

# South-East Asia Regional Gender & Diversity Training of Trainers Handbook - Pilot -

5-8 October 2015

Bangkok, Thailand

Name:

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# How do people learn?

There are many theories about how people learn. We are all unique and learn in different ways, but research shows there are some common types of learning styles and how we process information.

**Learning styles:** A model for this presents three types of learners:

**Visual learners** – see it



**Kinaesthetic learners** – do it



**Auditory learners** – hear it



- a) Posters
- b) Singing songs
- c) Dancing
- d) Role plays
- e) Watching a DVD
- f) Brainstorming
- g) Writing on a whiteboard
- h) Radio interview
- i) Clay modelling
- j) Drawing
- k) Listening to music
- l) Taking notes
- m) Looking at a diagram
- n) Graphs
- o) Reading to group

A person may have a preference for one style or a combination of these.

1. What type of learner do you think you are? Why?
2. Match the activities from the box above to the type of learner

## How do adults learn?

While we all have different learning styles, we've also been educated in particular ways. How we learn as children (pedagogy) and how we learn as adults (andragogy) is different.



Malcolm Knowles<sup>1</sup> identified the following six principles of adult learning:

- Adults are internally motivated and self-directed
- Adults bring life experiences and knowledge to learning experiences
- Adults are goal oriented
- Adults are relevancy oriented
- Adults are practical
- Adult learners like to be respected

Features of andragogy are that learners tend to learn:

- If they want and need to
- By linking learning to past, present or future experience
- Through internal motivation and drive e.g. can be more self-directed learners
- By drawing from skills and experience within a group
- By practicing what they've learnt e.g. to perform a task and self-assess their skills
- With help and guidance
- By finding solutions to real problems, situations and issues
- In an informal and non-threatening environment

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<sup>1</sup> Knowles, M. (1984). *The Adult Learner: A Neglected Species* (3rd Ed.). Houston, TX: Gulf Publishing. & Knowles, M. (1984). *Andragogy in Action*. San Francisco: Jossey-Bass.

## Defining some terms

As we are focusing on developing your training skills, we need to use particular language to avoid any confusion. Can you fill in the blanks (\_\_\_\_\_) in the table below?

Description	School	University	Training
Learner	Pupil or student	Student	Participant/trainee
Instructor	Teacher	_____	Trainer
Main Location (traditionally)	_____	Lecture hall/seminar room	Training venue
Learning broken into	Lessons	Lectures/seminars/ classes	Sessions
Learning follows	A curriculum	Academic course(s)	_____
Learning results in ....	Certification that is recognised nationally	_____	Learning objectives or outcomes being achieved & sometimes has certification
Life stage	_____	Undergraduate often early-adulthood, but increasingly diverse, & post-graduate as an adult	_____

### Key terms<sup>2</sup>

**Training** – the process of learning the skills (knowledge and attitudes) needed to do something

**Facilitation** – the process of making something possible or easier

**Methodology** – a set of methods and principles used to perform a particular activity

<sup>2</sup> <http://www.oxforddictionaries.com>

## Key concepts

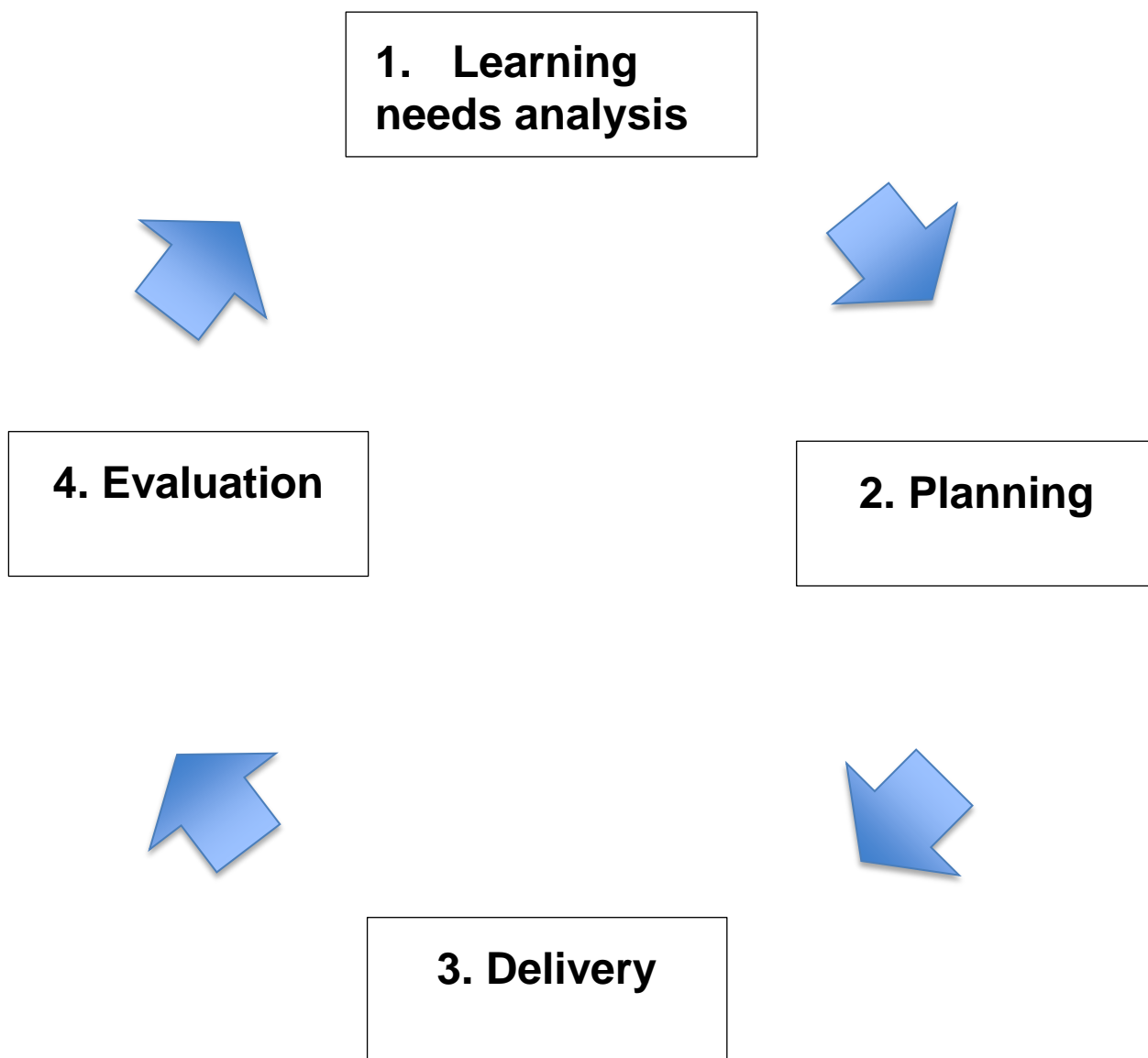
**Sex:** refers to the biological differences between men and women

**Gender:** refers to the social differences between men and women and relates to the attitudes, behaviors, roles and expectations put on men and women as a result of being male or female

**Sexual and gender based violence:** an umbrella term for any harmful act that results in, or is likely to result in, physical, sexual or psychological harm or suffering to a woman, man, girl or boy on the basis of their gender. Gender-based violence (GBV) is a result of gender inequality and abuse of power. GBV includes, but is not limited to, sexual violence, domestic violence, trafficking, forced or early marriage, forced prostitution, sexual exploitation and abuse and denial of resources, opportunities and services.

**Diversity:** means acceptance and respect for all forms of difference. This includes, but is not limited to, differences in gender, sexual orientation, age, disability, HIV status, socio-economic status, religion, nationality and ethnic origin (including minority and migrant groups). Gender interacts with other aspects of diversity as there is an important interrelationship between discrimination on the basis of gender and discrimination because of other forms of diversity.

# The Training Cycle



# Stage 1: Learning needs analysis (LNA)

There are two key questions that you need to consider at this stage of the training cycle:

## 1. What are the group's learning needs?

Topic	Questions
<b>Background</b>	What experience do participants have? How have they learnt previously? What level of education have they received? What is their language level?
<b>Learning experience</b>	How are they used to learning? What are their cultural norms for learning? What is their preferred learning style?
<b>Skills</b>	What skills do they have? Where are their gaps and areas for development?
<b>Knowledge</b>	What is their level of subject knowledge? What areas of knowledge could cause most difficulty?
<b>Attitudes</b>	How do participants view their work and their own professional development? Are they used to reflecting on their own learning and skills?
<b>Resources</b>	What materials do they have access to? What methods of learning are practical in this context?
<b>Environment</b>	What sort of physical environment do participants work in? What are offices and meeting areas like? What learning methods do they use in their daily work?

## 2. How are you going to find out this information?

Possible tools	Some considerations
<b>Observation (and feedback)</b>	Trainers need to provide criteria before observing, and also agree how to provide feedback if requested/appropriate
<b>Questionnaire</b>	Designing questions effectively, with a clear layout and spaces for responses. Questions can be simple closed questions e.g. a tick box/ true or false, yes or no type questions; or more open-ended e.g. what is your experience of learning? A questionnaire may contain both open and closed questions e.g. Do you enjoy learning? Yes/ No? Why?
<b>Group discussions</b>	Structured questions need to be prepared in advance for the group to discuss
<b>1:1 interview</b>	How structured do you want the interview to be? E.g. a structured interview has very fixed questions; semi-structured interviews have some key questions, but also allow time to explore topics depending upon the interviewee's responses
<b>Test</b>	Practical/ theory test, with test material prepared in advance, and some criteria to moderate and analyse test results. This could happen face-



Possible tools	Some considerations
	to-face or online depending on the context.
<b>Group activity</b>	Design an activity that requires individuals within the group to demonstrate their skills, knowledge and attitudes, and analyse their results as a group and more individually
<b>Visuals</b>	When literacy levels are low, consider using highly visual content and limited words e.g. graphical presentations of information; drama; venn diagrams; flowcharts; storytelling; prioritisation/ranking exercises etc.

### How might you organise your LNA?

Plan the...	Think about....
<b>Task</b>	What are you looking for and who are you going to consult?
<b>Process</b>	How are you going to collect and analyse your information? Whose help might you need? Whose permission will you require?
<b>Time</b>	When will you conduct the LNA work and how long do you need to complete this?
<b>Tool(s)</b>	What methods and tools will be most appropriate? How will you need to adapt these?
<b>Practicalities</b>	How will you manage the information gathering?

### What else do you need to consider?

Timing	Attitudes	Validity	Protocol
Other work commitments	To questionnaires	Getting an accurate picture	Official permissions needed to conduct LNA work
Family commitments	Towards training	Lack of experience in LNA	Formal versus informal nature of work
Setting reasonable deadlines	To professional development	Needs versus what participants say they want	Management of data gathering
Climate at time of year, festivals, holidays	To managing information	Participants trying to tell you what they think you want, rather than being themselves	Legal obligations around information and confidentiality

# Gender and diversity inclusive training (preparation)

## Why is this important?

In addition to raising awareness of gender and diversity via the delivery of your training, it is important to ensure that the training itself is as inclusive as possible and takes into consideration and adapts to the needs of your participants.

## Prior to the training

### Knowing your participants

- ✓ Have you recorded participants' details such as information on their sex, age, job position?
- ✓ Are your participant's representative of the National Society/community you are training in?
- ✓ Is there an equal number of men and women and representation from different social or marginalised groups in the room?
- ✓ If not, have you made extra provisions to overcome barriers that may prevent some individuals from attending: e.g. you could include costs in the budget if women may need child care to attend the training. Or, if women need people to accompany them to the training, it would be important to allocate budget and resources for this.
- ✓ Have you circulated a special requirements form? Do participants have any special needs or requirements related with:
  - Diet/allergies?
  - Disability (physical, visual, auditory)?
  - Religious requirements?
  - Accommodation requirements?

If the answer to any of these is yes, what extra access or provisions would they require during the training?

What languages do your participants speak? If there are minority groups in the room, it could be important to translate key documents or Powerpoint slides so as not to discriminate in terms of participants accessing information during the training.

### Ensuring an inclusive venue

Visit the venue at which you wish to hold the training. Conduct an audit by checking for disabled access, e.g. are there ramps at the entrance? Are the lifts large enough for wheelchair access? Is there a contingency plan during an emergency, e.g. a fire?

Ensure the venue has adequate sound systems if participants have hearing impairments.

## Stage 2: Planning

If a training course is the best option for supporting a group's learning needs then you need to start by asking some questions.

### Initial planning questions

1. Who will you be training?
2. Who will be the trainers?
3. Why are you training them?
4. What will participants know already? What will they need to learn?
5. When will the training take place?
6. How long will the training be?
7. What resources will you need/ do you have to run the training course? E.g. money, people’s time and expertise

### Training course design

There are many areas to consider for course design.



# Setting aims and objectives

## Aims and objectives - what are they in a training context?

**AIMS = general statements of intent or direction**

Training course aims are:

- Used to indicate the overall purpose of a course
- Usually long-term and expressed in rather general terms
- Do not say what participants will actually be learning and achieving at specific points

**OBJECTIVES = provide specific training targets in a given timeframe**

Training **course objectives**:

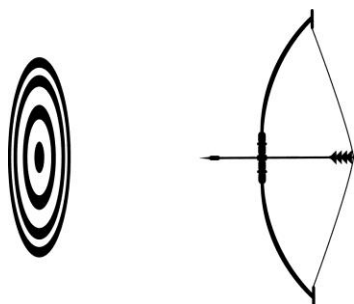
- Help bring a focus to the course for the trainer and trainees
- Are achievable stepping stones which contribute towards more generally expressed aims
- Express what the participant will be able to do/say/think etc. as a result of the planned training input
- Need to be written in ways that allow some judgement as to whether or not they have been achieved

Training **session objectives** have 3 key functions. They:

- Provide a **structure** for specific stages of a session
- Help facilitate detailed **planning** of the session
- Can be used to **assess** whether the session achieved its **purpose**

A common phrase used before listing course objectives: *'By the end of the session, participants will have/ will be able to...'*

The crucial point is that you identify exactly what the participants are to achieve by the end of the course/session. Once your aim and objectives are clear you can then move to more detailed planning, selecting content, identifying the best training methods, gathering resources needed and deciding what success looks like and how you will monitor this.



# ‘SMART’ objectives

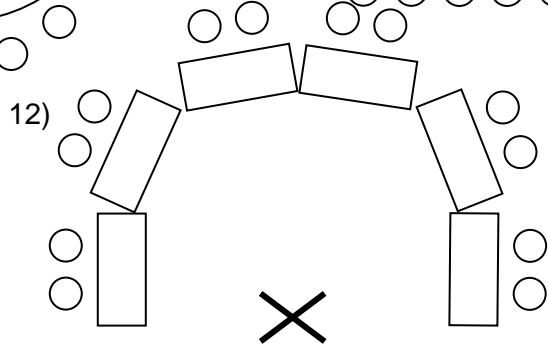
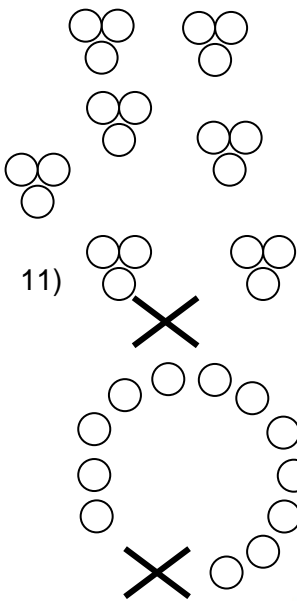
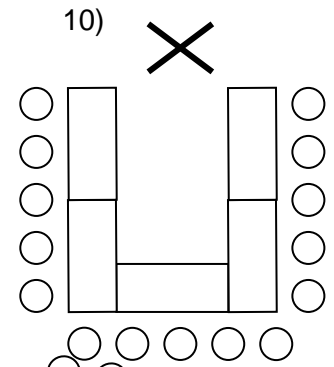
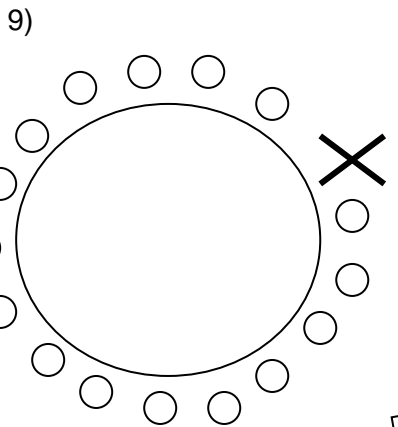
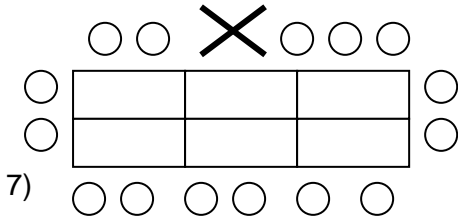
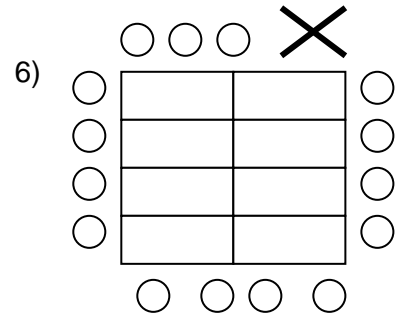
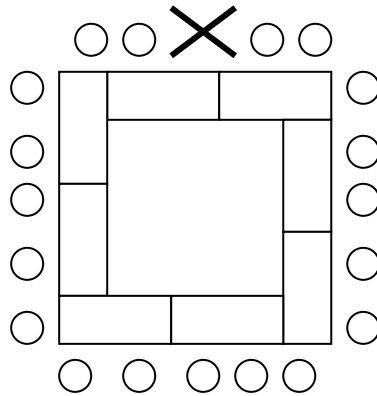
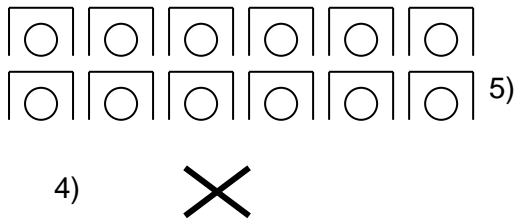
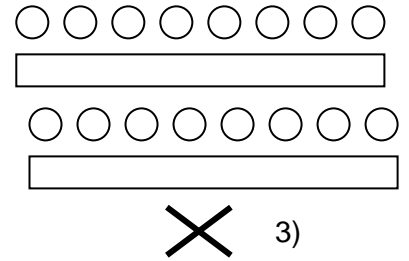
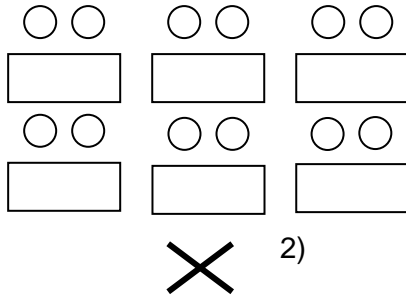
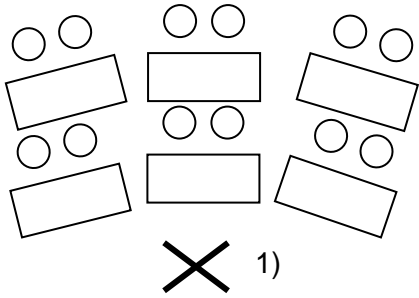
One way of setting objectives is through using the acronym ‘SMART’.

- SPECIFIC** They state exactly what you aim to achieve and to what extent
- MEASURABLE** So you will know whether you have been successful
- AGREED** So that your trainees have a stake in what they are learning
- REALISTIC** That is, they are capable of being achieved
- TIME-BASED** So that there are specific timeframes structuring the process

Main intention	Useful verbs to use			
1. Knowledge	Define	Write	Select	Identify
	State	Recall	Label	Repeat
	List	Recognise	Measure	Describe
2. Comprehension	Identify	Illustrate	Explain	Classify
	Justify	Represent	Judge	Translate
	Indicate	Formulate	Contrast	Compare
3. Application	Choose	Show	Construct	Apply
	Explain	Perform	Find	Demonstrate
	Find	Practise	Use	Illustrate
4. Analysis	Analyse	Select	Justify	Appraise
	Identify	Compare	Evaluate	Distinguish
	Criticise	Examine	Contrast	Differentiate
5. Synthesis	Combine	Restate	Summarise	Derive
	Select	Relate	Organise	Conclude
	Compose	Manage	Generalise	Design
6. Evaluation	Judge	Evaluate	Determine	Recognise
	Support	Defend	Select	Criticise
	Identify	Rate	Assess	Value
7. Practical Skills	Grasp	Handle	Move	Position
	Operate	Turn	Relax	Tighten
	Act	Shorten	Rotate	Perform
8. Attitudes	Challenge	Value	Investigate	Appraise
	Judge	Select	Explore	Determine
	Question	Think critically about...	Prioritise	Rank

# Seating arrangements

Key: X = Trainer    O = Trainee    □ = table



Which have you experienced? What are the benefits of each?



During the training, try and mix up participants’ seating arrangements. This will ensure diversity and a gender balance within the groups

## Training techniques/methods

What follows are some sample training techniques or methodologies. Fill in the blank sections below:

Technique	Description	Why?
Ice breaker/ warmer/ energiser	There are many ways to do this, a song, a game, dancing and short activities (see tools section for some ideas)	To help a group get to know each other and work together. To re-energise a group when energy levels are low
Individual work	Participants complete an activity alone, or reflect and think about a question, issue by themselves etc.	Participants need time to process new skills, knowledge and information, and to apply it to themselves
Pair work	Participants complete an activity in pairs	It’s a safer way to discuss something, and for participants to get to know each other or look at a topic without feeling intimidated
Group work	Participants complete an activity in a small group	
Plenary discussion	All participants discuss some questions or statements.	It can be used at the start of a session, middle or end. It can often help to close a session with this type of discussion
Onion ring	Participants form two concentric circles facing each other either standing up or sitting down. They are given a question to discuss, before moving around the circle to discuss the next question	A variation on paired discussion, but helps to give the group an identity together, and mixes up the group in a different way
Problem solving activity	Participants work in pairs or groups to solve a problem	Works well when the group participants have some similar problems, or new areas they are facing that they want some help to think about and resolve
Brainstorm/ ‘thought shower’	A group shares lots of ideas, while the facilitator records them on a whiteboard or flipchart paper	Used to generate ideas quickly. It’s quite important that no judgement is given to any idea for an initial stage of a brainstorm, and that everyone is encouraged to say something. Later, ideas can be evaluated and prioritised as needed
Poster presentation	Participants present something in poster form in response to a question or specific task	It encourages different types of thinking, and responses and if language is an issue for the group, pictures can help communicate something more strongly



Technique	Description	Why?
Carousel	There are different activities in different parts of the room. Divide the group by the number of activities and rotate them around with a fixed time for each of the different activities	Structures group work and gives a group time to look at a topic in more depth, particularly when content is high and time shorter. It also breaks up a session and physically moves the participants which keeps them more alert
Bus stop	Participants move around the training room in small groups answering questions or brainstorming ideas that are located at different 'bus stops'	
Walking wall	All participants' work or group work is displayed around the room so groups/ individuals can walk around and look at it	
Jigsaw	A technique where different parts of an exercise or text are worked on in different parts of a jigsaw. Then the group needs the pieces to come together to extract meaning from the whole.	This works well when you can fragment a topic or issue which requires participants to look at the component parts of an issue or concept. It works well visually if you can create pieces that then visually come together as the jigsaw
Guided reading	Some text is read out, or needs to be read individually and then an activity may follow from the reading.	
Visualisation	An activity in which the trainer sets up a situation and encourages trainees to visualise it, to help understand it	It works well to help people reflect, or imagine themselves in another person's shoes
Case study	Participants are given a 'real' or close to real situation. They then need to respond	This helps people to take their learning and to analyse a practical situation so they can apply the theory they've learned, or empathise better
Lecture	Trainer/ presenter speaks, possibly using a Powerpoint presentation, while participants take notes and make observations. There's possibly some time for questions	Lectures can be useful, if time is kept short and focused, presenters are good, and it's kept as interactive as possible
Film clip/ video	Participants watch a film clip or video and then discuss it	Brings an issue to life and relates it to the people in the room, usually at a lower cost than bringing a specialist or community to talk to the group
Role play	Participants and/or trainers take on specific roles to act out an issue or situation	Gets people involved in a topic and engages them at another level, and in real-time



Technique	Description	Why?
Trainee presentations	Trainees present back to the group, or on a particular experience or area of specialism	To support the groups understanding drawing on expertise among participants
Debate	You have a critical issue to debate which is written as a 'motion'. E.g. 'More money is the answer to better healthcare.' You select a group to speak for the motion and against. The debate is had in a structured way e.g. 2 speakers from each team who have to alternate their 5 minute speeches, and the audience listens and votes whether they are for or against the motion. The winning team should ideally be given a prize.	
Quiz	You develop a set of questions with some possible answers, and each group or individual has to write down their answer within a set timeframe. The answers are collected in, or group marked and the winner given a prize.	
Polarisation	You take a set of controversial statements and write them individually on some paper/whiteboard. You can use some string, placed in a line on the floor to give you a continuum, and choose a 'strongly agree' end and a 'strong disagree' end, and develop signs with these on. A trainer reads out a statement and the group, who are standing up, have to stand on the string in a place depending on how much they agree/disagree with the statement. Then the trainer asks different participants to explain why they are standing where they are. After the discussion, participants can move their positions.	To appreciate different individual perspectives on a topic. To appreciate differences e.g. we rarely operate in a black and white environment, and we often have to work in 'grey' areas.

### Don't forget!

1. Don't try all of the techniques at once
2. Do start with setting objectives for a session, then look at techniques and methods
3. Don't drive your session plan by techniques, but by what you want participants to learn
4. Do be confident. Your confidence in using different techniques and methods will vary, build up your expertise through practice and learning from other trainers
5. Don't be repetitive. Using the same techniques over and over risks boring participants, so the key to success is building in some variety
6. Do use your imagination! Techniques can always be adapted, or given a new twist



If you plan to do group work, you can pre-arrange the groups to ensure a mix of capacities, knowledge and skills. You can also ensure you achieve a gender balance diversity among the groups.

# Resources

**COURSE TITLE:**

**DATE:** \_\_\_\_\_ **TRAINER:** \_\_\_\_\_

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<u>ITEM</u>	<u>NUMBER NEEDED</u>
HANDOUTS	_____
BOOKS	_____
NAME BADGES	_____
TABLE NAME PLAQUES	_____
EVALUATION FORMS	_____
SIGN-IN SHEET	_____
PENCILS	_____
PAPER	_____
FOLDERS	_____
WORKBOOKS	_____
NOTEBOOKS	_____
PENS	_____
ERASER	_____
[FLIPCHARTS]	_____
[FLIPCHART MARKERS]	_____
TRANSPARENCY MARKING PENS	_____
PINS	_____
STAPLER	_____
WHITEBOARD	_____
WHITE BOARD MARKERS	_____
HIGHLIGHTER PENS	_____
BLU-TAC	_____
SNACKS	_____
	_____

## Stage 3: Delivery

Some key tips:

1. Have a session plan and follow it wherever possible, but have some back-up options
2. Practice
3. Arrive before your training course start time
4. Monitor your session time
5. Look at how the group is responding and adapt
6. Be organised
7. Give clear, precise instructions for activities
8. Check the groups understanding as needed
9. Monitor group dynamics and respond to these as needed
10. Be professional, look the part and you will feel more confident in your delivery
11. Watch your body language and gestures, stand so that you are not in the way of something the group needs to see
12. Project your voice as needed, and ensure the group can all hear you.
13. We tend to speed up sometimes when speaking, so if this happens you need to take a breath and slow things down or someone has to let you know that you're going too fast.
14. Visuals – have them ready in advance. Can everyone see them in the room?
15. Use of PowerPoint presentation and other plans involving technology – rehearse and be prepared for technological problems.

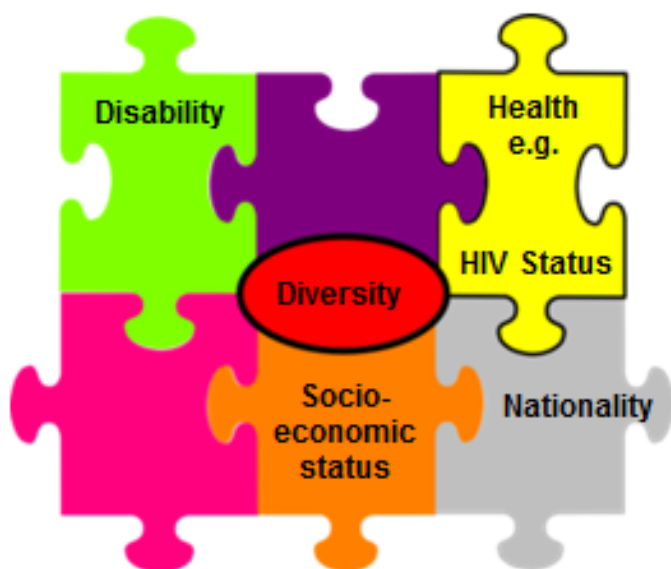
# Gender and diversity inclusive training (delivery)

During the training:

## Training on gender and diversity concepts

- ✓ Make sure participants know about confidentiality. No questions are wrong and participants will not be judged by their questions.
- ✓ Be contextual: use examples and pictures from the country/region.
- ✓ Know the National Society or group's strategic plan, aims and goals. This will help make connections between the theory and practice.
- ✓ Research facts about the country/community e.g. laws relating to domestic violence, views on homosexuality. If there is a topic that is particularly sensitive, introduce this in innovative ways. You can use different language or methods to deliver messages.

On this 'diversity jigsaw' slide for example, one adaption could be to leave jigsaw pieces blank for participants to add in their own idea of diversity from within their community. You can also include aspects of diversity specific to the context.



## **Build on the diversity and experience in the room**

- ✓ Ensure every participant is encouraged to participate
- ✓ Ensure diversity within groups, mix up the seating arrangements to encourage people to meet others and exchange ideas
- ✓ Highlight the diversity amongst ourselves, by having participants introduce themselves and their role in the National Society. What does gender and diversity mean in each person's culture? This immediately highlights the needs to address gender and diversity in a context specific way
- ✓ Notice if certain groups or individuals are not speaking up or being overshadowed by more dominant participants. Try to encourage their participation
- ✓ Try to inject icebreakers if you notice the participants feeling concerned or overwhelmed. Some topics can include subject matter that may be heavy or uncomfortable

## **After the training**

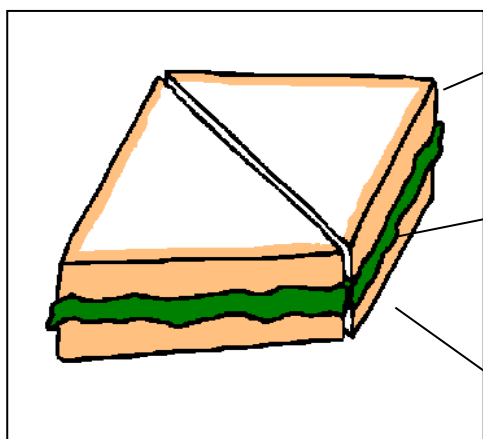
There may be subject matter that is brought up during the training that participants need time to digest. Information given during the training may resonate differently with different people and participants may not wish to discuss this during the training.

It is important to have communication channels after the training if participants have follow-up questions.

## Observation and feedback

# Giving feedback: The Sandwich Model

Encourage the observee to articulate their feelings about the session - what went well and what they were less happy with.



### **POSITIVE**

Focus initially on the positive points.

### **CONSTRUCTIVE**

Focus on a few key points that can be worked on.  
Discuss how they could do it differently.

### **POSITIVE**

Round off with more positive comments.  
Set targets for future development.

## SOME GOLDEN RULES ON GIVING FEEDBACK

1. Look for the positive side
2. Set the person at ease
3. Try to keep to your criteria
4. Allow him/her to self reflect
5. Use a broad sandwich feedback model, or at least balance constructive, positive and affirming comments with more developmental ones
6. Set targets
7. If you make any notes, then give your observee a copy of them
8. Be gentle and careful in your criticism
9. Be flexible
10. Be sensitive and aware of your observee's feelings, and know when to stop making constructive comments

## Supportive language to use in giving feedback

### **Supportive: best for initial exploration**

How did you feel about...?

What were you pleased with today...?

Tell me about....

I noticed that...

Let's talk about...

### **Positive: for providing affirmation**

That was successful, wasn't it? Why do you think that was?

Why do you think that worked so well?

I really liked the way you...

Everyone seemed to enjoy it when you...

What I found especially positive was when you...

### **Constructive: for facilitating observees' development**

Is there anything you'd change about today's session?

Have you tried...?

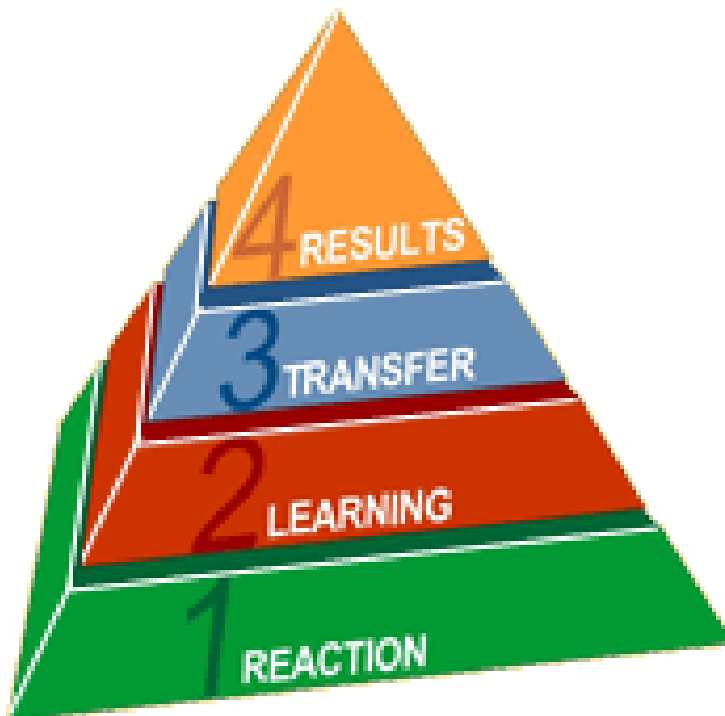
Could you consider...?

Can you suggest...?

How did you feel about...?

# Stage 4: Evaluation

## Kirkpatrick’s 4 levels of training evaluation<sup>3</sup>



Level	Description
<b>Level 1: Reaction</b>	To what degree participants react favorably to the training
<b>Level 2: Learning</b>	To what degree participants acquire the intended knowledge, skills, attitudes, confidence and commitment based on their participation in a training event
<b>Level 3: Behavior</b>	To what degree participants apply what they learned during training when they are back on the job
<b>Level 4: Results</b>	To what degree targeted outcomes occur as a result of the training event and subsequent reinforcement e.g. organisational change

<sup>3</sup> Original source DL JD Kirkpatrick Evaluating Training Programs – The Four levels, 3<sup>rd</sup> Edition, 2006 & table information sourced from <http://www.kirkpatrickpartners.com/OurPhilosophy/TheKirkpatrickModel>



## Evaluating a training course: some tips

Make sure your trainees know the purpose of the evaluation

Remember that your trainees also like to get feedback from you!

Trainees may need training in the art of writing meaningful evaluation.

You can monitor progress at any stage during a course

Ask for evaluation of content as well as methods

Evaluate in areas that you need to and will use, don't evaluate for the sake of it

Try a variety of evaluation techniques: tick boxes, open comment boxes. Get oral as well as written feedback

Consider the implications of getting trainees to commit themselves in writing

Trainee diaries can be a useful source of feedback

Be cautious about who gets to see the evaluations, especially in hierarchical contexts...

Think carefully before eliciting evaluation about venue, food etc. – this can overwhelm evaluation work

Think carefully about the language you want your feedback in. It may be much more meaningful in the local language or in a particular way

Make sure that trainees know you will read carefully and respond to suggestions

Feedback may lead to change, or you may simply need to explain better what you are doing

Trainees may need training in the art of writing meaningful evaluation.

Remember to thank your respondents for their time and effort at the end of your evaluation

# Tools for group training sessions

# A] Needs Analysis Form

This needs assessment should be completed in advance of preparing your group’s session. The needs assessment will allow you to understand: the main learning expectation from participants and participants’ current knowledge and understanding of the topic area.

<b>Name</b>	
<b>Gender</b>	
<b>Age</b>	
<b>National Society</b>	
<b>Position in National Society</b>	
<b>How long have you been with your National Society?</b>	

<b>1) Have you ever received training on this topic before? If yes what did you learn?</b>
<b>2) What is the main expectation you have from a session on this topic?</b>
<b>3) What type of learner would you say you are?</b>
1) By doing 2) By seeing 3) By hearing

**4) Please rate yourself on the following areas, with 1 being low and 6 being high**

	Lowest Highest	←—————→
Please rate how relevant you think the session will be to your work in your National Society	6	1      2      3      4      5
Please rate your knowledge and understanding of the topic	6	1      2      3      4      5

**Thank you very much for taking the time to complete this needs assessment. Your answers will be taken into consideration for designing the training of trainers to ensure your needs and expectations are met.**

## B] Training Session Plan Template

<b>Session/ day</b>	Session # / Day #
<b>Session title</b>	
<b>Trainer(s)</b>	
<b>Timing</b>	
<b>Rationale</b>	
<b>Aim</b>	
<b>Objectives</b>	By the end of the session, participants will have/ be able to: <ul style="list-style-type: none"><li>•</li></ul>
<b>Key learning points</b>	<ul style="list-style-type: none"><li>•</li></ul>
<b>Links to other sessions</b>	<ul style="list-style-type: none"><li>•</li></ul>
<b>Resources needed</b>	<ul style="list-style-type: none"><li>•</li></ul>
<b>Session outline</b>	A. B. C. D. E.
<b>Additional information (optional)</b>	

## C] Training Session Plan Example

<b>Session/ day</b>	Session 2/ Day 1
<b>Session title</b>	Understanding Gender and Diversity
<b>Trainer(s)</b>	Christina Haneef, IFRC
<b>Timing</b>	10.45 to 12.15 (1.5 hours)
<b>Rationale</b>	It will be fundamental for participants to have a grasp of the key concepts of gender and diversity, key frameworks, as well as some factors to consider when conducting gender and diversity training. This session will provide a good foundation for the rest of the training course.
<b>Aim</b>	To cover gender and diversity concepts, IFRC frameworks and considerations for gender and diversity-sensitive training
<b>Objectives</b>	By the end of the session, participants will be able to: <ul style="list-style-type: none"> <li>• Define the concepts ‘sex’, ‘gender’, ‘diversity’ and gender equality</li> <li>• State IFRC’s approach to addressing gender and diversity</li> <li>• Identify some key considerations for planning and delivering gender and diversity-sensitive training</li> </ul>
<b>Key learning points</b>	<ul style="list-style-type: none"> <li>• Sex refers to the biological differences between men and women whereas gender refers to the social differences between men and women.</li> <li>• Gender Equality does not mean that males and females are the same – it means that their rights, responsibilities and opportunities do not depend on their sex.</li> <li>• IFRC’s approach to gender and diversity is rooted in its humanitarian mandate and fundamental principles – in particular the principle of impartiality.</li> <li>• In addition to teaching the concepts of gender and diversity during training, we promote an inclusive environment before, during and after training.</li> </ul>
<b>Links to other sessions</b>	Provides a baseline to other sessions on training skills and adult learning Provides a baseline to other sessions on gender and diversity
<b>Resources needed</b>	1 x Powerpoint 1 x gender and diversity quiz 1 x group exercise (speed debating) and meeting room space large enough for exercise 1 x timer/stopwatch 1 x Gender and Diversity Training of Trainers Handbook
<b>Session Outline</b>	A. Session objectives (2 minutes) B. Gender and diversity quiz (10 minutes) C. Gender and diversity concepts (including tips for training concepts) (10-15 minutes depending on questions and discussion) D. IFRC’s approaches to gender and diversity and frameworks (10 minutes) E. Speed debating group exercise (20-25 minutes) F. Gender and diversity inclusive training (15 minutes) G. Question and answers (5-10 minutes)
<b>Additional information (optional)</b>	The group exercise (speed debating) is meant to open participants’ minds to discussing gender and diversity. It can also be used as a shorter exercise as an ice-breaker.

## D] Self Evaluation

Criteria	Issues to consider	Comments
1. Timing	<ul style="list-style-type: none"> <li>• Did the session start &amp; finish on time?</li> <li>• Was the right amount of time spent on the right areas?</li> </ul>	•
2. Clear knowledge of topic & use of concepts	<ul style="list-style-type: none"> <li>• Was the topic confidently explained?</li> <li>• Were gender and diversity concepts used appropriately?</li> </ul>	•
3. Communication	<ul style="list-style-type: none"> <li>• Verbal – was the voice projected well?</li> <li>• Were instructions clear?</li> <li>• Was pronunciation clear?</li> <li>• Non-verbal – how were our gestures, postures &amp; confidence?</li> </ul>	•
4. Ensuring group rapport & participation	<ul style="list-style-type: none"> <li>• Was group rapport established?</li> <li>• Did the group participate?</li> <li>• Were more reluctant participants involved?</li> </ul>	•
5. Session flow and pace	<ul style="list-style-type: none"> <li>• Did the session flow in the right order?</li> <li>• Was the pace of the session right?</li> </ul>	•
6. Methodology	<ul style="list-style-type: none"> <li>• Were the training methods selected appropriately &amp; confidently used?</li> <li>• Were methods varied?</li> </ul>	•
7. Ability to manage questions & difficulties	<ul style="list-style-type: none"> <li>• Were difficulties in the session tackled or avoided?</li> <li>• Were questions responded to appropriately?</li> </ul>	•
<p>Overall comments:</p> <p>What did I/ we do well?</p> <p>What could I/ we do differently next time?</p> <p>Did I /we plan and work together well enough?</p> <p>What do I/ we need to work on?</p> <p>How would I rate the session overall? [Excellent, good, average, areas for improvement]</p>		

# E] Peer Evaluation

Session Title	
Name of Trainer (s)	

Criteria	Excellent	Good	Average	Area for improvement
<b>OVERALL TRAINING SESSION - Ratings</b>				
1. Timing				
2. Clear knowledge of topic & use of concepts				
3. Communication				
4. Ensuring group rapport & participation				
5. Session flow and pace				
6. Methodology				
7. Ability to manage questions & difficulties				
<b>Optional comments on the session overall:</b>				
<b>FEEDBACK ON INDIVIDUAL TRAINERS</b>				
Trainer’s name				
Feedback area	<b>Good</b>		<b>Area for improvement</b>	
1. Timing				
2. Clear knowledge of topic & use of concepts				
3. Communication				
4. Ensuring group rapport & participation				
5. Session flow and pace				
6. Methodology				
7. Ability to manage questions & difficulties				
<b>Additional comments on Trainer</b>				

### Guidance for giving feedback<sup>4</sup>

- A. Imagine yourself in the position of the receiver.
- B. When providing feedback, reflect on the Adult Learning principles and methods & qualities (traits) of a good trainer discussed on Monday.
- C. Watch the other person carefully and try to make sure that you are not upsetting him/her
- D. Give personal messages, so called "I-messages". In other words, make it clear that what you say is just your personal opinion. Start your statements with "I have the impression that..." or "It seems to me, as if..."
- E. Avoid statements like "you always do..." - refer to concrete situations instead. For example "when you were talking about x or y, you did..."
- F. Try to avoid adjectives which have a strong negative connotation, like "*bad*", "*boring*", "*wrong*" as they will probably hurt the feelings of the other person and thus distract attention or create a defensive reaction. Rather talk about effects on yourself. For example instead of saying "*Your presentation was boring*" you could say "*In my opinion, your presentation could have been more lively - therefore, it was difficult for me to concentrate at times*"
- G. Adapt your feedback to the personality of the other. For example, a very self-confident person may tolerate stronger words and clearer messages, while a person who is already very critical and unsure about his/her own style of facilitation, might not feel comfortable if you come up with strongly adverse comments.
- H. Give comments with the spirit of peer support and learning!

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<sup>4</sup> IFRC PMER Training of Trainers, Geneva.



## F] Sample Ice Breakers

Ice breaker	Description
1. Human knot	The group stands facing inwards in a circle. They hold one of their arms at shoulder height and one arm at waist height. Everyone closes their eyes and walks forward into the circle and has to hold 2 different people’s hands. Everyone opens their eyes. Without breaking the chain of hands, the group has to work out how untangle the knot they’ve created.
2. Song & dance	Take a popular song with some actions e.g. ‘heads shoulders knees and toes’, or a traditional song with some dance steps & teach it to the group.
3. Guess who	The group stand in a line. The name of a famous person is written on a post it note/ paper and stuck to each person’s forehead or back. When everyone has a name stuck on, the group can move around and ask one yes/ no question to someone else and then move on, until they’ve guessed the name of the famous person.
4. People letters	Give the group a word and they have to use their body to spell each letter of the word. Each person can do this individually, or it can be done in groups.
5. Stretching	The trainer leads the group, and they have to copy the trainers movements e.g. arms overhead, stretch, touch your toes, stand on one leg, star jump etc.
6. Speed dating	Place 2 rows of chairs facing each other and participants sit on a chair. The trainer gives a topic to discuss and then gives each pair facing other 30 seconds to a minute to discuss the topic. Then the activity is repeated but you rotate one line e.g. one line stands up, moves one chair to their left and sits down again, then the next conversation topic is discussed, and so on until topics finished, or one row has been fully rotated and they are back to the start person.
7. Longest line	Divide the group into smaller groups. They have 5 minutes. Using the materials they have e.g. on their table, in their bag, and their clothes, scarves, coats etc. which team can make the longest line? (Have a prize for the winning team if possible!)
8. Living sculptures	Divide the group into smaller groups of around 3-5 people. Give them a topic e.g. ‘family conflict’. They need to develop a sculpture using themselves to communicate the topic for the group. Variations -There can be some small actions, they can be just absolutely still, or they could develop a short drama sequence which builds their sculpture into a final still sculpture.

## Contact information

For further information, please contact:

**Gerard Witham, AVID Regional Manager - Asia**

[gwitham@redcross.org.au](mailto:gwitham@redcross.org.au) , +66 2661 8201 ext. 500

In the Australian Red Cross, based in IFRC Southeast Asia Regional Office, Bangkok

**Christina Haneef, SEA Regional Gender & Diversity Officer**

[Christina.haneef@ifrc.org](mailto:Christina.haneef@ifrc.org) , +66 2661 8201 ext. 104.

In the IFRC Southeast Asia Regional Office, Bangkok