developing a strategy for gender mainstreaming.

Some points to remember:

- Ideally, a case should not be a work of fiction. It should be an account of an actual situation, preferably one that the trainer is familiar with. If you decide to use a fictional situation, make sure that it is as near as possible to real life.
- The amount of information to be included in the case depends on the purpose. While redundant information should be edited out, there should be enough detail to bring the situation to life.
- The write-up of the case should be brief and crisp and the language used should be completely non-judgemental. Avoid or change names.
- Follow up the description of the situation with a few questions (two or three at most), which will form the task for the group.
- It is absolutely essential to test the case study before using it in a real training situation. You could ask another trainer to read it and answer the questions, or try it yourself. This will help you to refine the exercise, adding information and editing out unnecessary detail, fine-tuning and rewording the questions and getting an idea of the time necessary for the exercise.
- A case study need not always be a written document. Many trainers use films or film clips as case studies.

3.7 Run a debriefing

'Debriefing' is the most important step of any exercise. It completes the experiential learning cycle. Debriefing involves two stages: firstly, helping learners to share the experiences/insights emerging from the exercise; and secondly, deriving general principles from these particular outcomes by relating them to a larger conceptual framework that 'brings out the patterns' of the issue.

For example, take the simple free-association exercise commonly used by gender trainers to help learners to understand the process of social construction of gender identities and gender roles. This exercise involves putting learners into small groups, giving them a list of qualities and attributes (like 'strong', 'beautiful', 'intelligent', 'daring' and so on). The groups identify each quality as 'male' or 'female', and discuss why. The groups then come back together to share the highlights of their discussions and reach a common conclusion about the reasons for their choices.

In debriefing this exercise you facilitate sharing by small groups, and then consolidate the points emerging from the small groups and from the discussions following the group presentations, in a manner that links to the objective of the exercise.

The most effective way of debriefing is by asking a series of questions structured to lead learners through a logical chain of reasoning: "Why do you think qualities are gendered in this way?" "Are women and men born with these qualities or do they acquire them?" "What is the impact of such labels and conditioning on children as they grow up?" "Is there an in-built hierarchy in these labels?" "Is there a connection between this hierarchy and the overall system of gender inequality?" At appropriate points during this discussion, you as trainer would interject comments and add elements that do not seem to be emerging from the group. At intervals, and at the end, you should summarise what people are saying, and capture the key points – what you want people to take away from the session – in two or three crisp and clear sentences (perhaps on a flipchart).

Some tips for effective debriefing

- Prepare your debriefing framework, with the exact phrasing and sequence of questions and the final summary points, in advance of the session and write it down for your own reference.
- Have a flipchart with the final points written up and ready to use to end the session. A diagram of interconnections can add value to this chart. You could consider passing this round as a handout at the end of the session.
- Sometimes, when a session has overrun its time or the group is unresponsive or an exercise has not worked as it was expected to, you may have to drop your planned debriefing and wind up the session with a brief input. Being prepared for this can make all the difference!

3.8 Adapt training activities

You will probably never find a ready-made training activity that exactly matches your purpose, but this Trainers Guide offers a range of activities that you can adapt to a variety of contexts and purposes.

Although you can use them just as they are, the activities are not intended to be set in stone. Nor can they cover all ideas, possibilities and circumstances. You can adjust them for your particular group of learners, or use them as models in developing your own adaptations. Find alternative routes – use the methods in one activity for the content of another, as long as it delivers the ideas and asks the questions that meet the needs of your group and the learning objectives. Use materials and ideas available in the country where you work. Materials and formats that are specific and relevant to the context you are working in are the best vehicles to convey new ideas, or new ways of looking at things that are familiar.

Adapting an activity involves the same steps as planning a new one – thinking through the who, when, where, what for, what and how questions, whether you are adapting a whole course or programme or a single activity. Above all, start from the learners' needs.

- Start with a learning needs analysis (How to briefing 1 'Do a learning needs analysis'), building up a profile of your learners and their needs and an understanding of the structure and culture of their institution.
- Define the aim and objectives (How to briefing 2 'Plan a programme'), and think about the outline timetable as you would if starting from scratch.
- Then read carefully through the Trainer's Guide activity that most closely seems to match your needs (use the 'To Help You Choose' table for this). Check if the activity matches your learning needs analysis and aims and objectives.
- If it isn't exactly what you want, work out why. For example:
  - learning needs analysis shows a different learner profile or motivation, different institutional context or requirements
  - aim and objectives are different from the ones you have defined
  - examples, case studies and/or handouts are not relevant for your participants
  - methods/exercises are not appropriate for your group – too formal or too informal
  - level of difficulty or language level may be pitched too high or too low for your group
  - timing is unsuitable – the activity is too long or comes at the wrong point of course/programme
- Note which parts could be rewritten or redesigned, so that they meet your group's needs. For example, you could:
  - adapt a whole course or programme by picking and mixing different activities from the manual
  - follow the general outline of an activity with similar aim and objectives, but change parts of it
  - find more relevant material for examples, case studies and handouts e.g. from another module of the Trainer's Guide, from the GMS manual for another sector, or use local material fitting a national, regional or institutional context
  - rewrite handouts/exercises in simpler language
- Finally, draw up a new plan for the activity, with your aim and objectives, timings, methods and so on (How to briefing 3 'Plan a session'). If possible, test out your plan with another trainer or someone similar to your participants. Revise if necessary.

3.9 Plan the practical side

No matter how good the content of the training course is, badly thought-out practical aspects can completely sabotage it. On the other hand, if the practical arrangements have been well planned – the food is good, the accommodation pleasant, the travel arrangements smooth and the equipment works – participants and trainers will be in a good frame of mind to participate actively.

Think about your own good and bad experiences of practical aspects of training. Questions that may need to be resolved are timing, costs, administration and per diems for participants. Participants need to be informed about practical arrangements as soon as possible, in pre-course information or at the very beginning of the course.

Things to think about:

- accommodation: rooms, furniture, sleeping arrangements, childminding
- admin. support before the course: booking venue, inviting participants, making travel arrangements, sending out information
- admin. support during the course: accounts, photocopying, stationery
- admin. support after the course: producing a course report
- entertainment and recreation
- first aid
- food and drink
- official recognition: officials to speak, certificates
- per diems for participants
- telecommunications
- transport

3.10 Monitor and evaluate

Monitoring the course as it goes along, and evaluating it at the end and sometime later, shows whether it has achieved its overall aim and provides information for future developments and improvements.

What can be evaluated?

- The training plan

  Questions about
  - Learners: were they appropriate? Did they have the right qualifications? Were there the right numbers?
  - Objectives: were they appropriate? Did they specify knowledge, attitudes and skills in enough detail? Were they appropriate to the time available?
  - Timetable: did it give a framework in which the learning objectives could be achieved? Was the balance of time between different topics suitable?
  - Methods: were they appropriate for the learning objectives? Was there enough variety? Were the trainers capable of using the methods specified? Were there enough resources to make the methods possible?
- The training process
  - Effectiveness: Did the teaching achieve the objectives? Did the content actually provide the knowledge and skills to lead to the objectives?
  - Efficiency: Did the course achieve the objectives in the best manner? Was the time allowed for each part sufficient? Were the teaching methods appropriate? Was the level of detail appropriate?
  - Acceptability: were there any attitudinal aspects in trainers or learners that impeded or helped the achievement of the objectives?
- The product
  - How has the training influenced the professional practice of the participants?
  - Have Action Plans been implemented?
  - What additional training/support do participants need?

Collecting the data: who, when and how?

- Who?
  - trainers
  - participants
  - outsiders
- When?
  - mid-training
  - end training
  - continuous
  - after training
- How?
  - observation by the trainer
  - observation by another trainer
  - questionnaire for participants to complete
  - participant discussions independent from the trainer with feedback
  - participant discussion with trainer
  - individual discussion participant-trainer
  - staff meetings
  - follow-up workshops/meetings/visits

Examples of monitoring and evaluation forms

End of workshop evaluation form

1 What were your expectations of this workshop?

2 To what extent were these expectations met?

3 What have you learned in this workshop?

4 What is your opinion of the teaching methods used?

5 Is this workshop useful for people in a similar position to your own? Please explain

6 Do you have any suggestions on how to improve this workshop?

7 Any other comments

After the course evaluation form

1 Looking back, what do you think has been of most value to you?

2 What is needed to make the course (more) relevant to your situation? Please explain

3 Do you think your behaviour and insights have changed? Yes/No. If so, what and how?

4 Do others in your environment think your behaviour and understanding has changed? Yes/No. If so, what and how

5 Would you advise others to participate in this course? Yes/No. Why?

6 What suggestions do you have to improve the course, particularly for people in your situation/profession?

Monitoring/Evaluation 'Cross Tabulation' Form

Objective

to obtain generalised feedback expressed in scores on a course or session

Materials

Flip chart with prepared table written on it
Handouts for participants with the same table

Method

Participants are asked to reflect on each topic and to score on their own form. 1 is a very low judgement and 5 very high. The scores are collectively transferred to the flipchart and discussed

Flip chart/handout

Were the objectives attained? (Score 1-5)

Were the methods used effective? (Score 1-5)

Were the contents relevant? (Score 1-5)

Was the participation level satisfactory? (Score 1-5)

More free-form monitoring form

What happened during the session?

What did I think about it?

What did I learn?

How will this affect my work?

Problems of using this in my work

If I'd been running this session, I'd have…

What I thought about the teaching methods used

General comments

Just one word

Objective

To gain a general impression of participants' reactions to a training session or day.

Method

The participants are asked to reflect for a moment on the training day or session, and then to give their opinion in just one work or short phrase. The trainer can summarise the reactions at the end, and add his or her own reaction.

Alternative method

The participants are asked to write down on a postcard/post-it note their opinion/feelings at the end of a training day. They put all these up on the wall. Either immediately or the following morning, everyone reads the comments on the wall, and the tutor uses this as a reflection of the previous day/introduction to the next day.